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F–10 AUSTRALIAN CURRICULUM: LANGUAGES – GERMAN

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

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

Learners of languages in Australia comprise 3 major groups:

1. **Second language learners:** Second language learners 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 used at home) is not the language being learnt.
2. **Background language learners:** Background language learners 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.
3. **First language learners:** First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and 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.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. 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 solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives
* understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
* critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, learning their own languages is crucial to overall learning and achievement to develop 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. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

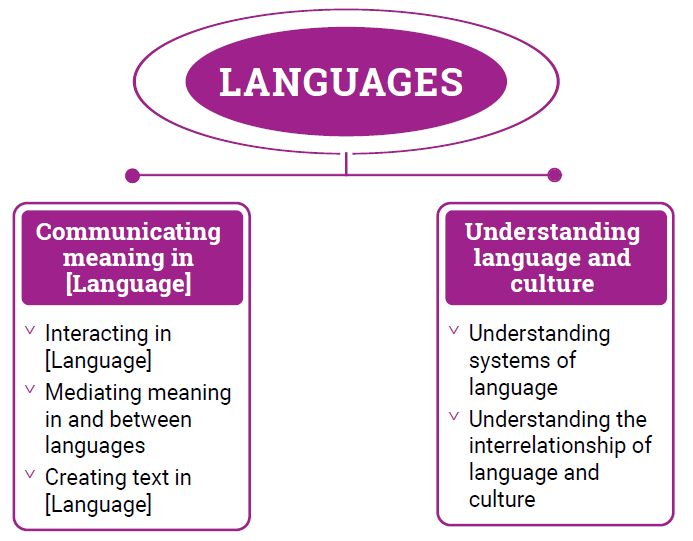
* develop linguistic competence
* understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
* understand themselves as communicators.

Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.



*Figure 1: Languages content structure*

Strand: Communicating meaning in [Language]

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in [Language]**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in [Language]**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of the language, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

Key considerations

Flexible entry points to F–10 and Years 7–10 sequences

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students in their teaching and learning contexts.

Use of English

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare languages and cultures.

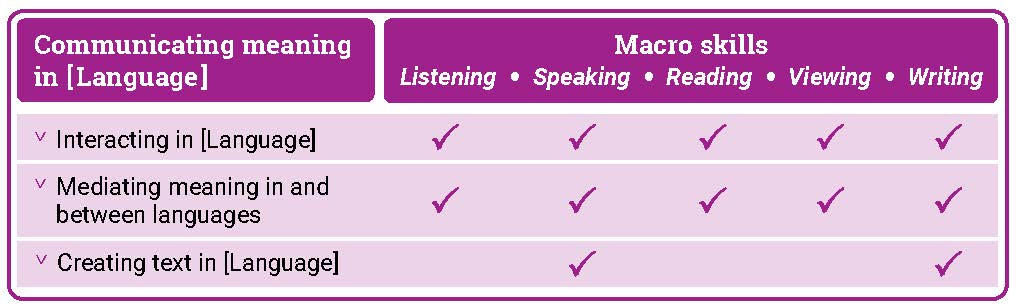
Macro skills

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, visual, written and multimodal texts.

The macro skills are aligned most strongly to the *Communicating meaning in [Language]* strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: The relationship between macro skills and the Communicating meaning in [Language] strand



Texts

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students’ experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

Protocols for engaging First Nations Australians

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory school system, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms ‘First Nations Australians’ and ‘Australian First Nations Peoples’, there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

Meeting the needs of diverse learners

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students’ learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

* multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources
* simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
* resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
* modified equipment and tools
* multilingual labels, signs and posters around the classroom
* devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
* peer-assisted learning
* open-ended tasks that provide flexibility and can be completed at different levels of complexity
* challenging individual and group extension activities.

Key connections

General capabilities

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Literacy

Languages develops students’ ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically, would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students’ English literacy skills to support their learning of the second or additional language(s).

Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

Critical and Creative Thinking

Languages develops students’ ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Personal and Social capability

Languages enhances students’ personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

Digital Literacy

Languages develops students’ digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

Numeracy

Languages develops students’ numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Aboriginal and Torres Strait Islander Histories and Cultures

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its custodians. Schools must seek advice and consent from the custodians when developing language-specific curricula and planning language programs.

Asia and Australia’s Engagement with Asia

Languages provides learning opportunities in combination with the Asia and Australia’s Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

Sustainability

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, values and beliefs, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

Learning areas

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Languages and English

Languages and English support students’ literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students’ understanding of, and ability to use, grammatical and language features.

Languages and Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students’ world. In both learning areas, students’ learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

Languages and The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

**Language support resource**

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language features and structures, and thematic contexts for language use. Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

ABOUT GERMAN

Introduction

The Australian Curriculum: German is pitched to second language learners, that is, the dominant group of learners in the current Australian context for whom German is an additional language.

Students of German in Australian schools come from a range of backgrounds. For most students it is their first experience of learning German, while some may have existing connections to German as background speakers of the language.

Rationale

German is the official language of Germany, Austria and Leichtenstein, and an official language of Belgium, Luxembourg and Switzerland, and South Tyrol in Italy. It is used in communities throughout the world. German is one of 3 procedural languages of the European Union.

The influences of German culture, language and thought can be seen globally in past and contemporary achievements in architecture, the arts, philosophy, in engineering, environmental and scientific innovations, and in recreational and sporting pursuits.

German migration has made a significant contribution to shaping multicultural Australia, and the German language has been taught in many Australian schools and universities since the mid-1800s. The influence of German-speaking communities is evident in the arts, cuisine, education and viticulture. Strong partnerships have developed to promote German–Australian relationships in educational and cultural exchanges, in diplomatic and research agreements, and in industry, trade and commerce.

German, like English, belongs to the Indo-European family of languages, and both share some similarities such as alphabet, vocabulary, language features and structures. Learning German enhances students’ understanding of English and develops an appreciation of the language and cultures of German-speaking communities. Knowledge of German language and culture enriches travel experiences, increases employment opportunities and promotes understanding of diverse attitudes, beliefs and values.

