

The Australian Curriculum

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The Australian Curriculum Languages

Overview

Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

Background language learners are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The ***Disability Discrimination Act 1992*** and the ***Disability Standards for Education 2005*** require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense ‘value added’, strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner’s repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others’ cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/ò*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

Adverbial

A word or group of words that functions as an adverb.

adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

- (i) graphic symbols used in writing in some languages
 - (ii) assumed roles in dramatic performance
-

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
 - drawing on language knowledge and experience (for example, gender forms)
 - listening for intonation or expression cues
 - interpreting grapho-phonetic, semantic and syntactic cues.
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Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction *and* links the two participants, while *or* links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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Content

A subject matter used as a vehicle for language learning.

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

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Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
 - consonant digraphs have two consonants (for example, 'sh', 'th')
-

Diphthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatism of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

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Grapho-phonetic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
 - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
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Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

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Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
 - the nature of language communities which use the language
 - the historical and/or current relationship of a language with education in Australia
 - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
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Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalinguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence*, *clause*, *conjunction*; or about the social and cultural nature of language, such as *face*, *reciprocating*, *register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me*, *You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

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Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy*, *courage*, *success*, *idea*.

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
 - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
 - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
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Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will **conduct** the orchestra; her **conduct** is exemplary*.

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing*; *–ed*; *ness*; *–less*; *–able*).

suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

text structures

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Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they **watch** football; she **is** exhausted; the day finally **came**.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they **will** go, I **did** eat lunch, she **might** fail the exam.*

verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum Languages - German

Overview

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, Belgium, Luxembourg and in South Tyrol in Italy. It is also used as an official regional or auxiliary language in a number of other countries in Europe, and in 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 the past and contemporary achievements of German-speaking communities in architecture, the arts, engineering, philosophy, recreational pursuits, and scientific innovations, particularly those 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 well as being 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 for 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 is a pluricentric language with different standards and regional varieties.

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 or 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 Australian schools generally comprises students who are second language learners.

Within this pathway, learners demonstrate a range of degrees 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. 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 – 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.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - German are available as PDF documents.

Languages - German: Sequence of content

Languages - German: Sequence of Achievement - F-10 Sequence

Languages - German: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - German Years F–10 Sequence

Foundation to Year 2

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-plays 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 one another. 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*, *r*, *th*, *u* and *z*, and diphthongs such as *au*, *ei*, *eu* and *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 use modelled language to produce their own short texts and to interact. 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 communicate 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 communicate 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.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes

[Key concepts: self, family; Key processes: interacting, greeting, thanking]

(ACLGEC103)



Elaborations

- exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, *Ich heie ... und du? Guten Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!*
- using simple statements to describe themselves and to express likes and dislikes, for example, *Ich bin fnf. Ich wohne in ... Ich mag ... (nicht).*
- sharing ideas about people and belongings, for example, *Mein Teddy heit ... Das ist meine Schwester/mein Ball.*

Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions

[Key concepts: play, performance, action learning; Key processes: participating, taking turns]

(ACLGEC104)



- participating in songs, rhymes and chants by singing and using actions, for example, *Kopf, Schulter, Knie und Fu; 1, 2, Polizei*
- playing games such as *Hatschi Patschi*, *Hier ist Platz*, *Lotto* and *Stille Post* and using associated language, for example, related to turn-taking (*Wer ist dran? Ich bin dran*) and forming groups using numbers or colours (*Blau ist hier; Gruppe 2 ist hier*)
- following a model to create a shared digital/online text, such as adding key information on a class invitation (*Wann? Was? Wer? Wo?*)
- making choices in routine activities such as the selection of a song from the class songbook, for example, responding to the question *Was singen wir heute?*

Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests

[Key concepts: roles, routines; Key processes: following instructions, participating, listening]

(ACLGEC105)



- responding with actions/gestures to questions such as *Wo ist ... ?* and instructions such as *Bitte aufstehen, (Klasse 1)! Hände auf den Kopf! Alle zusammen! Achtung!*
- recognising and responding to simple questions, using supporting intonation and gestures, for example, *Wer/Was ist das? Das ist ... ? Ist das ... ? Nein, das ist ...*
- using German for everyday routines such as roll call (*Hier bin ich*) or naming the day of the week (*Es ist Montag*)
- following simple directions supported by gestures to locate items in the classroom or playground, for example, *links, rechts, auf dem Boden, hinter Peter, unter dem Tisch*
- responding to and making polite requests, for example, *Ich möchte ... , bitte. Bitte schön!*

Informing

Identify key words and information in simple shared texts related to personal worlds

[Key concepts: literacy, text; Key processes: locating, matching, ordering]

(ACLGEC106)



Elaborations

- recognising symbols, words and phrases of written German, for example, labels, titles and captions
- recognising key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding
- demonstrating understanding by labelling, pointing, matching, clicking, dragging, drawing, miming, facial expressions and actions
- 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)
- ordering/matching items of information in relation to different texts, such as responding to questions about story, for example, *Wer ist das? Er hat drei Brüder und wohnt in ...*

Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language

[Key concepts: identity, belonging; Key processes: naming, labelling, describing]

(ACLGEC107)



- using key words and simple phrases to annotate a picture, diagram or photo for public display
- contributing to a digital photo story on *Meine Klasse*, for example, writing and recording captions to own photos (*Das bin ich. Ich heiße... und ich bin... Das ist meine Mami. Sie ist nett*)
- using simple sentence structures, familiar vocabulary, supporting resources and gestures to communicate about self and the immediate environment, for example, *Ich bin im Kindergarten. Ich bin in Klasse 1. Das ist mein Kissen.*
- conveying aspects of shared knowledge about German language and culture, such as by pointing to places on a map or pictures of symbols or typical foods, for example, *Das ist Deutschland. Die Flagge ist Schwarz-Rot-Gold.*

Creating

Elaborations

Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling

[Key concepts: imagination, performance, setting; Key processes: participating, responding]

(ACLGEC108)



- 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, and sequencing pictures from the text to reflect the correct order of events
- expressing a personal opinion of a text, for example, *Das ist lustig/komisch/langweilig*
- drawing their favourite character or scene from stories, rhymes, songs or cartoons such as *Schnappi* and attaching/writing a simple evaluative statement, for example, *... ist fantastisch. Ich mag ...*
- performing the story of a book, for example, *Wir gehen auf Bärenjagd, Der Baum und das Mädchen, Weißt du wie lieb ich dich hab?*
- reading or viewing English and German versions of a familiar print or digital text such as 'Spot'/'Flecki' or 'Bob the Builder'/'Bob der Baumeister', and noticing similarities and differences
- responding in German or English to questions about a text, for example, *Wer ist das?; War das eine gute Idee?; Und dann ... ?*
- contributing to a collaborative retelling of a text using prompts such as pictures, cut-outs or puppets

Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities

[Key concepts: role-play, discussion, imagination; Key processes: performing, expressing]

(ACLGEC109)



- using story maps to share an imaginative experience such as what they would eat over a week, for example, like the caterpillar in *Die kleine Raupe Nimmersatt*, using digital technologies
- 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'
- creating short dialogues, for example, between dolls, puppets and toys, using familiar modelled language

Translating

Elaborations

Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience

[Key concepts: representation, difference; Key processes: noticing, comparing]

(ACLGEC110)



- distinguishing between German and English in spoken and written form (*Ist das Deutsch oder Englisch?*), considering factors such as pronunciation, capitalisation of nouns, and the use of cursive script in some texts for children
- comparing greetings and terms for numbers, family members and familiar objects in German, English and other known/common languages, and noting similarities
- comparing the words on bilingual signs around the school, such as *Spielplatz*/playground, *Schulkantine*/tuckshop
- interpreting/translating from German into English greetings and other learnt language items for new students or non-German speakers
- teaching a family member some German, for example, greetings, how to play a German game or sing a German song

Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English

[Key concepts: vocabulary, representation; Key processes: sorting, matching, noticing]

(ACLGEC111)



- collecting German and English words that are similar or identical in spelling and have the same meaning but are pronounced differently, for example, *Baby*, *singen*, *braun*, *Klasse*
- making and displaying labels for common objects in the classroom and home
- compiling and displaying illustrated class German–English and English–German dictionaries or alphabet posters of classroom language and key vocabulary

Reflecting

Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words

[Key concepts: language, culture, difference; Key processes: noticing, comparing, observing]

(ACLGEC112)



Elaborations

- 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, *Guten Morgen* and *Morgen! Tag! Hallo!*
- noticing similarities and differences in cultural practices and stating own reactions to the language used, for example, *Das ist anders/gleich* when noticing such things as how a child beginning school is celebrated in a German-speaking country with a *Schultüte* or how a German speaker wishes others luck with *Daumen drücken*
- 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
- 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

Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one's sense of identity


[Key concepts: self, identity; Key processes: expressing, describing, noticing]

(ACLGEC113)



- identifying self as part of a family, class or peer group, and representing these relationships in a variety of ways, such as through drawing pictures or by adding captions to photos
- describing what languages they know and are learning, for example, *Ich kann Englisch und Arabisch. Ich lerne Deutsch*
- eliciting and giving personal information that signals identity within home and school contexts, including age and appearance, characteristics, class and school, for example, *Ich bin sechseinhalb.; Ich habe braune Haare. Ich bin in Klasse 1F*
- 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 (Foundation to Year 6), different classroom teachers, different play areas, wearing of school uniform, or changing rights and responsibilities

Understanding

Systems of language	Elaborations
<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>(ACLGEU114)</p> 	<ul style="list-style-type: none"> • 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>) • developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context • 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 was, was du nicht siehst</i> using initial sounds or <i>Galgenmännchen</i> • 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 the <i>Eszett</i> (<i>ß</i>) • noticing that all nouns are capitalised in German

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

[Key concepts: word order, connections, gender; Key processes: noticing patterns, making connections, selecting]

(ACLGEU115)



- noticing that German has multiple words for 'the' and 'a/an'
- identifying people, animals and things using an article and a concrete noun (*der Lehrer, eine Freundin*) or a pronoun (*ich, du, er, sie, es, wir*)
- using the possessive adjectives *mein/e* and *dein/e* or a form of *haben* and an indefinite article to express a relationship to a person or object, for example, *Das ist mein Bleistift; Ich habe einen Bruder*
- describing people, animals or objects using *bin/bist/ist* and an adjective, for example, *Ich bin klein; Der Bär ist braun; Das Buch ist neu*
- understanding and describing actions using verbs such as *gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen* and *wohnen*
- negating verbs and adjectives using *nicht*
- understanding and using some question words and the intended/related answer in limited contexts, including *was* (an object), *wer* (a person), *wie* (manner), *wo* (a place), *wann* (a time) and *wie viele* (quantity)
- understanding the location or origin of a person or object, such as *hier, links* and *rechts*, and prepositions such as *auf, aus, hinter, in, neben* and *unter*
- gaining awareness of vocabulary referring to time, such as days, months, time of day (*Morgen, Nachmittag, Mittag*) and o'clock time, for example, *Es ist drei Uhr*.
- gaining awareness of terms referring to quantities of people and things, including cardinal numbers (0–20) and *mehr, viel/e, nichts* and *kein/e*

Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes

[Key concepts: structure, form; Key processes: noticing, recognising, comparing]

(ACLGEU116)



- understanding that texts can be spoken, written, digital, visual or multimodal, and that they can be very short (*Stopp!*, or a hand gesture to signal *Komm her!*) or much longer
- recognising that different types of texts have different features, for example, rhythm and repetition in action songs and rhymes
- 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
- identifying familiar text types such as songs, rhymes, picture books, games, family trees and tables, and naming key features, for example, *Titel, Seite* and *Bild*

Language variation and change

Elaborations

Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people

[Key concepts: register, language conventions, social practice; Key processes: noticing, comparing]

(ACLGEU117)



- recognising different forms of address and greeting, depending on time of day and the gender and social status of participants, for example, first names with peers (*Tag, Luke!*) and *Guten Morgen, Frau Stein!* for the teacher
- recognising that there can be different forms of address for the same person, for example, *Mama, Mutti, Mami, Mutter*
- understanding that the level of detail required can vary depending on the context, for example, *Ich bin 5; Ich bin 6 Jahre und 3 Monate alt; Ich bin fast 7.*

Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other

[Key concepts: multilingualism, culture, community; Key processes: observing, exploring, recognising]

(ACLGEU118)



- exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



- 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
- recognising that German is an important world language spoken in many countries in the world apart from Germany, including Australia
- recognising that English and other languages have borrowed German words, for example, *Hamburger, Kindergarten* and *Glockenspiel*, and that many words are shared across languages, for example, 'computer', 'bus', 'taxi' and 'auto'

Role of language and culture

Elaborations

Notice that the languages people use relate to who they are and where and how they live

[Key concepts: place, culture; Key processes: noticing, exploring]

(ACLGEU119)



- 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
- understanding that learning German involves ways of using language that may be unfamiliar, for example, using *Guten Appetit* before commencing a meal or using *danke* when refusing an offer
- noticing expressions and terms that are used in Australian contexts, such as for foods, animals, sports and activities, for example, 'sausage roll', 'Vegemite', 'joey', 'possum', 'Little Athletics'
- 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

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, exchange greetings and farewells, for example, *Ich heiße ... Auf Wiedersehen!* and express likes and dislikes. When interacting, they use short formulaic expressions, for example, *Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!* and make simple statements, such as *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, 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 such as *der Lehrer, eine Freundin, Das ist mein Stift*, including some pronouns, for example, *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* and *ist*, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words.

Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently. They identify features of different types of texts. They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. They make connections between the languages people use and who they are and where they live.

Years 3 and 4

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 that 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, informative and descriptive texts (such as recipes, annotated posters, and family and class profiles) show how language is used for a variety of purposes.

Features of German language use

Learners 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 become familiar with how to use singular and plural forms. Learning German contributes to the process of making sense of their personal/social 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.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities

[Key concepts: friendship, identity; Key processes: describing, expressing]

(ACLGEC120)



Elaborations

- exchanging information about their siblings, homes, pets and activities, for example, *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.*
- using common responses to frequently asked questions or comments (*sehr gut, das stimmt, ich auch, ich nicht, igitt!*), imitating modelled intonation and stress patterns
- asking and answering questions relating to concepts such as time, place, number, days of the week, months and seasons, for example, *Wann spielst du Basketball? Wer hat im August Geburtstag? Wo spielst du Hockey? Wie viele Hobbies hast du?*
- exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form

Participate collaboratively in shared class experiences and transactions

[Key concepts: participation, creativity; Key processes: exchanging, negotiating, planning]

(ACLGEC121)



- creating a shared digital photo story after a class activity or event such as a visit to a German restaurant
- following procedures and instructions with peers, for example, how to create a *Hampelmann* or *Lebkuchenhaus*
- preparing a German item for a school performance, for example, *Schnappi* or *Kleiner Hai* song, *Hänsel und Gretel* play
- conducting real or simulated transactions such as a 'picture swap' or choosing a present for a friend, for example, *Lara mag Puppen. Was kostet die Puppe?*

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

[Key concepts: support, learning strategies; Key processes: requesting, clarifying, responding]

(ACLGEC122)



- asking and responding to questions related to a learning activity or lesson, for example, *Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch? Wie spät ist es? Bist du fertig?*
- apologising, making polite requests (including attracting attention), and asking for assistance and permission, for example, *Tut mir Leid! Entschuldigung, Frau Lenz! Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*
- commenting on own and others' learning, for example, *Super! Tolle Arbeit! Gut gemacht!*

Informing

Elaborations

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]

(ACLGEC123)



- gathering information about a fellow student or German speaker relating to family, home, interests and abilities, and compiling the information in a modelled format, such as *Steckbrief*
- obtaining information about lifestyles in German-speaking countries (homes, schools, climate, pets, geography) from shared and independent reading of simple digital texts
- collecting information about different animal species (*Haustiere, Wildtiere, Waldtiere, australische Tiere*), and creating a display with names and appropriate adjectives, for example, *Der Löwe ist mutig und stark*.
- 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
- 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
- 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

Present information in modelled spoken and written texts relating to personal, social and natural worlds

[Key concepts: family, friends; Key processes: describing, presenting, collating]

(ACLGEC124)



- introducing family members and friends, identifying relationships and cultural backgrounds (*Das ist mein Opa. Er kommt aus China.*), using simple descriptive language and supporting resources to enhance meaning
- collecting information about one another's likes, dislikes or interests, using checklists, surveys or question cues to present a class profile, chart or database, for example, *Lieblingstiere, Lieblingssport, Lieblingsserie, Lieblingsmusik*
- selecting information gained from print, visual or digital texts to design a class book or digital display, for example, details of animals and their habitats and/or food from a zoo website or a children's documentary film about wild animals (*Der Affe wohnt im Dschungel*)

Creating

Elaborations

Respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters
[Key concepts: character, events; Key processes: describing, retelling]

(ACLGEC125)



- using modelled structures and picture prompts to retell the basic plot of a narrative, or making simple summary statements, for example, *Shrek und Fiona sind im Schloss*.
- creating a profile of a favourite character from a text, including features such as *Name, Alter, mag/mag ... nicht, Aussehen* and *Bild*
- creating a timeline of the main events of a story using pictures, words and/or simple sentences
- using a thinking tool to respond to an imaginative text in various ways, such as describing what emotions they feel listening to the story, for example, *Das macht mich glücklich/traurig/nervös*
- acting out a text with a repetitive plot and/or dialogue, for example, *Das Rübenziehen*

Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports
[Key concepts: fantasy, entertainment, amusement; Key processes: performing, creating, presenting]

(ACLGEC126)



- collaborating to create and perform a new version of a traditional or contemporary text, for example, the script of a play for the German fairy tale *Die Bremer Stadtmusikanten*
- creating and performing a puppet play involving a German character and an Australian character, such as *die Maus (Die Sendung mit der Maus)* meeting Bananas in Pyjamas or an *Igel* meeting an echidna, using modelled German language
- using digital technologies to create and illustrate short imaginative texts designed to amuse or entertain, such as *Mein Traumhaus (Ich wohne in einem Schloss. Mein Schloss ist sehr alt, groß und schön)* or fantasy stories featuring imaginary creatures
- producing and presenting illustrated or multimodal texts using a modelled structure, for example, an acrostic poem based on their first name or *Elfchen*

Translating

Elaborations

Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family

[Key concepts: meaning, interconnection; Key processes: comparing, interpreting, explaining]

(ACLGEC127)



- comparing and matching key words in German and English, such as names for German-speaking countries and some cities (*Deutschland/Germany, Wien/Vienna*) and animals
- listening to the way animal sounds are represented in German, such as in *Das kleine Küken* animation, and comparing them with English and other languages, for example, *Ein Hahn macht, kikeriki, ein Hund macht, wau wau*
- sharing an item relating to German language and culture through the school newsletter, at an assembly or in a library display, such as an *Ostereierwettbewerb* and *Osterbaum*, or electronically displaying links to digitally produced student items such as movies or photo-text collages
- comparing the Australian and German ways of writing a postal address, for example, in German the *Hausnummer* appears after the street name and the *Postleitzahl* appears before the suburb/town

Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community

[Key concepts: vocabulary, translation; Key processes: labelling, matching, translating]

(ACLGEC128)



- making and using individual word lists, and print and digital dictionaries, for example, using digital tools
- producing classroom signs such as *Bitte mach die Tür zu! Hier sind die Scheren/Klebestifte/Stifte!*
- creating bilingual texts for the classroom or school community, such as posters, library displays or online newsletter items

Reflecting

Notice and describe what looks or feels similar or different to own language and culture when interacting in German

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, describing]

(ACLGEC129)



Elaborations

- recognising that there are similarities and differences between German and English ways of showing politeness, for example, the use of family names after *Frau* and *Herr*, responding to *danke schön* with *bitte schön*, shaking hands
- 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
- 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', or eating 'brekky'
- noticing that there are alternative ideas and ways of interacting to those offered by one's own language and culture
- 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 *zu Hause*, *Pausenbrot* and *Spielplatz*

Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends

[Key concepts: self, family, friends; Key processes: exploring, comparing, identifying]

(ACLGEC130)



- comparing own experiences of learning German with peers', and imagining what aspects of English a German speaker might find challenging and why
- 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), and considering what advantages this brings and whether it impacts on identity
- comparing learning a language at school with another context for learning a language, such as at home, at community language school or on holiday
- communicating 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, *Ich bin Australier/-in. Mein Opa kommt aus Griechenland.*
- identifying family traditions and possessions that stem from another culture, such as opening presents on Christmas Day or *Heiligabend*, learning folk dancing, or having a German grandparent's name

Understanding

Systems of language

Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts

[Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising]

(ACLGEU131)



Elaborations

- recognising and practising short and long vowel sounds, initial consonants and blends, for example, *ja, rot, singen, Sport, Winter, zwei*
- recognising and using the *Umlaut* and *Eszett* to pronounce and write familiar German words
- understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations (*Du bist acht. Du bist acht? Du bist acht!*)
- encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*), applying learnt memory aids such as 'when E and I go walking, the second one does the talking'

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 [Key concepts: word order, connections, syntax, cases; Key processes: noticing patterns, making connections]

(ACLG EU132)



- recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, *der Bruder, ein Bruder, er*
- using the nominative and accusative indefinite articles to denote an unspecified person or object, for example, *Rotkäppchen hatte einen Korb.*
- comparing pluralisation of nouns in German and English, and using *die* for plural nouns in German, for example, *der Apfel/die Äpfel*
- describing a relationship using a possessive adjective, for example, *mein/e, dein/e, sein/e, ihr/e*
- understanding and using pronouns to refer to people, for example, *ich, du, er, sie* (singular); *wir, ihr, sie* (plural); *Sie heißt Anna. Sie heißen Ben und Sarah.*
- using the correct verb form associated with a noun or pronoun or combination thereof, for example, *Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch.*
- using present tense forms of irregular verbs such as *haben* and *sein* and recognising similarities to the English verbs 'to have' and 'to be'
- describing capabilities and preferences using limited forms of the modal verbs *können* and *mögen*, for example, *Ich kann gut schwimmen. Er mag Cricket. Wir möchten eine Party machen.*
- understanding and describing current and recurring actions using verbs such as *essen, fliegen, fressen, laufen, leben, schwimmen, sprechen* and *trinken*
- understanding and describing past events using the simple past tense of familiar verbs such as *war, hatte, ging, sah, spielte* and *machte*
- joining words, phrases and sentences using *und, oder* and *aber*
- understanding the meaning of and using common time phrases and cohesive devices, for example, *gestern, heute, dann* and *zuerst*
- understanding and formulating questions using subject-verb inversion, for example, *Magst du Sport?*
- understanding and using a range of question words and the intended/related answer, for example, *woher, welcher* and *wie viel*
- locating events in time with regard to days, months, seasons and 'half past' time, for example, *Ich spiele im Winter Fußball. Die Schule beginnt um halb neun.*
- describing location formulaically using prepositional phrases such as *im Wasser, in der Luft, auf dem Land, neben dem Tisch* or *auf der linken Seite*
- using ordinal numbers to give the date, for example, *Heute ist der dritte Juli. Er hat am siebten August Geburtstag.*
- referring to quantities of people and things (including money) using cardinal numbers up to 100

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

[Key concepts: text function, structure, features of texts; Key processes: classifying, comparing, explaining]

(ACLG EU133)



- 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
- comparing wall calendars from a German-speaking country and Australia in terms of structure, public holidays, pictorial representation of seasons, and cultural influences
- identifying and comparing the features of different types of texts, such as a cookery book, a picture storybook or a comic
- discussing the structure of shared reading texts, identifying sentences, questions, answers and greetings (*Satz, Frage, Antwort* and *Gruß*), and recognising how different textual elements such as title, layout, script and images combine to make meaning

Language variation and change

Elaborations

Recognise some of the common variations in German as it is used in different contexts by different people

[Key concepts: variation, register; Key processes: noticing, comparing, exploring]

(ACLG EU134)



- noticing that the teacher uses different words for 'you' when addressing one or more students, for example, *Setz dich, Peter! Setzt euch, Kinder!*
- 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
- investigating the different names used to address the one person in various contexts ('James Brown from 3M', 'Jimmy', 'mate', 'kid'), 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
- 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

Recognise that German and English are related languages and that German is an important European and global language

[Key concepts: global language, culture, identity; Key processes: identifying, exploring, researching]

(ACLG EU135)



- exploring some similarities between Germanic languages, such as Dutch, English and German cognates
- recognising that German is an official language of the 'DACHL' countries (Germany, Austria, Switzerland, Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol
- 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

Role of language and culture

Elaborations

Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices

[Key concepts: connections, values, traditions; Key processes: identifying, describing]

(ACLGEU136)



- comparing terms across German-speaking cultures, for example, *Liebchen/Liebling*, *mein Schatz*, *Spitznamen*
- recognising that language carries cultural ideas, for example, *Sommerbeginn*, which is officially 1 December in Australia but 21/22 June in Europe; *hitzefrei* ('heat-free'), referring to the practice of dismissing students early from school if a certain temperature is reached or forecast; or *Wald*, the setting in many German fairy tales
- recognising character traits and values, such as those of animal characters in German stories, for example, the wolf in *Rotkäppchen*, and comparing them with familiar Australian stories
- learning how to communicate about culture and language using terms such as 'meaning', 'difference' and 'behaviour'
- discussing parallel expressions such as 'G'day'/'Tag', 'morning tea'/'Kaffeepause' and 'Bless you'/'Gesundheit'

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, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön; Ich bin dran; Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto*. They reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett*, and initial consonants and blends, for example, *Post/los, mein, die, Bruder/Brüder, heißen, 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, for example, *und, aber, oder*, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen, kosten, spielen, wohnen*), some irregular verb forms, (for example, *bin, bist, ist, sind, hast, hat*), and limited forms of modal verbs, (for example, *kann, mag, möchte, muss*), simple past tense verbs, (for example, *hatte, ging, war*) and the accusative case, (for example, *Ich habe einen Hund.*). They respond to and use interrogatives, such as *was, wann, wer, wie, wie viele, wo* and some *ja/nein* questions. They refer to time, manner and place using familiar words and phrases, for example, *morgen, sehr gut, im Wald*. They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which 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 identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the *Eszett* and show how the *Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*). They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.