Structure

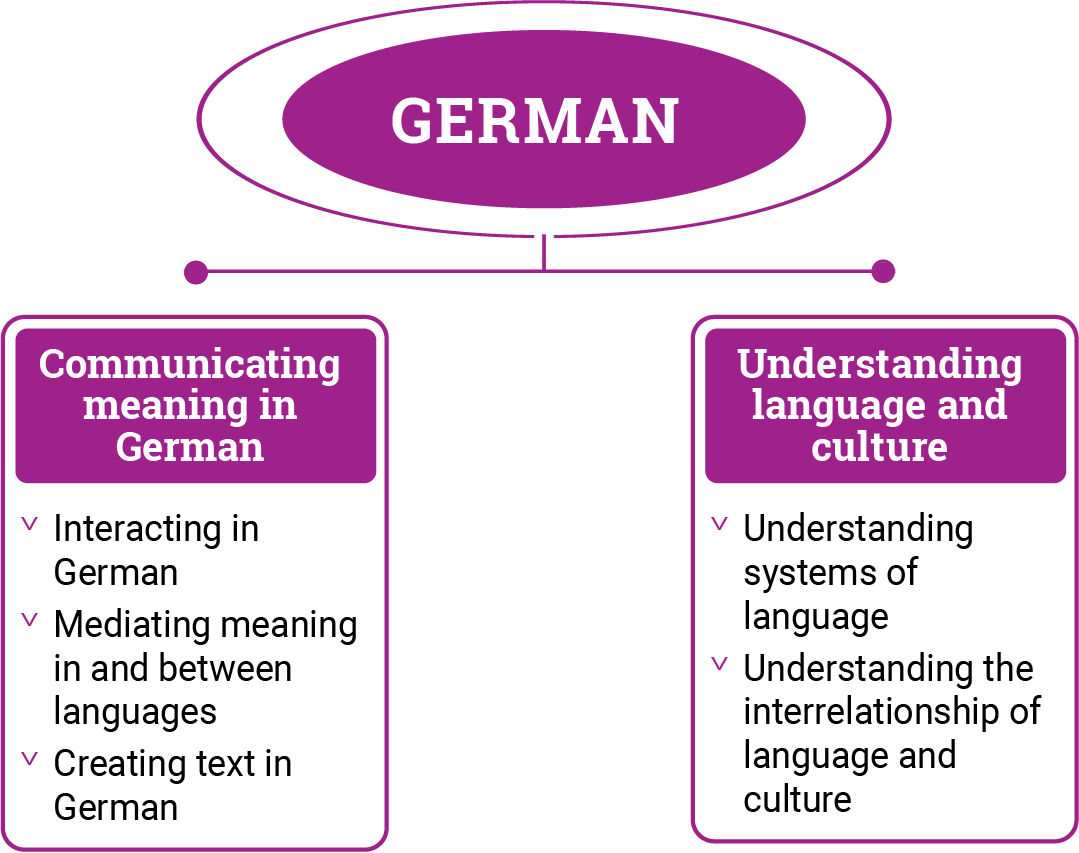
German has been developed as a Second Language Learner Pathway which caters for students learning German as a second or additional language.

The Second Language Learner Pathway includes 2 sequences:

* Foundation to Year 10
* Years 7 to 10.

Teachers use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

Content in the German is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 2.



*Figure 2: German content structure*

Strand: Communicating meaning in German

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in German**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in German**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of German, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

CURRICULUM ELEMENTS

Foundation

|  |
| --- |
| **Year level description** |
| In Foundation, German language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in German through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of German language. They participate in shared listening and viewing of texts that represent German and German-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create German texts, with support. They identify that German and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| with support, recognise and communicate meaning in German  AC9LGF01 | 1. greeting others using appropriate forms of address, for example, Guten Morgen Frau Schulz, Tag Hannah, Wie geht’s?, Wie heißt du? and body language such as eye contact and shaking hands 2. participating in routine exchanges such as responding to the class roll, expressing thanks, greeting and taking leave, and describing the day’s weather, for example, Danke schön, Auf Wiedersehen, Tschüss, Es ist heiß/kalt/sonnig/windig 3. participating in songs and chants by singing and performing actions, for example, Brüderchen, komm tanz mit mir 4. responding to classroom instructions, for example, Melde dich!, Ruhe bitte, Komm nach vorne!, Mach die Tür bitte zu! 5. responding to German language texts such as stories, rhymes and songs through play-acting or movement, illustrating characters, events or scenes 6. using numbers 0–10, for example, sorting counters into groups, counting aloud and tracing numbers on paper, in the air or in sand 7. participating in simple dialogues through play-acting (playing shops using classroom objects such as toys and books), practising a greeting and simple phrases, for example, Guten Tag, Das bitte (and pointing to the object), Danke schön | |
| explore, with support, language features of German noticing similarities and differences between German and English  AC9LGF02 | 1. singing alphabet songs and noticing similarities and differences between the use of the Roman alphabet in German and English 2. singing popular children’s songs in German and comparing them with the English versions for example, singing Funkel, funkel, kleiner Stern and comparing with English, asking, ‘Which word do you think might mean “twinkle, twinkle”?’ 3. rehearsing familiar onomatopoeia in animal sounds, for example, Das Schaf macht mäh mäh, die Katze macht miau, miau 4. reproducing the sounds and rhythms of German rhymes and songs by reciting, singing and imitating, for example, Alle meine Entchen 5. tracing simple words in both English and German, noticing similarities and differences | |
| explore connections between language and culture  AC9LGF03 | 1. exploring different languages and cultures of class members and identifying different ways of expressing common terms such as yes/no, hello/goodbye 2. sharing with the class words and phrases they know in other languages and cultures 3. engaging with traditions, customs, costumes, food, etc. in German-speaking communities, for example, receiving a Schultüte when starting school, decorating a classroom with a Osterzweig/Osterbaum or participating in a class Laternenumzug, making a mask and participating in an assembly for Karneval/Fastnacht/Fasching 4. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia 5. noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians or sometimes a connection to German heritage 6. locating German-speaking countries and countries/places of significance to students in the class on a digital or print world map | |

Years 1–2

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| --- |
| **Band level description** |
| In Years 1 and 2, German language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in German to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore German-speaking communities in Australia, Germany and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Roman alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between German language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of German and demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in German** | | **Years 1–2** |
| **Sub-strand: Interacting in German** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LG2C01 | 1. exchanging simple greetings, thanks and good wishes using formulaic expressions, and adjusting language to suit the situation, for example, Ich heiße ... und du? Guten Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit! 2. sharing information about people and belongings, for example, Mein Teddy heiβt … Das ist meine Schwester/mein Ball. 3. using some German expressions and spontaneous exclamations when interacting with peers, for example, Danke!, Bitte schön, Das ist schade, Gut gemacht! 4. responding with actions or gestures to routine instructions, for example, Bitte aufstehen Klasse 1! Hände auf den Kopf! Alle zusammen! Achtung! 5. using simple sentence structures, familiar vocabulary, supporting resources and gestures to communicate about self, pets, likes, dislikes and the immediate environment, for example, Ich bin in Klasse 1. Ich bin fünf. Ich wohne in … Ich mag … (nicht). 6. recognising and responding to simple questions and directions using supporting intonation and gestures, for example, Wer/Was ist das? Das ist … ? Ist das … ? Nein, das ist ..., Wo ist …?, rechts, hinter Peter, unter 7. describing which languages they know and are learning, for example, Ich kann Englisch und Arabisch. Ich lerne Deutsch. 8. responding to and making polite requests, for example, Ich möchte …, bitte. Bitte schön! 9. using German for everyday routines such as roll call, for example, Hier bin ich, or naming the day of the week, Es ist Montag, or describing the weather, Das Wetter ist kalt/warm. | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LG2C02 | 1. making choices in routine activities such as selecting a song from the class songbook, for example, responding to the question, Was singen wir heute? 2. participating in songs, rhymes and chants by singing and using actions, for example, Kopf, Schulter, Knie und Fuß; 1, 2, Polizei 3. playing games such as Gedächtnispiel, Lotto and Stille Post, and using appropriate language, for example, turn-taking, Wer ist dran? Ich bin dran, and forming groups using numbers or colours such as Blau ist hier; Gruppe 2 ist hier. 4. teaching a family member some German, for example, greetings, numbers or a German song, and reporting to the class what they were able to teach 5. contributing to a secure 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. | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LG2C03 | 1. listening for specific words and expressions, for example, in spoken texts, songs or stories, by clapping or raising hands, and in written texts by pointing to or highlighting the word(s) 2. ordering or matching key information in relation to different texts, such as sequencing pictures from the text to reflect the correct order of events and responding to questions about the story, for example, Er hat drei Brüder und wohnt in … 3. sharing in the retelling of a text using prompts such as pictures, cut-outs or puppets, or responding in German or English to questions about the text, for example, Wer ist das?, War das eine gute Idee?, Und dann … 4. recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in German and the language(s) they speak at home 5. demonstrating understanding and early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions 6. responding to imaginative print and digital texts such as stories, rhymes or cartoons, using repetitive actions, gestures and words or sentences Das ist lustig/komisch/langweilig. | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LG2C04 | 1. recognising different forms of address and greeting, depending on time of day and the gender and social status of participants, for example; for example, first names with peers, *Tag, Luke!,* and *Guten Morgen, Frau Stein!* for the teacher 2. understanding that learning German involves ways of using language that may be unfamiliar, for example, using *Guten Appetit* before commencing a meal 3. conveying aspects of shared knowledge about German language and culture(s), such as pointing to places on a map or pictures of symbols or typical foods, for example, *Das ist Deutschland/Österreich, Die Flagge ist …* 4. recognising that there can be different forms of address for the same person, for example, *Mama, Mutti, Mami, Mutter* 5. interpreting or translating, from German into English, greetings and other learnt language items for non-German speakers, such as a new student, a visiting parent or classroom teacher | |
| **Sub-strand: Creating text in German** | | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LG2C05 | 1. using key words and simple phrases to annotate a picture, diagram or photo, for example, Der Hund ist klein. Der Hund ist braun, Das bin ich. Ich bin sechs Jahre alt. 2. making and displaying labels for common objects in the classroom or home, for example, die Tür, die Leseecke, die Tafel, mein Schlafzimmer, mein Schrank 3. using modelled language, creating a shared page for a class Big Book with illustrations, for example, Hier ist das Krokodil. Es hat Schuppen und ist grün. 4. matching bilingual captions or labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia 5. drawing their favourite character or scene from stories, rhymes, songs or cartoons and attaching or writing a simple evaluative statement, for example, … ist fantastisch. Ich mag … 6. modifying, rehearsing and performing a short skit or role-play with peers, for example, a skit about a shopping trip, with students changing the items bought 7. creating short dialogues such as between dolls, puppets and toys, individually or with peers, using familiar modelled language 8. using secure digital tools to record their ideas, for example, what they would eat over a week if they were the caterpillar in Die kleine Raupe Nimmersatt | |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and imitate the sounds and rhythms of German  AC9LG2U01 | 1. building phonemic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and different from English, such as ch in ich and acht, u in du, r in rot and z in zehn 2. developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context 3. identifying and pronouncing alphabet letters with familiar to English sounds, for example, b, d, f, l, m, n, o, p, s 4. experimenting with sounds, for example, aua for ouch, wau wau for woof woof, kickeriki for cock-a-doodle-doo 5. recognising that every language has its own words, sounds and gestures to make meaning | |