Years 5 and 6

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 one another 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 one another. Learners' ability to communicate within familiar contexts is developing in terms of fluency and accuracy. Their pronunciation, intonation and phrasing are more confident, and 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 to 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 one another 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

The contexts in which learners interact in learning and using German are sometimes extended beyond the classroom, school, home and community as they have some access to German speakers and cultural resources in wider contexts and communities such as 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, and grammar and textual knowledge. They use present tense forms of regular and irregular verbs, including some modal verbs and common separable verbs, and use 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 comment on 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 participants, 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.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations

Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings

[Key concepts: school, home, routines, relationships; Key processes: listening, describing]

(ACLGEC137)



- exchanging information with peers and adults (online, in writing or face-to-face) about daily routines and leisure activities, using modelled language associated with time, sequence and location, for example, *Ich stehe um 7.30 Uhr auf. Dann frühstücke ich. Ich schwimme und surfe oft.*
- expressing feelings (*Wie geht's? Es geht mir nicht gut. Ich bin krank.*) using adjectives (*aufgeregt, glücklich, nervös, sauer, traurig*)
- using communication strategies such as active listening skills, turn-taking cues, and requests for clarification or more detail to support interaction, for example, *Und du, was meinst du? Stimmt das? Warum?*
- describing key friends or family members, using simple descriptive and expressive modelled language, for example, *Das ist mein Bruder. Er ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics. Ich liebe meinen Bruder.*
- recounting social and cultural experiences with family and friends, for example, *Wir haben eine Reise nach Neuseeland gemacht. Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen.*
- apologising and expressing concern or sympathy to friends and family members, for example, *Tut mir Leid. Schade! Du Arme(r)!*

Participate in guided tasks such as planning and organising events and completing transactions

[Key concepts: collaboration, organisation, responsibility; Key processes: organising, planning, budgeting]

(ACLGEC138)



- organising and conducting collaborative activities, for example, a *Deutsch macht fit* session for a younger class, or designing badges or bilingual posters on healthy eating or recycling (*Trinkt lieber Wasser!; Recycelt eure Dosen!*)
 - participating in real or simulated transactions such as buying food, for example, *Ich nehme ein Käsebrötchen. Was kostet ein Eis? Das macht 6,50 Euro.*
 - participating in sourcing goods and services, such as budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and value, and discussing intended purchases, for example, *Dieses Handy ist zu teuer. Der Hut passt dir gut.*
 - exchanging and comparing currencies, for example, converting *Euro* or *Schweizer Franken* into Australian dollars
-

Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning

[Key concepts: process, progress, outcome; Key processes: discussing, monitoring, reflecting]

(ACLGEC139)



- politely asking peers to do something and responding to requests, for example, giving and receiving things (*Gib mir bitte den Stift! bitte schön; danke schön*)
- discussing and creating shared class rules and procedures, for example, *Dürfen wir auf dem Boden sitzen? Wir müssen immer aufpassen.*
- checking on progress during learning tasks or activities, using comments and questions such as *Kein Problem! Das schaffen wir. Was machst du jetzt? Verstehst du das?*
- sharing ideas about the experience of learning and using German, and comparing what they can and cannot do, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.*

Informing

Gather, compare and respond to information from different sources relating to social and natural worlds

[Key concepts: environment, lifestyles, relationships; Key processes: researching, collating, reading, viewing]

(ACLGEC140)



Elaborations

- 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, or innovative technology
 - 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
 - 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
 - compiling information from a survey of peers and adults on social behaviours and reporting on results, for example, mode of transport to school/work (*zu Fuß, mit dem Rad/Bus/Auto*) and how environmentally friendly it is, or preferred modes of communication (*Hast du ein Handy? Wie oft telefonierst/simst du? Wie oft schaust du einen YouTube clip an?*)
-
- viewing a news item or short documentary about a festival in a German-speaking country, such as *die Basler Fasnacht* or *Karneval in Köln*, describing and giving an opinion on the main aspects, for example, *Ich finde die Fasnacht in Basel super. Ich mag die Masken und die Musik. Aber ich möchte nicht um 4 Uhr aufstehen.*

Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements

[Key concepts: youth issues, audience; Key processes: representing, transposing, comparing]

(ACLGEC141)



- analysing and presenting the results of a class survey, for example, by creating a poster or digital presentation using graphs showing what foods students buy and/or would like to be able to buy at the school canteen (27 *Schüler kaufen Süßigkeiten*. 34 *Schüler wollen andere Getränke*.)
- writing a blog entry for a youth website discussing an aspect of social behaviour, for example, *Partys*
- creating a website for a contact group of German-speaking students, posting information on own interests and experiences, for example, *Ferien*, *Freunde*, *Freizeit*, *Schule*, *Medien*, and highlighting elements which may be unfamiliar to the intended audience using sound, visuals or graphics
- creating a factual self-profile using Voki or VoiceThread for a group of young German speakers
- 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

Creating

Elaborations

Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings

[Key concepts: plot, mood, character; Key processes: recounting, describing, sequencing]

(ACLGEC142)



- producing a timeline of the main events of an imaginative text or creating a sociogram illustrating how the main character links with other characters
- responding to a text such as a poem by selecting an appropriate image to illustrate an aspect (message, mood) and explaining choice, for example, *Das ist die Sonne. Die Sonne ist heiß und gelb. Die Sonne scheint im Sommer. Ich bin glücklich, wenn die Sonne scheint.*
- using modelled structures such as *Das Ende war lustig/traurig/blöd* or *Die Hauptperson war sehr mutig/schön/schlau* to express a personal opinion on aspects of a text, such as the beginning, ending, plot and characters
- 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



Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings

[Key concepts: imagination, adaptation, character, setting; Key processes: imagining, creating, interpreting]

(ACLGEC143)



- 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
- creating dialogue/lines for characters from a text, describing in spoken or written form their opinions and emotional responses, for example, as an interview, email or diary entry
- creating and presenting an adapted text such as a story, for example, by introducing new elements (changing the gender of the main character or the setting, adding a new character or dilemma), and presenting it to a younger audience

Translating	Elaborations
<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>(ACLGEC144)</p> 	<ul style="list-style-type: none"> 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>) 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' recognising long compound words, collecting and analysing interesting examples (<i>das Schlagzeug</i>, <i>babyleicht</i>, <i>abenteuerlustig</i>), and discussing how best to translate them into English 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>
<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>(ACLGEC145)</p> 	<ul style="list-style-type: none"> 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 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 creating bilingual/multilingual texts for specific audiences, for example, a Big Book or game for young learners of German, or invitations, posters, programs or menus for a class event, performance or celebration, such as a <i>Deutschabend</i> or <i>Maskenfest</i>
Reflecting	Elaborations

Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments

[Key concepts: language, culture, reaction; Key processes: observing, evaluating, reflecting]

(ACLGEC146)



- observing how language use reflects politeness and the closeness of social relationships, such as different levels of formality through the use of *du/ihr/Sie*, and familiarity with friends, for example, nicknames (*Spitznamen*) and various uses of diminutives (*-chen, -lein*)
- noticing the use of and evaluating whether or not to adopt German expressions such as exclamations (*Ach so! Echt!*), 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
- reflecting on how own cultural etiquette and behaviour such as gestures affect interactions and may be interpreted, for example, noticing similarities and differences in body language when interacting with people from German-speaking countries (shrugging, nodding one's head)
- noticing own reaction (level of comfort/discomfort) to different cultural practices such as asking *Wie geht's?* and not expecting a detailed response about health and current medical conditions
- 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

Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult

[Key concepts: reflection, perception; Key processes: reflecting, analysing, comparing]

(ACLGEC147)



- 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
- preparing a digital 'language passport' documenting different stages in learning German, intercultural experiences and reflections on the impact of learning German on self and others, and considering possible reasons for perceived similarities and differences between experiences or degree of difficulty
- evaluating own preferred learning style, identifying own strengths, and contributing to a class list of German *Fachleute/Experten* for others to consult for advice, in areas such as *Aussprache, Technologie* and *Vokabeln*
- exploring the idea of stereotypes associated with languages and identity discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate
- 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, expressing feelings or celebrating in various ways
- considering whether learning and using German impacts on identity either in or out of the classroom

Understanding

Systems of language

Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation

[Key concepts: pronunciation, writing systems, punctuation;
Key processes: spelling, making connections, applying rules]

(ACLGEU148)



Elaborations

- applying basic pronunciation rules, such as the two different pronunciations of *ch*
 - applying different intonation for statements, questions, exclamations and instructions
 - understanding that *ß* can only be used in lower case, otherwise *SS*, and that *ä*, *ö* and *ü* can be written as *ae*, *oe* and *ue* respectively, for example, in upper case signs or word puzzles such as crosswords
 - applying phonic and grammatical knowledge to spell and write unfamiliar words containing, for example, *ch*, *j*, *w* and *z*, and diphthongs such as *au*, *ei*, *eu* and *ie*
 - noticing distinctive punctuation features of personal correspondence in German, such as *Hallo Annette! / Lieber Klaus*, followed respectively by upper or lower case for the beginning of the first sentence
 - understanding and applying punctuation rules (full stops, question marks, exclamation marks, commas, quotation marks) in German, including the meaning and use of full stops and commas in ordinal and decimal numbers (*die 3. Klasse* and *9,50 Euro*), and capitalisation rules
-

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

[Key concepts: verb tenses and forms, variation, metalanguage; Key processes: applying, noticing patterns, understanding]

(ACLG EU149)



- referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, *Das Mädchen hat einen Hockeyschläger. Der Film hat ein Happy End.*
- noticing how articles and pronouns change after certain verbs (*Ich danke dir.*) and after particular prepositions associated with location, for example, *Wir sind in der Stadt. Die Party ist bei Stefan im Garten.*
- understanding and describing current, recurring and future actions, including by using common separable verbs such as *aufstehen, ausgehen, aussehen, fernsehen, mitkommen* and *mitnehmen*
- understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English (and other languages, such as French, Italian and Spanish)
- understanding and expressing obligation and permission using the modal verbs *müssen* and *dürfen*, such as in descriptions of school rules, for example, *Wir dürfen in der Klasse nicht texten. Wir müssen eine Uniform tragen.*
- comparing the meaning of the modal verbs *wollen, sollen, mögen* and *können* with their English equivalents
- making comparisons using simple structures such as *Ich mag Erdbeeren lieber als Kiwis. Radfahren ist besser als Autofahren.*
- giving instructions to one or more peers, for example, *Trink(t) mehr Wasser!*
- 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, *Ich habe heute meine Hausaufgaben nicht gemacht. Wir sind nach Bali geflogen. Früher konnte ich Klavier spielen.*
- noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, *Er kommt um 17.15 Uhr. Kommst du mit? Ich bekomme \$50 zum Geburtstag.*
- describing frequency using adverbs and adverbial expressions such as *oft, manchmal, jeden Tag, ab und zu* and *nie*
- understanding the meaning of the conjunctions *dass* and *weil*
- understanding questions using *warum* and responding with a simple sentence, for example, *Warum bist du müde? Ich habe heute Fußball gespielt.*
- referring to a date, including the year, for an event such as a birth date, for example, *Meine Oma ist am elften April 1956 geboren.*
- understanding and locating events in time, including the use of the 24-hour clock, prepositions such as *nach* and *vor*, and formulaic expressions such as *früher, später, am Wochenende, in den Ferien*
- referring to quantities of people and things (including *Meter, Kilometer; Quadratmeter, Quadratkilometer* for length/height/distance and area) using cardinal numbers

up to 10 000 including decimals, common fractions and negative numbers, for example, *85,5 Prozent haben ein Handy. Die Tagestemperatur liegt bei minus 8 Grad. Ich habe eine Halbschwester.*