| recognise that the Roman alphabet is used to construct meaning in texts in German  AC9LG2U02 | 1. developing familiarity with the alphabet in German and sound–letter correspondence through singing das Alphabetlied 2. understanding that although German and English use the same alphabet, there are additional symbols in German: the Umlaut to alter the pronunciation of particular vowels, such as ä, ö, ü and the Eszett β 3. identifying and naming letters, tracing words, and playing alphabet and spelling games, such as Ich sehe was, was du nicht siehst using initial sounds or Galgenmännchen 4. noticing that German has multiple words for ‘the’ and ‘a/an’, such as der Lehrer, eine Freundin 5. noticing that all nouns are capitalised in German 6. using pronouns, such as ich, du, er, sie, es, wir and noticing that they are similar to English 7. 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 8. gaining awareness of vocabulary referring to time, for example, days, months, time of day, Morgen, Nachmittag, Mittag 9. exploring cardinal numbers 0–20 and recognising similarities and differences between how numbers are represented in English and German, for example, 1 with the lead in tail and 7 with the line through the stem 10. understanding and describing actions using verbs such as gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen and wohnen 11. negating verbs and adjectives using nicht, for example, Der Hund ist nicht braun, Ich schwimme nicht. 12. understanding and using some question words and the intended/related answer in limited contexts, including was, wer, wie, wo and wann 13. understanding the location or origin of a person or object such as hier, links and rechts | |
| notice that German has features that may be similar to or different from English  AC9LG2U03 | 1. distinguishing between German and English in spoken and written form, *Ist das Deutsch oder Englisch?,* considering factors such as pronunciation, capitalisation of nouns, for example, *Baby, singen, braun, Klasse* 2. comparing greetings and terms for numbers, family members and familiar objects in German, English and other known or common languages, and noting similarities/differences in use, spelling and pronunciation, for example, formal and familiar language, *Guten Morgen*/Good morning and *Morgen!/*Morning! 3. reading or viewing authentic German storybooks or simple texts and noticing similarities and differences between German and English, for example, naming key features *Titel, Seite* and *Bild* 4. singing and comparing familiar songs, such as *Zum Geburtstag viel Glück!/*Happy Birthday and *O Tannenbaum*/Oh Christmas Tree 5. 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* 6. differentiating between similar sounding words in German and English, for example, *der Ball*/ball, *der Freund*/friend, *die Schule*/school 7. identifying and comparing similarities and differences between some words, such as *Bruder*/brother, where both start with a ‘br’ and end with ‘er’ | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| notice that people use language in ways that reflect cultural practices  AC9LG2U04 | 1. experiencing or simulating a cultural practice, a Karneval parade or a children’s birthday game such as Topfschlagen 2. noticing similarities and differences in cultural practices and stating own reactions, for example, observing 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 3. comparing aspects of lifestyles in German-speaking communities and in Australia, for example, ways of playing games, buying or eating food, interacting with family members and participating in school life 4. exploring symbols used by First Nations Australians and those used in German-speaking communities in a range of contexts, for example, finding out what the symbols on flags represent 5. learning the names of countries and regions where German is an official language and developing understanding of where these places are on a world map |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, German language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use German to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore German-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating German language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed German language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use German language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students imitate sound combinations and rhythms of German language. They demonstrate understanding that German has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in German and make comparisons between German and English. They understand that the German language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in German** | | **Years 3–4** |
| **Sub-strand: Interacting in German** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LG4C01 | 1. communicating with peers and the teacher using formal and informal simple greetings and formulaic expressions, for example, Wie gehts? Wie geht es Ihnen? 2. exchanging information in modelled written or spoken form about their family, hometown, pets and activities, for example, Hast du Geschwister? Ich habe einen Bruder und zwei Schwestern. Hast du ein Haustier? Wir haben einen Hund und vier Vögel. Wo wohnst du? Ich wohne in ... Was sind deine Hobbys? Ich mag ... 3. using German expressions to support interaction with peers and the teacher, for example, Ich verstehe; Ich weiß nicht; langsamer, bitte; nochmal, bitte 4. asking and responding to questions relating to a learning activity or lesson, for example, Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch? Bist du fertig? Wer ist dran? Ich bin dran. 5. using modelled sentences to communicate about self in descriptive language, for example, Ich habe eine Katze. Sie ist braun und frisst Fleisch. 6. using common responses to frequently asked questions imitating modelled intonation and stress patterns, for example, Wie geht’s? Gut, danke. Stimmt das? Ja, das stimmt. 7. commenting constructively on own and others’ learning, for example, Super! Tolle Arbeit! Gut gemacht! Danke 8. apologising, making polite requests, including attracting attention and asking for assistance and permission, for example, Entschuldigung, Frau Lenz! Hilfe bitte!, Darf ich bitte auf dieToilette gehen? 9. asking and answering questions relating to concepts such as time, number, days of the week, months and seasons, for example, Wann spielst du Basketball? Am Montag. Wer hat im August Geburtstag? Welche Hobbys hast du? Wann ist es kalt in Deutschland? Im Dezember, im Winter | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LG4C02 | 1. participating in real or simulated situations such as choosing a present for a friend or role-playing a visit to a doctor’s office, for example, Lara mag Puppen. Was kostet die Puppe? Was ist los? Mein Bein tut weh. 2. collaborating with peers to prepare an item to perform for an audience, for example, a song in the German language or a modified fairytale play 3. making matching card or digital games to play with peers, using German and English words or images, for example, days of the week, months, seasons or vocabulary associated with weather 4. following procedures and instructions with peers, guided by the teacher, for example, how to create a Hampelmann or Lebkuchenhaus 5. collaborating to create a shared text in German, for example, a digital photo story after a class activity or event such as a visit to a German restaurant 6. interacting with others to produce classroom signs, for example, Bitte mach die Tür zu! Hier sind die Scheren/Klebestifte/Stifte! 7. planning and negotiating with peers to organise a class celebration such as a traditional festival from a German-speaking country or region or an end of term class party, Wer bringt was mit? Ich bringe ... mit. | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LG4C03 | 1. 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 2. constructing a timeline of the main events of a story using pictures, words and/or simple sentences 3. responding to an informative or imaginative text in various ways, such as describing what emotions they feel listening to a story or song, for example, Das macht mich glücklich/traurig/nervös. 4. learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in German 5. collecting information from informative texts and creating a display with names and appropriate adjectives, for example, about different animal species, Der Löwe ist mutig und stark, Das Känguru ist schnell. 6. viewing or listening to texts related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports, and comparing information about activities and practices across cultures 7. locating information about a person or character from a written or spoken text, to use in a modelled format such as a Steckbrief 8. 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 calculating distances/speeds from a sport lesson 9. 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 10. working with information to create a graph, for example, Lieblingstiere, Lieblingssport, Lieblingsserie, Lieblingsmusik | |
| develop strategies to comprehend and adjust German language in familiar contexts to convey cultural meaning  AC9LG4C04 | 1. recognising that there are similarities and differences between German and English ways of showing politeness or formality, for example, the use of family names after Frau and Herr, responding to danke schön with bitte schön, using Sie in an appropriate context 2. reading simple translations in German and English, noticing similarities, differences and challenges 3. recognising that there are different and/or multiple words that communicate ideas across cultures, for example, Karneval, Fasching, Fastnacht, das Christkind, der Weihnachtsmann 4. matching parallel expressions such as Hi/Tag, morning tea/Kaffeepause and Bless you/Gesundheit 5. using cultural gestures in familiar contexts, for example, counting starting with your thumb, knocking on desks to applaud 6. discovering how their 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 | |
| **Sub-strand: Creating text in German** | | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LG4C05 | 1. creating and illustrating short imaginative or informative texts, such as using secure digital tools to produce Mein Traumhaus, and annotating the presentation, for example, Mein Schloss ist sehr alt, groβ und schön. Es ist rosa und lila 2. sharing an item relating to German-speaking communities’ language and culture through the school newsletter, at an assembly or in a library display such as a Schultüte or Zuckertüte, or electronically displaying links to digitally-produced student items such as movies or photo-text collages 3. designing simple written and multimodal correspondence such as invitations or greeting cards in print or digital form, incorporating formulaic expressions, simple phrases and sentences, and modelled textual conventions, for example, an invitation to Grandparents’ Day at school 4. creating simple descriptions in German and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia 5. producing and presenting illustrated or multimodal texts using a modelled structure, for example, an acrostic poem based on their first name or Elfchen (an 11-word poem) about a family member or pet 6. using modelled structures and picture prompts to retell the basic plot of a narrative, or making simple summary statements, for example, Der König und die Königin sind im Schloss. 7. creating and presenting a performance using modelled German language, for example, a puppet play involving die Maus from Die Sendung mit der Maus meeting a current Australian fictional character or an Igel meeting an echidna 8. acting out a text with a repetitive plot and/or dialogue, and adapting aspects of the story, for example, Die kleine Raupe Nimmersatt or another well-known story from German-speaking countries or regions’ culture | |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of German to form words and phrases  AC9LG4U01 | 1. recognising and using the Umlaut and Eszett to pronounce and write familiar German words, including differences in pronunciation of words with and without an Umlaut such as der Bruder, die Brüder 2. developing pronunciation, phrasing and intonation skills by singing, reciting poetry or reading a short text aloud 3. understanding and practising sounds in German words that are different from English sounds, for example, Wasser, where w sounds like an English v and Vater where v sounds like an English f and words such as, ja, rot, singen, Sport, zwei 4. understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, Du bist acht. Du bist acht? Du bist acht! 5. identifying differences in regional accents and dialects to begin understanding language variation across German-speaking communities, for example, in everyday greetings 6. comparing the rhythms and vocal effects in German and English versions of a favourite story such as Rotkäppchen or in a game such as Wie spät ist es Herr Wolf? 7. applying learnt memory aids such as ‘when E and I go walking, the second one does the talking’, for example Reise, Riese | |
| recognise German language conventions, grammatical structures and basic syntax in familiar texts and contexts  ACLG4U02 | 1. using phonic knowledge to spell and write some unfamiliar words containing, for example, ch, r, th, u and z and consonant clusters such as sch 2. applying spelling rules for high-frequency words and punctuation in modelled writing activities, for example full stops, exclamation marks and question marks 3. comparing pluralisation of nouns in German and English, for example, der Apfel/die Äpfel, and gaining an awareness of terms referring to quantities such as mehr, viel/e, nichts and kein/e 4. recognising the link between a noun’s gender and its definite/indefinite article and when using possessive adjectives, for example, der Bruder, ein Bruder, mein Bruder dein Bruder 5. applying capitalisation of nouns in writing 6. 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. 7. using gern/nicht gern in modelled sentences to express likes, dislikes and preferences, for example, Ich spiele gern Fußball, Ich esse nicht gern Erbsen. 8. locating events in time with regard to days, months and seasons; for example, Er spielt am Freitag Basketball. Ich spiele im Winter Fußball. 9. recognising ordinal numbers for the date, for example, Heute ist der dritte Juli, Er hat am 7. August Geburtstag and noticing differences in punctuation 10. using the correct verb form associated with a noun or pronoun, for example, Ich singe gern. Singst du gern? Die Lehrerin singt ein Lied. Mein Freund und ich sprechen Englisch. 11. using present tense forms of irregular verbs such as haben and sein, and recognising similarities to the English verbs ‘to have’ and ‘to be’ 12. joining words, phrases and sentences using und, oder and aber and using common time phrases, for example, heute, dann and zuerst 13. understanding and formulating questions using subject+verb inversion, for example, Magst du Sport? 14. understanding an increasing range of question words, for example, woher, welcher and wie viel 15. understanding the location or origin of a person or object using isolated prepositions such as auf, aus, hinter, in, neben and unter | |