- building metalanguage to comment on grammar and vocabulary (for example, *Substantive/Nomen, Verben, Ordinalzahlen, Präpositionen, Fragewörter, groß/klein schreiben*), comparing with equivalent English terms

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

[Key concepts: context, audience, functionality; Key processes: identifying, classifying, transforming]

(ACLG EU150)



- identifying the purpose, context and intended audience of a range of familiar texts, for example, fairy tales, sports reports or recipes
- 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 social media announcement for the same event
- describing key features of different text types, for example, a shopping list serves as a reminder to self and consists of items and quantities (*6 Brötchen, 500 g Butter, Marmelade*), whereas a shopping transaction involves interaction and negotiation and more extended language (*Ich möchte eine Bratwurst mit Pommes, bitte. Noch etwas? Das macht 5,80 Euro bitte.*)
- transforming a text such as a poem into another text type, such as a conversation, cartoon or SMS

Language variation and change

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

[Key concepts: variation, place, identity; Key processes: observing, comparing, analysing]

(ACLG EU151)



Elaborations

- using the plural informal *ihr* when addressing more than one person, for example, *Was meint ihr? Hört gut zu!*
- noticing when the more polite *Sie* is used, for example, by children to unknown adults
- recognising that there are differences in what people say when answering the family landline or their own mobile phone, for example, *Schmidt, Guten Tag!* or *Hallo Lisa!*
- being aware of some regional variations in German language use, for example, in greetings such as the Swiss *Grüezi* and Austrian *Servus*, or the lack of the *Eszett* in Switzerland
- comparing diversity in accents, dialects and vocabulary in German-speaking communities with similar diversity in the use of English within and beyond Australia

Understand why language is important and recognise that languages and cultures change over time and influence one another

[Key concepts: change, borrowing, impact; Key processes: discovering, exploring, understanding]

(ACLGEU152)



- 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
- discovering some of the English words used by German speakers (*das Internet, die App, Stopp!, Sorry!*) and considering if they are the same kinds of words as those borrowed from German by English
- understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences, for example, *Fast Food, Fairness*

Role of language and culture

Elaborations

Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community

[Key concepts: norms, values; Key processes: observing, comparing, connecting]

(ACLGEU153)



- recognising that texts such as stories have a social and cultural purpose, for example, the moral of a fairy tale (*Aschenputtel*) and comparing the kinds of personal characteristics that are depicted in texts as desirable
- 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, *Gott sei Dank!*, 'Howzat!', 'fair go'
- 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 *du* instead of *Sie*
- 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 make assumptions and generalisations about Australians

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 such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig*. They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *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 from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.* and 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* and *fernsehen*. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag*. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.

Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and *ie*. They apply the conventions of commonly used text types, and identify differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence bring 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 experiences and perspectives, such as the notion of a shared understanding.

Contexts of interaction

While the primary context for learning is usually the German language classroom, there may be opportunities for interacting with peers in German-speaking contexts and with other learners of German, such as 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.

Texts and resources

Learners listen to, read, view and interact with a widening range of texts for a variety of purposes (informative, 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 (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.

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*) tense 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.


Level of support

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, and to 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.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations
<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>(ACLGEC154)</p> 	<ul style="list-style-type: none"> 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 Sozi 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> 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> 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, for example, <i>Was recyceln Sie, Herr Meier?</i>

Engage in tasks and transactions that involve negotiation and problem-solving

[Key concepts: exploratory talk, exchange of ideas, task management; Key processes: transacting, negotiating]

(ACLGEC155)



- 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, *Wir können mit dem Zug oder mit dem Bus zum Markt fahren. Was wollen wir für das Straßenfest organisieren?*
- planning and conducting a group activity such as a live or online *Modeschau* with a theme, for example, *Sommerferien, Wintersport, 'Damals und heute'*
- agreeing or disagreeing with a suggestion (*Gute Idee!; Wozu? Das wäre super/blöd!*), and accepting or declining an offer or invitation, for example, *Danke für die Einladung, aber ich habe freitagabends Judo. Hast du am Montag Zeit?*
- transacting and negotiating in real or simulated situations, such as shopping or comparing similar offers for goods in online catalogues on German-language internet sites, including commenting on price, for example, *Ich möchte diese Hose anprobieren. Haben Sie Größe 38? Das ist sehr preiswert.*
- asking, giving and following directions to real or virtual locations (*Wo ist das Schwimmbad? Es ist in der Schillerstraße. Wie komme ich am besten zum Bahnhof? Können Sie mir helfen? Ich suche...*), using electronic information devices, apps, street maps or directories
- complaining about unsatisfactory goods or services, for example, making a phone call about a cancelled concert and asking for a refund or substitute tickets for another event (*Ich möchte mich beschweren. Ich möchte mein Geld zurück!*)

Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions

[Key concepts: interaction, learning strategies, exchange; Key processes: responding, participating, advising]

(ACLGEC156)



- initiating interactions in a class or group activity, such as by assigning roles to others, for example, *Patrick, du kannst den Text schreiben! Sarah, du machst die Fotos!*
- stating a problem and asking for advice, for example, *Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?*
- discussing and sharing learning strategies, for example, *Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe.*
- participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, *Ja, das stimmt.; Sie hat Recht.; Ich bin anderer Meinung.*

Informing

Elaborations

Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest

[Key concepts: resources, values, issues; Key processes: summarising, reading, listening, analysing]

(ACLGEC157)



- accessing and using print and online resources such as dictionaries, grammar references and encyclopaedias to support understanding of texts
- analysing and summarising information and viewpoints on a range of issues, such as information from a television news report about social media, a documentary on early German settlement in Australia, or an interview with an older German speaker on the topic of her/his *Kindheit und Jugend*, using tools such as guided note-taking, timelines and/or concept maps
- accessing, collating and summarising information on youth-related issues such as *Musik*, *Schulsport* or *Fernsehen* from sources such as the internet, magazines and personal communications
- collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods, for example, *Rauchen oder nicht?*
- 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, *Wintersport*, *Reiseziele*

Convey information and ideas on different topics, issues and events, describing and comparing views, perspectives and experiences, and using modes of presentation to suit different audiences

[Key concepts: representations, perspectives; Key processes: comparing, classifying, organising]

(ACLGEC158)



- 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 *Kinderrechte*, or rap rhythms and punchlines to engage with controversial ideas or provoke reactions
- contrasting aspects of everyday life past and present, for example, *Heute haben wir Twitter und Facebook. Damals gab es nur die Post.*
- 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
- 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 vocabulary
- combining modes of presentation such as displays, videos or music to compare social and cultural themes, for example, *Australien und Asien/Deutschland und Europa im 21. Jahrhundert*

Creating

Elaborations

Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts
[Key concepts: plot, character, emotions; Key processes: expressing, reviewing, comparing]

(ACLGEC159)



- conducting a mock interview with a character from a text such as a short story or episode from a television series, or with a music or movie star, about their experience
- reviewing a film, computer game, novel or performance for a radio segment or to recommend to a friend
- comparing Australian and German-language examples of a particular genre for cultural and stylistic differences, for example, iconic television series such as *Gute Zeiten, schlechte Zeiten* and 'Home and Away'
- creating a persuasive text promoting a new television show, book, film or song for a targeted audience, for example, a poster, book or CD cover or social media post for German-speaking peers
- 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

Create individual and shared texts about imagined people, places and experiences, to entertain others
[Key concepts: imagination, audience, entertainment; Key processes: composing, performing, experimenting]

(ACLGEC160)



- creating the next scene, a new character or an alternative ending for imaginative texts such as a story, drama or film script
- dramatising a text, for example, performing a poem or imagining they are the 'characters' in a painting and creating a scenario and dialogue
- 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 listening or visual experience
- composing and performing short songs with particular themes or for real or imagined occasions, for example, *Liebe, Ferien, Freunde*

Translating

Elaborations

Interpret and/or translate for friends or visitors terms associated with German or own culture

[Key concepts: relationship, meaning, idioms; Key processes: interpreting, explaining, translating]

(ACLGEC161)



- translating expressions associated with politeness and social protocols in German, for example, responding to requests or thanks, or signing cards (*Dein Fritz/Deine Anna*), and comparing with typical expressions in similar messages in English
- translating and discussing common idiomatic expressions in both German and English, for example, *Ich drücke dir die Daumen* ('I'll keep my fingers crossed for you')
- comparing and finding equivalent phrases and expressions in German and English, discussing differences and cultural influences, for example, *so alt wie ein Baum/Stein* ('as old as the hills'), *einen Bärenhunger haben* ('to be as hungry as a horse')
- explaining terms associated with practices or features of schools in German-speaking countries, such as *hitzefrei* or aspects of assessment and reporting, for example, *das Notensystem*, *die mündliche Note*, *der blaue Brief*, *sitzenbleiben*, and drawing comparisons with similar terms used in Australian schools

Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community

[Key concepts: representation, organisation; Key processes: selecting, categorising, evaluating, translating]

(ACLGEC162)



- creating English captions, commentaries or subtitles for German multimodal texts, or vice versa
- 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
- creating vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family events, explaining culture-specific elements

Reflecting

Elaborations

Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses

[Key concepts: values, society, reaction; Key processes: adjusting, evaluating, reflecting]

(ACLGEC163)



- participating in cultural experiences, such as eating at a Swiss restaurant/café in Australia, watching a German soccer match or Austrian skiing competition, or listening to a pop group performance on Radio Liechtenstein, and reflecting on cultural similarities and differences that are manifested through language
- reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German speakers, for example, being able to go camping all year round or taking into account the vastness of Australia when planning a holiday, and discussing possible implications
- observing and recording aspects of language (such as register and use of the imperative) and cultural behaviour that need to be modified when communicating in German, depending on audience and social context
- reflecting on and explaining which aspects of culture and language use can be comfortably adopted and where adjustments should be made, such as the use of *Sie* and titles (*Herr Dr. Meier*), wearing of *Hausschuhe*, placing payment and receiving change on a tray rather than in the hand in a shop
- providing advice for others in intercultural situations where it is difficult to make oneself understood clearly or to understand the other speaker

Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences

[Key concepts: perspective, values, membership; Key processes: reflecting, connecting, discussing]

(ACLGEC164)



- 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
- reflecting on the experience of learning and using German, considering how it might add a further dimension to own sense of identity
- discussing how they would represent Australia in a cultural forum, for example, what they would wear or take along to an International Students Day function held in Austria
- discussing in English the issue of identity and gender-inclusive language in German, for example, *Schüler*; *Schüler und Schülerinnen*; *SchülerInnen*

Understanding

Systems of language

Elaborations

Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation

[Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing]

(ACLGEU165)



- exploring the German pronunciation of a range of loan words from English and other languages, for example, *Job, Restaurant, Pizza*
 - recognising the role of and relationship between pronunciation, rhythm and pace in creating effects in spoken texts such as stories, poems, songs and conversations
 - 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
 - applying German punctuation and spelling rules to own writing and learning to systematically edit own and others' written work
-

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

[Key concepts: syntax, systems, verb tenses, grammar patterns; Key processes: noticing, selecting, linking]

(ACLGEU166)



- specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, *kein*, personal pronouns (including *man*), and possessive, demonstrative and interrogative adjectives such as *sein*, *unser*, *dieser*, *jeder* and *welcher*
- noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, *Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.*; *Es gibt hier keinen Sportplatz.*
- selecting and using the appropriate form of 'you' (*du*, *ihr*, *Sie*) and its possessive adjective equivalents (*dein*, *euer*, *Ihr*) according to the audience, for example, *Sind Sie Frau Wagner?*; *Hast du dein Geld mit?*
- 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.*
- noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, *Er kommt um 17.15 Uhr.*; *Kommst du mit?*; *Ich bekomme manchmal Geld zum Geburtstag.*
- describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs in the present tense, for example, *Wir spielen morgen nicht mit.*, *Er sieht viel fern.* *Ich muss meine Hausaufgaben machen. Nächstes Jahr bekommen wir neue Laptops.*
- describing past events and experiences in present perfect and/or simple past tense using a limited range of common verbs, for example, *Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank.*
- using reflexive verbs in present tense with their appropriate accusative 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.*
- understanding and applying the 'verb as second element' (*Wir kommen morgen* or *Morgen kommen wir*) and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses (*Ich spiele jetzt Basketball.*), and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, *Langsam verstehe ich mehr Deutsch. Zu Hause ist es oft sehr laut.*
- linking and sequencing events and ideas using a range of cohesive devices, including adverbs (*danach*, *vorher*, *dann*, *früher*) and common conjunctions (*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*
- understanding and using *wozu?* to clarify purpose
- understanding and using dative and accusative prepositions with their core meanings, for example, *Ich komme aus der Stadt. Der Kuchen ist für dich.*
- describing destinations using prepositions including some 'two-way' prepositions (*Wechselpräpositionen*), for example, *Wir fahren nach Adelaide. Der Junge geht zum Bahnhof. Sie sind in die Stadt gefahren.*
- experimenting (using models) with different structures to make comparisons, for example, *Englisch ist schwieriger als Mathe. Welches Auto ist am sichersten? Kaffee ist nicht so gesund wie Wasser*
- referring to quantities of people and things using cardinal numbers up to a billion, for example, *Deutschland hat 81,9 Millionen Einwohner.*
- extending metalanguage to communicate in German and English, for example, about case, word order and verb tenses (*Dativ, Wechselpräpositionen, das Imperfekt, Hilfsverben, trennbare Verben*)

Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements

[Key concepts: structure, conventions, purpose; Key processes: analysing, applying, describing]

(ACLG EU167)



- applying knowledge of text types and their purposes to identify the gist and predict the meaning of unfamiliar vocabulary in texts
- analysing different samples of a particular text type such as advertisements to determine the targeted audience(s), and describing the techniques used
- identifying the structure and conventions of a range of texts, such as a diary entry, a weather report and a news report
- describing relationships between language, structure and textual purpose, for example, in a personal text using informal register, such as a thank-you email to a friend (*Liebe Grüße; du; Dein(e) X*)

Language variation and change

Elaborations

Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts
[Key concepts: register, variation; Key processes: identifying, comparing, analysing]

(ACLG EU168)



- identifying differences in register and style when using language in different contexts, for example, language in songs and graffiti, and teacher feedback on a test or in a formal school report
- comparing German and English language use in similar situations and in texts with similar content such as advertisements, or student blogs about school issues
- understanding particular functions of speech such as making a request or expressing pleasure or dissatisfaction, and considering how it is realised with different speakers (strangers, acquaintances, friends, family members), and possible consequences, including compliance, giving offence or being accepted into a group
- recognising that different situations require different levels of politeness depending on the context and speaker, such as thanking a host parent or a peer for a gift or apologising to a teacher or a family member for being late
- understanding that texts have different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (short speech, blog)
- recognising textual conventions popular with young German speakers, such as the use of contractions, abbreviations and acronyms in text messages, for example, *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*

Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge

[Key concepts: change, globalisation, evolution; Key processes: investigating, analysing, understanding]

(ACLGEU169)



- 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 (Heidelberg, Hahndorf, Leichhardt, Grindelwald), food (restaurants, bakeries, market stalls), festivals and celebrations (German Film Festival, Swiss Festival, *Weihnachtsmarkt*), and organisations (Goethe-Institut, SBS German Radio, clubs, churches, companies)
- 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, *googeln*, *skypen*
- 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 *Was denkst du?*
- 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 *Rechtschreibreform*, requiring, for example, *ß* to be used only after long vowel sounds or diphthongs (*Fußball*, *Spaß*, *weiß*), and *ss* to be used after short vowels (*dass*, *Klasse*)

Role of language and culture

Reflect on different aspects of the cultural dimension of learning and using German

[Key concepts: cultural attitudes and values, assumptions; Key processes: recognising, discussing, analysing]

(ACLGEU170)



Elaborations

- recognising that different expressions are used across cultures to communicate ideas, for example, when describing *Brot* or school excursions (*Klassenfahrt*, *Wandertag*)
- exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and language use, for example, Recycling, *Kaffee und Kuchen*, *Wandern*, *Stehcafé*, religious/public holidays, choice of *Fremdsprachen* offered in schools
- 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
- identifying changes in own ways of thinking about culture and identity as a result of learning German

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 and negotiate transactions; and to exchange and justify ideas, opinions and views. When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions, for example, *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 such as *danach, dann, früher, vorher* and common subordinating conjunctions, for example, *als, wenn, weil, dass*. They use some modal verbs and imperative forms, for example, *Was soll ich machen? Du kannst ... Kauf die neue App!* They refer to a person, object or place using definite and indefinite articles, personal pronouns, and some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*. They produce original present tense sentences and use familiar examples of the *Perfekt* and *Imperfekt* tenses. They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases, for example, *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 a range of bilingual resources for the wide community and to assist their own and others' language learning. They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.

Students explain how language changes over time and identify reasons for change. They identify and apply the German 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, decimals) and quotation marks. They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts, including differences in text structure and language features. They give examples of how language use varies according to audience, context and purpose. They identify different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives.

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. 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 work increasingly independently to analyse, reflect on and monitor 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

The contexts for learning and using German are regularly extended beyond the classroom. Learners interact with teachers, peers and members of German-speaking communities face-to-face and via online technologies. They have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange assistants/students, film festivals, community events 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 additional analytical tools, including consideration of literary form and devices, and 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. Students require continued explicit instruction on the grammatical system and opportunities to discuss, practise and apply their knowledge. They monitor their own progress and learning, such as through 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 when necessary for substantive discussion, explanation and analysis. This allows learners to communicate 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.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, to describe past events, future aspirations and social issues, and to express and justify opinions

[Key concepts: perspectives, future, past; Key processes: sustaining interactions, discussing, justifying, proposing]

(ACLGEC171)



- initiating and sustaining conversation by introducing topics, inviting contributions, asking for clarification or confirmation, and expressing agreement or surprise, for example, *Was sagt ihr dazu?*; *Ich bin damit einverstanden*; *Ist das dein Ernst?*; *Wie meinen Sie das?*
- sharing personal information and views with peers and adults about family and friends, school and leisure activities, for example, *Was machst du gern in deiner Freizeit?* *Wie finden Sie australischen Fußball?* *Als Sie jünger waren, haben Sie ... ?*
- discussing future plans such as career, family, further education and travel, for example, *Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich Zahnmedizin studieren. Es kommt aber auf meine Noten an.*
- asking for advice on issues related to family, friends or school and suggesting possible solutions to others' problems, for example, *Du solltest mit deinem Freund sprechen, weil ... Was würdest du an meiner Stelle machen?*
- exchanging information and opinions with peers about a range of social and cultural issues, for example, blogging about *die Schule der Zukunft* or the causes and effects of *Jugendarbeitslosigkeit*, and giving reasons for opinions

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

[Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating]

(ACLGEC172)



- organising a real or simulated forum to raise awareness of environmental, social or ethical issues such as persuading fellow students to act in a more environmentally friendly or socially aware manner, for example, *Was können wir für die Umwelt machen?* *Wie kann man den Obdachlosen/Asylanten helfen?*



- creating a collaborative communications project, for example, 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, *Wir ihr alle wisst... Es ist nötig, dass wir... Wollt ihr auch nicht...?*
- applying for opportunities such as student exchange programs or scholarships, giving details of education, work experience, skills and interests such as in a *Lebenslauf* or by writing a formal letter to apply for a position, using appropriate language conventions, for example, *Sehr geehrte/r ...; Mit freundlichen Grüßen; Ich bin für diese Position geeignet, da ich....*
- role-playing formal/informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about *Ausgehen*, *Freunde* or *Noten in der Schule*
- participating in a simulated *Vorstellungsgespräch*, persuading a prospective employer of their suitability for a part-time job

Extend language to describe and reflect on the experience of learning and using German

[Key concepts: reflection, metalanguage; Key processes: reflecting, expressing, evaluating]

(ACLGEC173)



- expressing individual learning goals (*Lernziele*) in relation to skills and understanding for learning German, for example, *Ich möchte unbedingt Deutsch besser sprechen.*, and monitoring progress towards achieving these goals, for example, *Heute habe ich gelernt, dass ...*
- interacting with peers to compare experiences and challenges and identify successful learning strategies, for example, *Am schwierigsten finde ich die deutsche Grammatik. Und du?; Ich sehe deutsche Filme, um meine Aussprache zu verbessern*
- reviewing others' work, providing and justifying comments on general and specific points, for example, *Ich finde deinen Artikel sehr informativ und überzeugend. Zum Beispiel hast du viele Unterschiede und Ähnlichkeiten erwähnt*

Informing

Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented

[Key concepts: representation, community, world issues; Key processes: researching, synthesising, evaluating, representing]

(ACLGEC174)



Elaborations

- 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
- researching a topic of global significance, such as *Umweltprobleme*, *Armut* or *Denglish*, and identifying and explaining how texts reflect different perspectives and priorities
- comparing and analysing advertisements produced in different countries for *Stellenangebote* or an item such as a mobile phone, soft drink or fast food, considering why particular images have been selected for the advertisements and why, and identifying both culture-specific and universal features
- analysing reports of an event from multiple sources to identify different perspectives and interpretations, for example, statements from the victim of and witnesses to a crime

Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes

[Key concepts: representation, discovery, interconnection;
Key processes: presenting, representing, reporting]

(ACLGEC175)



- using models of texts such as television news reports and social media to create original texts, and explaining how ideas and information are selected, structured and sequenced to achieve different purposes
- creating a web page to provide information for young German-speaking job seekers in different regional and cultural contexts (*Farmarbeit* in Queensland, *Kindermädchen im Outback*, *Küchenhilfe an der Ostküste*), using formats such as databases, charts, maps and video clips
- 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
- summarising and presenting information related to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles, for example, using charts, diagrams, recorded spoken commentary or demonstration to explain historical events, ecosystems or recycling

Creating

Engage with a variety of imaginative texts, analysing the main ideas, values and techniques, and discussing issues and themes, using evidence from the texts to support their views

[Key concepts: imagery, metaphor, emotion, themes; Key processes: analysing, comparing, persuading]

(ACLGEC176)



Elaborations

- 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
- identifying and commenting on techniques and linguistic choices which build action, develop character and position the reader, using modelled descriptive and analytic language
- 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 singing competitions in Europe and Australia
- investigating popular films, books or computer games in German and English to identify common themes and issues in contemporary imaginative texts
- 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

Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences

[Key concepts: imagination, perspectives, setting, character; Key processes: entertaining, composing, performing]

(ACLGEC177)



- using a familiar text type such as a social media post or a blog to describe an imagined experience such as their first day as an exchange student in a German-speaking community
- composing a journal entry from the perspective of a teenager living in a different time and/or place, for example, *im Jahr 2050, in der Kriegszeit, Berlin 1989*
- composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, for example, selecting appropriate imagery and experimenting with onomatopoeia
- creating performances that reflect on significant German or Australian celebrations or historical events, for example, *Tag der Deutschen Einheit, Schweizer Bundestag, Maifeiertag*, National Sorry Day, Anzac Day
- creating texts with various settings, characters and events, such as animated stories, games or short films, using a range of devices to entertain



Translating

Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily

[Key concepts: culture, context, idioms; Key processes: interpreting, translating, comparing, analysing]

(ACLGEC178)



Elaborations

- viewing excerpts of German/English subtitled films, evaluating the effectiveness of the translations, and explaining aspects of culture
- comparing, analysing and explaining German and English idiomatic expressions, finding ways to convey the meaning and cultural significance, such as by paraphrasing, for example, *Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann.*
- experimenting with the translation of popular German expressions or idioms, for example, *Du spinnst! schwarzfahren*, and explaining the potential for misunderstanding
- 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

Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences

[Key concepts: interconnection, assumptions, sensitivity; Key processes: explaining, translating, relating interculturality]

(ACLGEC179)



- creating bilingual digital texts to give advice, for example, to German-speaking tourists about safe travel in the Australian outback
- 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
- 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

Reflecting

Elaborations

Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives
[Key concepts: judgement, reciprocity, cultural behaviour; Key processes: questioning, modifying behaviour, taking responsibility]

(ACLGEC180)