| recognise familiar German language features and compare with those of English, in known contexts  AC9LG4U03 | 1. comparing and matching key words in German and English, for example, names for German-speaking countries and some cities, Deutschland, Germany, Wien, Vienna; names for animals, der Hund, dog, die Katze, cat; names for family members, die Mutter, mother, der Bruder, brother; and names for leisure activities, Musik hören, listen to music, schwimmen, swimming 2. classifying a range of texts, for example, fairytales, recipes, instructions, advertisements, greeting cards, maps or songs, according to their purpose(s) such as to entertain, describe or instruct, and discussing and justifying their choices in English 3. comparing the features of different types of German and English texts such as songs, a picture storybook, a cookbook or a comic, and identifying how different textual elements such as title, layout, script and images can combine to make meaning 4. comparing wall calendars from a German-speaking country and Australia in terms of structure, public holidays, pictorial representation of seasons, and cultural influences 5. listening to the way animal sounds are expressed in German, such as in Die Bremer Stadtmusikanten, and comparing them with English and other languages represented within the classroom, for example, Ein Hahn macht, kikeriki, ein Hund macht, wau wau | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| identify connections between German language and cultural practices  AC9LG4U04 | 1. 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 2. exploring cultural practices and language related to foods in German-speaking countries, for example, Abendbrot and Spaghettieis 3. identifying ways in which German language and culture, for example, types of food such as Sauerkraut, types of sausage, Gummibärchen, influence the lives of Australians 4. exploring representations of information, such as symbols used in cultural expressions of First Nations Australians, and making connections with those of German language and culture 5. recognising that politeness and formality may be communicated differently in German-speaking communities, for example, the use of Frau/Herr Schmidt and the use of du/Sie 6. recognising that German is an official language of multiple countries and regions, including the ‘DACHL’ countries (Germany, Austria, Switzerland, Liechtenstein), Belgium, Luxembourg and South Tyrol, and identifying their locations on a world map 7. learning about the school system in German-speaking countries where the Grundschule is generally for Year Levels 1 to 4 8. recognising character traits and values and comparing them with familiar stories in English, for example, the wolf in Rotkäppchen | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, German language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in German to exchange information and ideas relating to their interests, school and local environment, and engage with German-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify German language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in German** | | **Years 5–6** |
| **Sub-strand: Interacting in German** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LG6C01 | 1. exchanging information with others in a secure online environment, in writing or face-to-face, about daily routines and leisure activities, using modelled language associated with time and sequence, for example, Was machst du am Wochenende? Ich stehe um 7.30 Uhr auf. Dann frühstücke ich. Ich schwimme und surfe oft. 2. sharing opinions in a secure online exchange with German-speaking peers, about school subjects and rules, for example, Wie findest du Mathe? Mathe ist toll. Man muss eine Uniform tragen. Das ist doof. Was denkst du? 3. using communication strategies such as active listening skills and interjections, for example, ja, ja ich verstehe, ach ja das stimmt, genau, turn-taking cues, and requests for clarification or more detail to support interaction, Ich verstehe nicht, Wie heißt das auf Englisch? 4. giving and receiving instructions, for example, Mach(t) die Tür zu! Trink(t) mehr Wasser! 5. describing significant people such as family members, friends and teachers, using simple descriptive and expressive modelled language, for example, Das ist mein Bruder. Er ist sehr sportlich und intelligent. Er spielt sehr gern Fuβball und liest gern Comics. Ich habe meinen Bruder lieb. 6. asking and responding to modelled questions to request further detail, using intonation and stress patterns, for example, Welche Farbe hat dein Haustier? Wie ist es? Wo wohnt es? 7. identifying and discussing learning strengths and experiences, for example, Ich mag Deutsch. Deutsch macht Spaß. Ich lerne gern Deutsch. 8. apologising and expressing concern or sympathy to friends and family members, for example, Tut mir leid. Schade! Du Arme(r)! 9. expressing feelings, for example, Wie geht’s? Es geht mir nicht gut. Ich bin krank, using adjectives such as aufgeregt, glücklich, nervös, sauer, traurig | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LG6C02 | 1. 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. 2. organising and conducting collaborative activities, a Deutsch macht fit session for a younger class, using language such as Lauft schnell!, Springt zehnmal! 3. participating in an activity for an assembly, school or class event or performance, using language related to people, items, time and numbers to create promotional materials, for example, producing a poster or video to encourage recycling, Trinkt lieber Wasser!; Recycelt alle Dosen! 4. checking on peer progress using comments and questions, such as Bist du fertig? Ich bin fertig. Verstehst du das? Ja, and responding to feedback on a written draft or class activity 5. consulting online catalogues and websites, comparing prices and value, and discussing potential purchases, for example, Das Handy ist zu teuer. Der Pullover ist preiswert and using modelled phrases such as, Der Hut sieht gut aus. 6. asking peers to do something politely and responding to requests, for example, giving and receiving things, Gib mir bitte den Stift!, bitte schön, danke schön 7. discussing and creating class and school rules and, using modelled language, using the modal verbs müssen and dürfen, for example, Dürfen wir auf dem Boden sitzen? Wir müssen immer aufpassen, Wir dürfen in der Klasse nicht texten. 8. sharing ideas about the experience of learning and using German, identifying own strengths and preferred learning styles, for example, Ich kann gut Deutsch sprechen. 9. exchanging and comparing currencies, for example, converting Euro or Schweizer Franken into Australian dollars | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LG6C03 | 1. viewing or reading informative texts and sequencing steps in a process, watching a short video about the water cycle in German and labelling a diagram with vom Meer zum Land, Regen, Fluss, Grundwasser 2. viewing a news item or short documentary about a festival in a German-speaking country, such as die Basler Fasnacht or Karneval in Köln, and describing and giving an opinion about the main aspects, for example, Ich finde die Fasnacht in Basel super. Ich mag die Masken und die Musik. 3. responding to a text such as a poem, by selecting an appropriate image to illustrate an aspect such as message or mood, and explaining choice, for example, Das ist die Sonne. Die Sonne ist heiß und gelb. Die Sonne scheint im Sommer. Ich freue mich, wenn die Sonne scheint. 4. listening to or viewing First Nations Australian authors’ stories and responding to them using words, formulaic expressions and modelled sentences in German 5. researching topics (recycling, the water cycle, the solar system, geographical features in German-speaking countries, etc.), using a range of sources (magazine articles, books, websites, etc.) and organising and sharing the information in print or secure digital format in modelled German texts 6. viewing subtitled media such as music clips or informative texts on different German-speaking communities, and identifying new vocabulary and expressions for use in shared texts 7. identifying information in German texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs, leisure activities or food preferences 8. compiling and presenting information from a survey of peers and displaying results, for example, using graphs showing mode of transport to school zu Fuβ, mit dem Rad/Bus/Auto, mit der Bahn/Fähre and reporting whether it is environmentally friendly 9. 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 10. producing a timeline of main events in a story or creating storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to fit moods or feelings | |
| apply strategies to interpret and convey meaning in German language in familiar non-verbal, spoken and written cultural contexts  AC9LG6C04 | 1. 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 2. identifying when literal translation is or is not possible, for example, in idiomatic expressions such as Bist du satt? not voll, and Es geht mir gut, not Ich bin gut, or Ich bin krank literally translating as I am sick 3. noticing the use of, and evaluating whether or not to adopt German expressions and gestures when interacting with people from German-speaking communities, for example, exclamations Ach so! Echt!, pressing your thumbs inside fists for good luck, compared with crossing fingers, and thumbs up having the similar meaning of great or good 4. using German–English cognates to predict meaning, for example, Brot, kalt, Maske, trinken 5. explaining in English the use and meaning of German expressions such as Gesundheit, Hals und Beinbruch, Toi, toi, toi! 6. communicating politely by using Sie with unfamiliar adults, for example, Guten Morgen, wie heißen Sie? 7. creating and using bilingual resources for language learning, for example, glossaries or personal German–English and English–German word lists with examples and explanations of parts of speech and language use 8. recognising long compound words, collecting and analysing interesting examples such as das Schlagzeug, babyleicht, Seehund, and discussing how best to translate them into English 9. 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 | |
| **Sub-strand: Creating text in German** | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LG6C05 | 1. creating a multimedia factual self-profile for a group of young German speakers or writing a blog entry for a youth website, for example, including information about Freizeit, Schule, Freunde 2. creating a video clip to present information or ideas to a particular audience, using empathy to consider elements which may be unfamiliar to German-speaking students, for example, a virtual tour of the school or classroom for exchange student groups that may also demonstrate that Australian students generally do not bring their school bags into the classroom 3. presenting about German-speaking countries and Australia, for example, population statistics and physical size, daily temperatures, types of housing, pet ownership or most popular leisure activities 4. producing a class print or digital poster, locating and describing in German, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia 5. recording a multimedia presentation or writing a diary about a real or imaginary trip to a German-speaking country or region, incorporating some famous places they visited and cultural experiences, for example, Das ist eine alte Kirche in Hamburg, Hier bin ich, ich esse eine Brezel. 6. creating and presenting an adapted text such as a story, and presenting it to a younger audience, for example, introducing new elements such as changing the main character or the setting, adding a new character or dilemma, 7. role-playing characters from different areas in German-speaking communities and demonstrating regional variations in German language use, for example, in greetings such as the Swiss Grüezi and Austrian Servus, and cultural events such as Weichnachtsmarkt and Christkindlmarkt 8. creating and performing a new version of a familiar song or poem, for example, using secure digital tools and apps for video editing and voice recording 9. inventing a board game focusing on key language and using expressions for playing games, for example, Du bist dran, Schade, Gut gemacht, Ich gewinne | |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LG6U01 | 1. applying phonic and grammatical knowledge to spell, write and say unfamiliar words containing, for example, *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and i*e* 2. using phrasing and intonation to link multiple sentences when reading a short text aloud or holding a reciprocal conversation with a partner 3. identifying differences in regional accents and dialects to begin understanding language variation across German-speaking communities, for example, the commonalties with other geographically adjacent languages or the pronunciation of *ch* in different dialects such as the potentially different pronunciations of *ch* in *Technologie* and *ich* 4. practising different intonation for statements, questions, exclamations and instructions, for example, *Du trinkst Wasser. Du trinkst Wasser? Du trinkst Wasser! Du, trinkst Wasser!* 5. reciting well-known German tongue twisters, applying knowledge of pronunciation patterns and working on fluency, for example, *Zehn Ziegen zogen zehn Zentner Zucker, Acht alte Ameisen* | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LG6U02 | 1. understanding that β 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 2. understanding and applying punctuation rules, including the meaning and use of full stops and commas in ordinal and decimal numbers (die 3. Klasse, 9,50 Euro, etc.) and noticing distinctive punctuation features of personal correspondence in German, (Hallo Annette!, Lieber Klaus, etc.) followed respectively by upper or lower case for the beginning of the first sentence 3. referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, Ich habe einen Bruder, Der Hund hat den Ball and negating using kein and noting the differences in structure from English, for example, Ich habe keinen Bruder, means ‘I have no brother’, rather than ‘I don’t have a brother.’ 4. recognising and understanding the different forms of ‘you’, du, Sie and plural informal ihr when addressing one person or more , for example, Setzt dich, Setzen Sie, Setzt euch, Was meint ihr? Hört gut zu! 5. making connections between possessive adjectives and context, for example, mein/e, dein/e, sein/e, ihr/e; Mein/Dein Bruder ist 12. Seine/Ihre Lieblingsfarbe ist blau. 6. making comparisons using simple structures and limited forms of modal verbs mögen and können, for example, Er mag Kricket , Ich kann gut schwimmen, Ich mag Erdbeeren lieber als Kiwis, Ich kann laufen besser als Radfahren. 7. locating and describing events in time, using the 12-hour clock and including to the half hour, such as Die Schule beginnt um halb neun, using prepositions such as nach and vor, and formulaic expressions such as später, am Wochenende, in den Ferien 8. referring to quantities of people, objects and prices using cardinal numbers up to 100, including Meter, Kilometer; Quadratmeter, Quadratkilometer for length/height/distance and area, decimals, and common fractions, for example, 85,5 Prozent haben eine Katze. Die Tagestemperatur liegt bei minus 8 Grad. Ich habe eine Halbschwester. 9. 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. 10. describing current actions using a range of regular and irregular verbs such as kaufen, bringen, tragen, lesen, sehen, fahren, essen and describing experiences in the simple past of sein, for example, Ich war krank. Der Film war interessant. Es war windig. 11. noticing that articles and pronouns change after certain verbs, Ich danke dir, and after particular prepositions associated with location, for example, Wir gehen in die Stadt. Wir sind in der Stadt. 12. understanding the meaning of the conjunctions dass and weil and noticing what happens to the verb when they are used 13. understanding questions using warum and responding with a simple sentence, for example, Warum bist du müde? Ich bin krank. 14. describing location using simple formulaic prepositional phrases such as im Wasser, in der Luft, auf dem Land, or neben dem Tisch | |