- 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
- reflecting on learning and using German, such as breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained
- 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 *Können Sie mir bitte ... ?* and *Aber meiner Meinung nach ...* rather than expressing wishes or responding to a suggestion in a more direct manner
- challenging own assumptions and offering different perspectives to new language-learning contexts and situations

Explore and express own identity and ability to act as a cultural mediator between German speakers and Australians
[Key concepts: cultural mediation, perspective, diversity; Key processes: evaluating, exploring, explaining]

(ACLGEC181)



- 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: *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?*
- 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
- explaining important cultural information that a German-speaking visitor would need to know to behave appropriately on a visit to Australia, such as when participating in a meal with a host family, attending an Australian Rules football or rugby game or a barbecue, for example, in a blog or short film clip
- developing an annotated digital itinerary of events for a visitor from a German-speaking country to give them a sense of Australian cultural diversity

Understanding

Systems of language

Elaborations

Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions

[Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying]

(ACLGEU182)



- 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
 - recognising the interactive, fluid and less permanent nature of spoken language, identifying features such as interactivity, and the use of repetition, pauses, interruptions, contractions, incomplete sentences and reliance on non-verbal elements and vocal expression
 - recognising and responding to challenges associated with clarity and pace in audio texts, such as railway station or airport announcements or recorded phone messages, and variations or differences in pronunciation to ensure clarity, for example, *zwei/zwo*; *Juli* (pronounced as *Julei*)
 - recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause boundaries and emphasis
 - analysing and comparing the use of contractions in English and in German, for example, *Ich hab keine Lust* or *Mach's gut!*
-

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

[Key concepts: syntax, mood, modality, grammar patterns;
Key processes: classifying, applying, experimenting, manipulating]

(ACLG EU183)



- 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, *Jedes deutsche Kind isst gern Kartoffelpuffer.*; *Ich habe mit meinem neuen Computer große Probleme.*
- recognising instances of the genitive case mainly in written texts, for example, *Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs*, understanding its function to indicate possession and using the more common 'von + dative case + noun' as an alternative, for example, *das Haus von meinen Eltern/das Haus meiner Eltern*
- noticing that relative pronouns have gender and case and are usually the same as definite articles, and understanding the difference in function, for example, *Der Mann, der am Tisch sitzt, ist Koch.*; *Das ist der Beruf, den ich am interessantesten finde.*
- understanding and using the appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including:
 - common reflexive verbs, including some with dative reflexive pronoun and noun direct object, for example, *Ich wasche mir die Hände.*
 - transitive and intransitive verbs
 - modal verbs
 - verbs with separable and inseparable prefixes
- describing plans and aspirations using *werden* and a single infinitive, for example, *In der Zukunft werde ich mehr Sport treiben.*
- using the different imperative forms of verbs for peers and adults, for example, *Spiel/Spielt/Spielen Sie mit!* *Sei/Seid/Seien Sie willkommen!*
- indicating contradiction using *doch*
- 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, *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*
- understanding the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, *Mit wem gehst du zur Party?*; *Worüber schreibst du deinen Englischaufsatz?*
- noticing and experimenting with compound forms such as common *da-* and *wo(r)-* constructions, for example, *Was machst du damit? Woran erinnerst du dich?*
- 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, *Meine Eltern sind mit 21 aus Deutschland ausgewandert. Sie denkt oft an ihre Kindheit*

- modifying meaning through the use of adverbs and adverbial phrases, for example, *Das haben sie schon gemacht. Lauft so schnell wie möglich zum Supermarkt!*
- using a range of expressions for indefinite quantities, for example, *einige, manche, mehrere*
- understanding and using formulaically common subjunctive forms (*Konjunktiv II*) such as *hätte* and *wäre* and *würde* + infinitive, for example, *Wenn ich reich wäre, würde ich ein schnelles Auto kaufen. Er tut so, als ob er keine Zeit hätte*

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
[Key concepts: connections, textual conventions, text types; Key processes: structuring, applying, describing, transforming]

(ACLG EU184)



- applying knowledge of text structure and organisation and the interrelationship of audience, context and purpose to assist in comprehension of texts and in creating own texts
- 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)
- 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 and aspirational images
- comparing German and English versions of texts with easily recognisable language features, such as love songs, recipes or horoscopes, noticing differences or similarities in imagery or focus that might be culturally significant

Language variation and change

Elaborations

Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register

[Key concepts: register, constraints; Key processes: analysing, comparing, explaining]

(ACLG EU185)



- comparing features of German in a range of spoken texts from different countries and regions, for example, variations in vocabulary such as *Kartoffel* = *Krombeere* (*auf Schwäbisch*) = *Gummel* (*auf Schweizerdeutsch*) = *Erdapfel* (*auf Österreichisch*), and reflecting on national/regional variations and the use of dialects in formal and informal contexts
- applying appropriate register and conventions to produce spoken or written texts for real or simulated situations, such as a job interview or a formal letter complaining about faulty goods
- analysing ways in which the level of formality in a text 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
- comparing two versions of the same dialogue, one containing contractions and ellipsis and another containing the full linguistic forms, analysing the contexts and impact of their use, and reflecting on the different effects

Understand the influence of language on people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity

[Key concepts: influence, power, diversity; Key processes: reflecting, understanding]

(ACLG EU186)



- examining how language can reinforce stereotypes, such as those related to gender, and how changes in the language occur over time to combat this, for example, *die Krankenschwester* → *der Krankenpfleger*, *die Krankenpflegerin*; *die Stewardess* → *der Flugbegleiter*, *die Flugbegleiterin*
- considering how language indicates respect, values and attitudes, and includes and excludes, for example, the use of titles or first names (*Herr Doktor Schmidt*, *Herr Schmidt*, *Georg*), different words for the same entity (foreigner/immigrant/refugee), the gendered nature of professional titles (*der Lehrer*, *die Lehrerin*; *das Kindermädchen*), and access to community information for non-English speakers
- 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
- establishing a deeper understanding of diversity and reflecting on own experience of what linguistic and cultural diversity means

Role of language and culture

Elaborations

Understand that language and culture are interrelated and that they shape and are shaped by each other

[Key concepts: culture, connections, perceptions; Key processes: reflecting, analysing, discussing]

(ACLGEU187)



- 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
- 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, *Früher dachte ich, dass die Schweizer ... Jetzt verstehe ich, dass ...*
- 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, *Ausbildung/Erziehung; Nationalismus/Heimat*; those related to *Ausländer* in German-speaking countries and those within Germany, such as *Nord–Süd/Ost–West (Ossi/Wessi)*

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 and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others, for example, *Meinen Sie, dass ...? Was würdest du an meiner Stelle tun? Simon hat Unrecht. Meiner Meinung nach ist Kims Geschichte am lustigsten. Ich sehe deutsche Filme, um meine Aussprache zu verbessern.* They describe plans and aspirations using future tense, for example, *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, such as, *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 informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion, for example, *Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren.* They specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, *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 that reflect and explain aspects of culture and language for different German-speaking and Australian audiences. They identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.

Students identify ways that language influences people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. They explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation. They explain the relationship between text type, 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 explain ways in which language and culture are interrelated and influence each other.

The Australian Curriculum Languages - German Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

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, and 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 the experience of learning a new language impacts on the sense of the '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 the teacher and peers. The teacher speaks increasingly in German in order 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 via purposeful and integrated use of 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, email or online chat. They may also access German-language events or resources in the wider community, such as interschool 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, informative, 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 (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, r, th, u* and *z*, diphthongs such as *au, ei, eu* and *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, and 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 one another 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.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self, family, home, school and interests, and express likes, dislikes and preferences

[Key concepts: family, relationships; Key processes: interacting, describing]

(ACLGEC001)



Elaborations

- exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, *Guten Morgen! Guten Abend! Auf Wiedersehen! Tschüss! Danke! Alles Gute zum Geburtstag! Frohe Ostern! Guten Appetit!*
- introducing and describing self, others and possessions, for example, *Ich heiße ... 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.*
- interacting in class activities and (electronic) games such as *Leute-Lotto* and *Stadt, Land, Fluss*, for example, *Du bist dran!; Ich gewinne! Du mogelst!*
- expressing likes, dislikes and preferences, for example, *Ich mag Rot; Meine Lieblingsband heißt ...; Ich lese gern.; Ich esse gern Pizza, aber ich esse lieber Nudeln.*
- expressing how they are feeling, for example, *Es geht mir nicht gut. Ich bin krank.; Ich bin glücklich.*
- 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.*
- sharing and comparing information about own and classmates' interests with German-speaking teenagers, such as 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

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

[Key concepts: collaboration, transaction; Key processes: planning, transacting, participating]

(ACLGEC002)



- making arrangements with a friend, for example, *Ich gehe am Samstag zum Fußball. Kommst du mit?*
- 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, such as for a *Grillfest*
- 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.*
- 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
- following procedures and instructions together, for example, participating in sport/dance/craft activities or using a recipe in German to make *Rösti* or *Kartoffelpuffer*
- 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.*

Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests

[Key concepts: roles, routines; Key processes: participating, responding, contributing]

(ACLGEC003)



- responding with actions/gestures to questions such as *Wo ist ... ?* and instructions such as *Steht auf! Alle zusammen! Mach die Tür bitte zu!*
- 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 .*
- apologising, for example, *Entschuldigung!, Es tut mir leid*
- making polite requests, including for assistance and permission, for example, *Ich möchte ... , bitte; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*

Informing

Elaborations

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

[Key concepts: lifestyles, school, home; Key processes: listening, reading, identifying, classifying]

(ACLGEC004)



- 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
- reading and viewing a range of simple texts (promotional brochures, signs, websites and cards) to obtain and compile information about places, lifestyles and events, for example, information related to homes, schools, leisure activities, climate and geography
- 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
- 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
- compiling a list of questions and interviewing a German speaker, such as a visiting exchange student, about family, home, interests and abilities, and presenting the responses in *Steckbrief* format

Present in modelled spoken and written texts information relating to own world and that of other teenagers

[Key concepts: personal world, community, presentation; Key processes: representing, reporting, speaking, writing]

(ACLGEC005)



- presenting information, orally and in writing, on aspects of their immediate environment or personal world (a school/community event, celebration or excursion, or a new student), supported by the use of visuals
- creating simple persuasive and informative texts for a targeted audience, for example, an advertisement for an event, a virtual tour of their own and/or a partner school, a notice for a school excursion, or a report on a favourite band or type of music
- presenting statistics related to Australia and other countries, including German-speaking countries, for example, population and physical size, daily temperatures, number and type of dwellings, percentage of students learning one or two foreign languages
- 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 undertaken by classmates; favourite apps/electronic games, TV series, food, music or pets; or amount of time spent using social media

Creating

Elaborations

Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas

[Key concepts: character, imagination, representation; Key processes: responding, describing, performing]

(ACLGEC006)



- 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
- responding to an imaginative text in various ways, such as using a thinking tool to give opinions about the characters and express reactions to the text, for example, *Ich finde das Mädchen sehr lustig. Das Ende ist traurig.*
- selecting images to illustrate a piece of text, such as a picture, colour, symbol or emoticon to reflect the content or mood, and explaining choice, for example, *Das Lied ist optimistisch/aggressiv.*
- 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
- performing a song or poem in response to an imagined experience, incorporating actions and props to enhance meaning and to entertain

Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts

[Key concepts: interpretation, imagination, creativity; Key processes: interpreting, expressing]

(ACLGEC007)



- inventing a new aspect of a text, such as a new character, a different setting or an alternative ending
- creating own version of familiar texts to entertain others, using a model and/or a list of key words, 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
- creating and performing imagined interactions, for example, between avatars (using apps) or meeting a character from a text for the first time
- creating a profile of an unknown person, for example, based on a photo, imagining aspects such as *Name, Alter, Beruf, Familie, Freunde, Herkunft, Interessen* and *Wohnort*

Translating

Elaborations

Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences

[Key concepts: representation, equivalence; Key processes: interpreting, translating, explaining]

(ACLGEC008)



- translating short personal texts, identifying words and phrases that can be translated literally and those that cannot, for example, *Guten Appetit! Guten Tag! Ohrwurm*
- using German–English cognates to predict meaning, for example, *Brot* 'bread', *kalt* 'cold', *trinken* 'to drink'
- recognising compound words, and collecting and analysing interesting examples (*der Schulsport, die Realschule, babyleicht*), noting that compound nouns take the gender of the last noun in the compound
- translating public signs from German to English and vice versa, noticing similarities and differences
- interpreting for and explaining to peers and family members aspects of German language and culture (in texts such as emails and conversations) that are interesting and/or different, for example, that when addressing teachers in German you use family names after the titles *Frau* and *Herr*, unlike the English use of just 'Miss' or 'Sir'

Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories

[Key concepts: resources, context, meaning; Key processes: explaining, comparing]

(ACLGEC009)



- 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 language use and parts of speech
- 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 meaning needs to be tailored to audience and cultural perspectives
- creating bilingual signs and notices for the school and local community, such as *Bücherei* – Library, *Sporthalle* – Gymnasium
- 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

Reflecting

Elaborations

Engage with German speakers and texts, noticing how interactions involve culture as well as language

[Key concepts: exchange, awareness; Key processes: reflecting, responding, noticing]

(ACLGEC010)



- 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 (*Guten Tag, Frau Stein*) and formal/informal register (*du/ihr/Sie*), and comparing these with English and other known languages
- 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 (*bitte schön; Entschuldigung; Wie schön!; Du bist gemein!*), gift-giving customs, or ways of showing collective appreciation or approval, for example, applauding by rapping on surface
- participating in cultural experiences, such as eating at a German/Swiss/Austrian restaurant or café in Australia or watching a German music performance, soccer match or skiing competition, and reflecting on cultural similarities and differences that are manifested through language
- reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German speakers, for example, being able to go camping all year round, or taking into account the vastness of Australia when planning a holiday, and discussing possible implications
- comparing the use and cultural significance of gestures and body language in German and other languages and selecting 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

Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural exchange



[Key concepts: exchange, identity; Key processes: reflecting, comparing, connecting]

(ACLGEC011)



- sharing ideas about the experience of learning and using German, including any perceived changes in levels of confidence, or in attitudes to culture and intercultural communication, for example, 'How did I feel when I first heard/spoke German? How do I feel now?'
- 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
- annotating a family tree with information about family members, such as significant places or languages spoken, identifying own heritage (*Ich bin Australier/-in. Mein Opa kommt aus Griechenland.*), and reflecting on how own background has shaped identity
- participating in a discussion in English about an aspect of identity, for example, considering the impact of a school uniform on personal identity and exploring how German students might view wearing a school uniform
- comparing aspects of identity that may be important across cultures, such as state, country, ethnic group, language, religion, age, gender, and position in family

Understanding

Systems of language	Elaborations
<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>(ACLGEU012)</p>  	<ul style="list-style-type: none">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>r</i>, <i>th</i>, <i>u</i> and <i>z</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> and <i>ie</i>; the impact of the <i>Umlaut</i> on <i>a</i>, <i>o</i> and <i>u</i>; and <i>ß</i>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)understanding that <i>ß</i> can only be used in lower case, otherwise <i>SS</i>, and that <i>ä</i>, <i>ö</i> and <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 crosswordsunderstanding the meaning and use of full stops and commas in German ordinal or decimal numbers, for example, <i>die 8. Klasse</i>; <i>9,50 Euro</i>; <i>15.30 Uhr</i>learning to pronounce the German alphabet by singing <i>das Alphabetlied</i>, and using the German alphabet for spelling out names and other wordspractising pronunciation of particular sounds and rhythms by saying tongue twisters, rhymes and short poemsrecognising differences in intonation and rhythm between statements, questions and commands

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

[Key concepts: grammar features and structures, tenses, gender, syntax; Key processes: noticing patterns, making connections, applying]

(ACLGEU013)



- understanding that German has multiple words for 'the' and 'a/an' according to the gender of the relevant noun, and noticing that the articles for masculine nouns sometimes change (nominative to accusative), for example, *Die Frau hat einen BMW.*; *Der Film hat ein Happy End*
- comparing pluralisation of nouns in German and English, for example, *die* for plural nouns
- using post-nominal (predicative) adjectives, for example, *Unsere Deutschlehrerin ist intelligent.*; *Die Berge in Österreich sind sehr schön.*; *Meine Augen sind blau.*
- noticing the relationship between gender, article, adjective and case when using pre-nominal (attributive) adjectives to describe people, objects, places and events, for example, *Ich habe einen kleinen Bruder.*
- noticing that as well as the articles (for masculine nouns), some pronouns change after certain verbs (accusative direct object), for example, *Wir sehen heute den Film.*; *Es gibt einen neuen Schüler in Klasse 8A.*; *Ich mag dich.*
- noticing that articles and pronouns change after particular prepositions (dative), such as those associated with location and destination, for example, *Wir sind in der Stadt.*; *Die Party ist im Garten.*; *Wie kommst du zur Schule?*
- using common prepositional phrases formulaically, for example, *nach Hause*, *zu Hause*
- using personal pronouns to refer to people and things, for example, *Was kostet die App? Sie kostet...*
- understanding the three German pronouns for 'you' (*du/ihr/Sie*) and when to use them
- expressing a relationship to a person or object using some possessive adjectives in the nominative and accusative case, for example, *Seine Familie kommt aus Afrika.*; *Ich liebe meinen Hund.*
- recognising that in German a subject + verb can have multiple English translations, for example, *wir spielen* can mean 'we play', 'we are playing', 'we do play', 'we shall/will play' and 'we're going to play', and applying this understanding when formulating own German sentences
- understanding the concept of regular and irregular verbs (*spielen* and *lesen*) and noticing that this is a feature of both German and English (and other languages, such as French, Italian and Spanish)
- conjugating the present tense of regular verbs and some common irregular verbs, including *sein* and *haben*
- understanding structures to express likes, dislikes and preferences, for example, *Ich mag Tennis. Ich spiele nicht gern Fußball. Ich spiele lieber Cricket.*
- using common modal verbs such as *können* to describe capabilities (*Ich kann gut schwimmen.*, and *Ich möchte* and *Darf ich... ?*) or to make polite requests
- gaining awareness of a limited number of routine past tense expressions including some with *war* and *hatte* and the present perfect, for example, *Sabine war gestern krank. Das hat Spaß gemacht. Habt ihr ein schönes*

Wochenende gehabt?

- negating verbs and adjectives using *nicht* and nouns using *kein/e*, for example, *Nein, Marcus hat keine Geschwister*.
- describing frequency using adverbs and adverbial expressions such as *oft, manchmal, jeden Tag, ab und zu, nie*
- understanding the subject-verb-object (SVO) word order, for example, *Ich spiele Basketball.*, and the need for subject-verb inversion to keep the verb as the second idea/element in the sentence, for example, *Heute Abend spiele ich Basketball*.
- joining words, phrases and sentences using the coordinating conjunctions *und, oder, aber*
- understanding how to form a question, using subject-verb inversion, for example, *Hast du Geschwister?* and with interrogatives such as *wann, was, wer, wie, wie viel, wie viele, wo, woher, warum, welche(-r/s/n)* and *wohin*
- locating people, places and objects using adverbs such as *rechts, links, oben, unten, hier, dort*
- using ordinal numbers to give the date or a birthday, for example, *Heute ist der erste Mai; Seine Mutter hat am 22. April Geburtstag*.
- understanding and locating events in time (days, months, seasons), including the use of the 24-hour clock, prepositions such as *nach* and *vor*, and adverbs and formulaic expressions such as *heute, vorgestern, früher, später, am Wochenende, in den Ferien*
- 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, *Deutschland hat 81,9 Millionen Einwohner.; Die Tagestemperatur liegt bei minus 3 Grad.; Ich habe eine Halbschwester*.
- building metalanguage to comment on grammar and vocabulary (for example, *Nomen, Verben, Zahlen, Fragewörter, groß/klein schreiben*), comparing with equivalent English terms


Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips

[Key concepts: text structure, genre; Key processes: analysing, recognising, organising]

(ACLG EU014)



- identifying and analysing the purpose, intended audience and key features of familiar texts in German, such as signs, instructions, postcards, advertisements, songs and conversations, and comparing these with texts in own language and culture
- examining how texts are constructed, including textual features (greetings in correspondence), grammatical structures such as parts of speech (adjectives and prepositions), and visual cues (images in brochures)
- transforming a simple text such as a short poem into another text type, such as a conversation or a cartoon, and applying the key features of the second text type
- understanding how to create textual cohesion by using elements such as coordinating conjunctions (*und, aber, oder*) to link ideas

Language variation and change	Elaborations
<p>Recognise some of the common variations in German as it is used in different contexts and locations by different people [Key concepts: variation, register, place; Key processes: comparing, observing, applying]</p> <p>(ACLG EU015)</p> 	<ul style="list-style-type: none"> • using appropriate forms of address and greetings/salutations for peers and teacher, depending on gender (<i>Lieber/Liebe...</i> and <i>Dein/Deine/Eure ...</i> in a letter) and social status (<i>Guten Morgen, Herr Schiller; Hallo, Tim!</i>) of participants, and recognising the effects of inappropriate choices, for example, greeting peers with <i>Guten Morgen, Frau Mary!</i> • observing telephone interactions in 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> • noticing that in public announcements and/or on the phone certain words are pronounced differently or varied slightly to ensure clarity, for example, <i>zwei/zwo, Juli</i> (pronounced as <i>Julei</i>) • recognising different registers, such as the different words for 'you', for example, <i>Was machst du, Peter? Was macht ihr, Kinder (Klasse 7)? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger!</i> • being aware of some regional variations in language, such as in greetings (the Swiss <i>Grüezi</i> and Austrian <i>Servus</i>) or the lack of the <i>Eszett</i> in Switzerland • comparing written and spoken modes of a particular language function such as an invitation, noticing language structures used and varying levels of formality • 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

Recognise that German and English are related languages and that German is an important European and global language

[Key concepts: relationships, global language; Key processes: recognising, comparing]

(ACLGEU016)



- noticing that German and English share many words, for example, *Computer*, *Bus*, *Taxi* and *Auto*, and understanding that this is a result of historical events as well as the dynamic nature of languages
- recognising that English and other languages have borrowed German words, for example, *Hamburger*, *kaputt*, *Kindergarten*, *Glockenspiel* and *Mischmasch*, and comparing how these words are pronounced by German and English speakers
- 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 *Was denkst du?*
- recognising that the German language continuously borrows and adapts words and expressions from other languages, including English, for example, *das Internet*, *die App*, *happi*, *joggen*, *shoppen*, *simsen/texten*, *Stopp!* and *Sorry!*
- recognising that German is an official language of the 'DACHL' countries (Germany, Austria, Switzerland and Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol

Role of language and culture

Elaborations

Understand that language use is shaped by and reflects the values, ideas and norms of a community

[Key concepts: attitudes, social norms, values; Key processes: observing, comparing, connecting]

(ACLGEU017)



- investigating connections between language and significant cultural values or practices in Australia and German-speaking countries, for example, individual rights, shared social responsibility, respect for the environment, Reconciliation, anti-racism, 'fair go'
- developing language to analyse and explain the nature of the relationship between language and culture, using terms such as 'meaning', 'perspective', 'values', 'assumptions' and 'difference'
- examining examples of cultural representation in language, symbols and behaviour, such as *die Märchenstraße*, (lack of) speed limits on the *Autobahn*, national flags, and the 'visibility' of the European Union through placement of its logo (for example, on car numberplates)
- recognising that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing *Brot* or school excursions (*Klassenfahrt*, *Wandertag*)
- exploring how origin, geography and religion are directly connected to lifestyle, daily practices and language use, for example, *Recycling*, *Kaffee und Kuchen*, *Wandern*, religious/public holidays, choice of *Fremdsprachen* offered in schools
- 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

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

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

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. 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 work increasingly independently to analyse, reflect on and monitor 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 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, guest speakers, exchange students, language assistants, film festivals, community events 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 additional analytical tools, including consideration of literary form and devices, and 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. Students require continued explicit instruction on the grammatical system and opportunities to discuss, practise and apply their knowledge. They monitor their own progress and learning, such as through 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 when necessary for substantive discussion, explanation and analysis. This allows learners to communicate 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.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

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

[Key concepts: routines, relationships, community; Key processes: interacting, participating, describing]

(ACLGEC018)



- participating in conversations using strategies to sustain interactions, such as asking for repetition, clarification and confirmation, for example, *Wiederholen Sie die Frage, bitte! Was bedeutet das? Meinen Sie... ?*
- discussing and giving opinions on aspects of school life, such as timetables, subjects, teachers and uniforms, for example, *Wann haben wir montags Deutsch?; Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng. Und du, findest du Mathe auch interessant?*
- exchanging personal information and views in digital communications with peers about their school, family and friends, for example, *Ich finde meine Schule sehr gut, obwohl...; Ich komme gut mit meinem Bruder aus, weil ...*
- describing own *Wohnort* and commenting on advantages and disadvantages of living there, such as whether there are sporting or shopping facilities nearby, for example, *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?*
- recounting events and describing activities and personal experiences from the past, for example, *Gestern Abend hat Bayern-München gegen Mainz gewonnen. Hast du das Spiel gesehen?; Wir sind in den Ferien zum Strand gefahren.*
- comparing own characteristics, weaknesses and strengths with those of others, and describing the ideal friend, for example, *Ich bin fleißig, unabhängig und abenteuerlustig. Leider bin ich aber auch stur und unordentlich.; Ein guter Freund muss treu und ehrlich sein.*
- posing and responding to questions, such as about future plans and aspirations, for example, *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?*

Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action
[Key concepts: roles, transactions, tasks; Key processes: collaborating, negotiating, discussing]

(ACLGEC019)



- sharing suggestions with peers to organise class displays and events such as a German *Kabarett* or *Karneval* (*Wer organisiert die Musik?*; *Wir können Poster machen*), and agreeing or disagreeing with a suggestion, for example, *Gute Idee!*; *Das ist/wäre super/blöd!*
- participating in scenarios related to travelling or living in a German-speaking country, for example, staying with a host family or using transport
- completing tasks involving authentic or simulated transactions, such as shopping for clothes or comparing similar offers for goods in online catalogues on German-language internet sites, for example, *Ich möchte diese Hose anprobieren. Haben Sie Größe 38?*; *30 Euro? Das ist sehr preiswert.*
- completing an application form for services such as online memberships or for opportunities such as student exchange programs or scholarships, and explaining reasons for applying
- discussing and negotiating a resolution to a problem, such as a disagreement with a parent, sibling or classmate about having to share a room or computer (*Was soll ich tun? Ich kann es nicht haben, wenn ...*), or making a complaint about unsatisfactory goods or services (*Ich habe eine vegetarische Pizza bestellt, aber ...*; *Die Hose ist die falsche Größe. Ich möchte mein Geld zurück.*

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

[Key concepts: task, communication, learning strategies; Key processes: participating, discussing]

(ACLGEC020)



- stating a problem and asking for advice, for example, *Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?*
- discussing and sharing learning strategies, for example, *Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe.*
- participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, *Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung.*

Informing

Elaborations

Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts

[Key concepts: social issues, information, representation; Key processes: selecting, analysing, researching]

(ACLGEC021)



- listening to and viewing short informative texts such as television news items (*Deutsche Welle*), 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
- 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)
- 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 *Schüleraustausch* or *Arbeitspraktikum*
- listening to, reading or viewing interviews with ordinary people, sports stars, musicians, environmentalists or politicians, and summarising and recording information and opinions, for example, writing a journal entry or blog describing a typical day and working conditions in a particular profession
- using print and digital resources such as dictionaries, grammar references and encyclopaedias to support comprehension and research

Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types

[Key concepts: content, audience, mode; Key processes: presenting, designing, transposing]

(ACLGEC022)



- 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
- explaining 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, or fashion tips
- creating a web page for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, for example, *Farmarbeit in Queensland*, *Kindermädchen im Outback*, *Küchenhilfe an der Südküste*
- 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 *Jugendarbeitslosigkeit*, or rap rhythms and slogans to provoke reactions or to entertain

Creating

Elaborations

Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects

[Key concepts: themes, imagination; Key processes: responding, modifying, transposing]

(ACLGEC023)



- 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 by modifying key aspects, for example, creating a new scene, continuing the story, re-creating a video clip using parody, role-playing an interview with a character, or retelling or performing the text from the perspective of one of the minor characters
- comparing contemporary German and Australian music by reading music blogs or online magazines, viewing video clips and listening to music stations, and identifying similarities and differences in expression, themes and styles of performance
- writing a review of a film, television episode or performance for an entertainment guide
- comparing Australian and German examples of a particular television genre for cultural and stylistic similarities and differences, such as the German and Australian versions of *Top Gear*, *The X Factor*/*Deutschland sucht den Superstar* or *Home and Away*/*Gute Zeiten, schlechte Zeiten*

Create a variety of imaginative texts to entertain, convey ideas and express emotions

[Key concepts: expression, humour, imagination; Key processes: composing, experimenting, expressing]

(ACLGEC024)



- describing an imagined experience using a familiar text type, for example, a diary entry describing the first day as an exchange student in a German school, or a 'recipe' for a great birthday party
- composing and performing short songs with particular themes or for imagined occasions, for example, *Liebe*, *Ferien*, *Austausch*
- dramatising a text, for example, performing a poem using a given format, such as *Elfchen*, a string poem or *Konkrete Poesie*, or imagining they are the 'characters' in a painting and creating a scenario and dialogue
- creating an imaginative text to entertain a younger audience, such as a picture storybook, puppet play or short film
- creating a digital persona or avatar in a German-speaking fantasy world, incorporating communicative styles and social behaviours observed in German texts

Translating

Elaborations

Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures

[Key concepts: equivalence, representation, adjustments; Key processes: interpreting, translating, comparing]

(ACLGEC025)



- comparing, analysing and explaining some common idiomatic expressions in both German and English, for example, *Er hat einen Vogel* ('He's crazy'), *Kuhdorf* ('one-horse town'), *Ich drücke dir die Daumen* ('I'll keep my fingers crossed for you')
- translating into English a public notice or advertisement for an event in a German-speaking country, for example, *Basler Fasnacht* or *Salzburger Jugendtag*, then comparing own translation with peers', discussing differences between versions and considering reasons for these
- finding and comparing equivalent similes and metaphors in German and English, and suggesting possible reasons for differences, for example, *so alt wie ein Baum/Stein* ('as old as the hills'), *einen Bärenhunger haben* ('to be as hungry as a horse')
- explaining terms for common features of schooling in German-speaking countries, such as those related to curriculum or assessment and reporting (*die erste/zweite Fremdsprache*, *Pflichtfächer*, *AGs*, *das Notensystem*, *die mündliche Note*, *der blaue Brief*, *sitzenbleiben*), and comparing them with similar terms used in Australian schools
- discussing issues associated with using online translators by comparing different versions of a translated text and suggesting reasons for differences and mistranslations

Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts

[Key concepts: representation, meaning, culture; Key processes: translating, interpreting]

(ACLGEC026)



- providing bilingual captions for images of scenes from Australia and German-speaking countries to explain cultural aspects, for example, bush, forest, mountain, beach or city images
- creating websites or printed guides for international students intending to attend Australian schools, highlighting key terms and expressions associated with traditions, curricula, schedules or routines, and including footnotes as necessary
- providing vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family barbecues, explaining terms such as 'BYO (food/chair)'
- creating English captions, commentaries or subtitles for German multimodal texts to explain cultural and linguistic aspects

Reflecting

Elaborations

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

[Key concepts: impact, reciprocity; Key processes: evaluating, questioning, taking responsibility]

(ACLGEC027)



- 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
- reflecting 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
- 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 *man* or a passive construction rather than *du/wir/sie* or (*alle*) *Leute*
- 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
- 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

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

[Key concepts: identity, culture, values; Key processes: reflecting, analysing, discussing]

(ACLGEC028)



- 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
- mapping own linguistic and cultural profile, such as by creating a web profile or a timeline of major milestones, highlighting formative elements such as family languages, key relationships and intercultural experiences, for example, *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?*
- 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
- exploring how cultural identity is manifested, for example, through family occasions, community events and festivals
- discussing how they would represent being Australian in a cultural forum, for example, what they would wear or take to an International Students Day function held in Switzerland

Understanding

Systems of language

Elaborations

Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks

[Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting]

(ACLGEU029)



- recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis
 - 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
 - listening to and/or viewing excerpts of authentic German conversations, noting examples of contractions and the impact of their use
 - 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
 - applying German punctuation and spelling rules to edit own and others' written work systematically
-

Extend grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and 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]

(ACLGEU030)



- 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* and *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! Freunde, helft mir! Hilf mir! Machen Sie das Fenster bitte zu, Frau Berger!*
- linking and sequencing events and ideas using a range of cohesive devices, including adverbs (*dann, früher, danach, vorher*) and common subordinating conjunctions (*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 ...*
- asking and answering questions using a range of

interrogatives, including *warum* to elicit reasons and *wozu* to clarify purpose

- 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, *Langsam verstehe ich mehr Deutsch.*; *In der Schule gibt es viele Umweltaktionen.*
- understanding and using dative and accusative prepositions with their core meanings, for example, *Ich komme aus Australien.*; *Das Eis ist für mich.*; *Der Junge geht zum Bahnhof.*
- understanding the meaning of and using 'two-way' prepositions (*Wechselpräpositionen*), for example, *Wir gehen ins Kino.*; *Sie wohnen in der Schweiz.*
- making comparisons using a range of structures, for example, *Ich esse lieber Salat als Fleisch. Welches Auto ist am sichersten?*; *Kaffee ist nicht so gesund wie Wasser.* using appropriate units of measurement, for example, for height/length, area, time and velocity (*Meter, Kilometer; Quadratmeter, Quadratkilometer; Jahrzehnt, Jahrhundert, Jahrtausend; Stundenkilometer*)
- extending metalanguage to communicate in German and English about case, word order, verb tenses and moods (for example, *Dativ, Wechselpräpositionen, das Imperfekt, der Imperativ, Hilfsverben, trennbare Verben*)

Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements

[Key concepts: text construction, textual conventions; Key processes: comparing, analysing, applying]

(ACLG EU031)



- 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
- 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 through the use of personal pronouns, imperative/interrogative verb forms and emotive language and images
- comparing German and English versions of texts with easily recognisable language features, such as love songs or recipes, noticing differences or similarities in imagery or focus that might be culturally significant
- 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
- 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)

Language variation and change

Elaborations

Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts

[Key concepts: variation, register, style; Key processes: analysing, comparing, explaining]

(ACLGEU032)



- understanding that the level of formality in a text 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
 - analysing differences in register and style when using language in different contexts, for example, watching video clips showing introductions, greetings and farewells in different situations, or noticing the use of youth language in songs, graffiti and text messages
 - interpreting, explaining and using textual conventions popular with young German speakers, such as the use of contractions, abbreviations and acronyms in text messages, for example, *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*
 - identifying key differences in regional dialects and accents
 - analysing linguistic choices in situations of potential conflict involving an apology and acceptance of an apology (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, *Ich bin nicht damit einverstanden*; *Das stimmt nicht ganz*; *Spinnst du?*
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Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge
[Key concepts: evolution, influence; Key processes: noticing, analysing, investigating]

(ACLGEU033)



- 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 (*Herr Doktor Schmidt, Herr Schmidt, Georg*), different words for the same entity (foreigner/immigrant/refugee), the gendered nature of professional titles (*der Lehrer, die Lehrerin; das Kindermädchen*), and access to community information for non-English speakers
- 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 *Rechtschreibreform*, requiring, for example, *ß* to be used only after long vowel sounds or diphthongs (*Fußball, Spaß, weiß*), and *ss* to be used after short vowels (*dass, Klasse*)
- 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 (Heidelberg, Hahndorf, Leichhardt, Grindelwald), food (cafés, restaurants, bakeries, market stalls), festivals and celebrations (German Film Festival, Swiss Festival, *Weihnachtsmarkt*), and organisations (Goethe-Institut, SBS German Radio, clubs, churches, companies)
- 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, and language shifts and exchange

Role of language and culture

Elaborations

Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

[Key concepts: diversity, culture; Key processes: questioning, analysing, reflecting]

(ACLGEU034)



- establishing a deeper understanding of diversity, and reflecting on what own experience of linguistic and cultural diversity means for them
- 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
- reflecting, through personal journals and group discussions, on how learning German has impacted on own assumptions about German language, culture or identity
- considering how the experience of learning a new language has impacted on their awareness of their own communicative and cultural behaviours and of how these may be interpreted by others
- 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, *Fremdsprache*, *Ausbildung/Erziehung*; *Nationalismus/Heimat*; those related to *Ausländer* in German-speaking countries and those within Germany, such as *Nord–Süd/Ost–West* (*Ossi/Wessi*) identity

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 both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleißiger als ich*. They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , 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 re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht*. They create personal, descriptive, informative 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, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, 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 tenses 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, such as, *Ich dusche mich morgens.*; *Interessierst du dich für Geschichte?* They use a variety of conjunctions and cohesive devices, for example, *als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain 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 give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify 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 identify 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, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.