| compare some German language structures and features with those of English, using some familiar metalanguage  AC9LG6U03 | 1. discovering some English words used by German speakers, such as das Internet, die App, Stop!, Sorry!, and considering if they are the same kinds of words as those borrowed from German by English speakers 2. identifying the purpose, context and intended audience of a range of familiar English and German texts, for example, fairytales, sports reports or recipes, noticing similarities and differences 3. 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, television and social media announcement for the same event 4. building metalanguage to comment on grammar and vocabulary, for example, Substantive/Nomen, Verben, Ordinalzahlen, Präpositionen, Fragewörter, groβ/klein schreiben, comparing with equivalent English terms 5. understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English, for example, sein/ich bin, du bist and, to be/I am, you are 6. comparing the meaning of the modal verbs müssen, sollen, mögen and können with English equivalents 7. comparing the German and Australian 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 8. providing feedback to support peers, using metalanguage, for example, editing each other’s written or spoken texts and justifying reasons for editing or changing text | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LG6U04 | 1. recognising that language use can have connections to cultural practices, for example, comparing traditional song Happy Birthday and *Wie schön, dass du geboren bist* and considering how birthdays are celebrated in German-speaking countries or communities 2. 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* 3. noticing the impact of own assumptions about people from German-speaking countries, their language and culture, and considering how German speakers may also make assumptions and generalisations about Australians 4. exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of German-speaking people or communities 5. understanding the required level of politeness, depending on the relationship between speakers, in a range of familiar contexts such as in a school, on the street or at home 6. identifying examples of current and historical influences of German-speaking countries and regions’ language and culture in the local and broader community, for example, in family heritage, place names, restaurants, businesses, food and other products 7. exploring how geography and language are connected to lifestyle, education and language use, for example, school students’ break time activities, languages learnt in schools, and school systems such as *Realschule, Gymnasium, Gesamtschule* 8. recognising that texts such as stories have a social and cultural purpose, for example, the moral of a story such as *Die Bremer Stadtmusikanten,* and comparing personal characteristics that are depicted in texts 9. appreciating 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 | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, German language learning builds on each student’s prior learning and experiences. Students use German, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between German and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in German language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken German to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of German text, using metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in German** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in German** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LG8C01 | 1. communicating in face-to-face or secure online guided discussions with peers and German-speaking contacts, to share information and ideas about familiar and some unfamiliar topics such as clothing, housing, social and cultural practices, for example, Was trägst du zur Party? Was isst man zum Frühstück in deinem Land? Wie feierst du deinen Geburtstag? 2. discussing and giving opinions on familiar topics such as school life, neighbourhood, entertainment, sport and leisure, for example, 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? 3. participating in conversations with peers using strategies such as active listening, asking for repetition, clarification and confirmation to sustain interactions, for example, Was denkst du? Was bedeutet das? Meinst du…? Was habt ihr gemacht? 4. giving instructions to one or more peers, for example, Gib mir das Buch! 5. recounting social and cultural experiences with others, for example, Wir haben eine Reise nach Neuseeland gemacht. Und ihr? Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen. 6. posing and responding to questions about future plans, for example, Was wirst du in den Ferien machen? Wir werden zu Hause bleiben. 7. 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. 8. writing texts 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!, sz = schreib zurück, sTn = schönen Tag noch 9. contrasting aspects of past events in their everyday lives with others, for example, Du siehst sehr müde aus! Was hast du gestern gemacht? Hat der Film dir gut gefallen? Wollen wir ihn heute noch mal schauen? | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LG8C02 | 1. 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. 2. participating in collaborative learning experiences with peers to organise an event such as a trip to the market, weekend activities or a class excursion, for example, Wir können mit dem Zug oder mit dem Bus zum Markt fahren. Was wollen wir am Wochenende machen? 3. promoting awareness for the school community, regarding a particular issue, event or behaviour, by working with others to create posters a blog or advertisement for topics such as Nachhaltigkeit, gesundes Essen, Sport und Bewegung 4. stating a problem and asking for advice, Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln? 5. planning and conducting a group activity such as a live or digital Modeschau with a theme, for example, Sommerferien, Wintersport, damals und heute 6. initiating interactions and participating in classroom activities and discussions to manage shared learning experiences, for example, assigning roles to others, Patrick, du kannst den Text schreiben!, Sarah, du machst die Fotos!, and commenting on the contributions and views of others, for example, Ja, das stimmt., Sie hat Recht., Ich bin anderer Meinung. 7. agreeing or disagreeing with a suggestion, Ja, das wäre super or Nein, das wäre blöd, and accepting or declining an offer or invitation, for example, Danke für die Einladung, aber ich habe freitagabends Klavierunterricht. Hast du am Montag Zeit? 8. participating in an exchange of opinions to form conclusions or solve issues on topics relating to their personal world, for example, Wohin sollen wir reisen?, Welches Tier ist am coolsten?, Junkfood oder gesundes Essen? 9. complaining about unsatisfactory goods or services, for example, Meine Nudeln sind zu kalt! Es gibt kein heißes Wasser! Ich möchte mein Geld zurück! 10. asking, giving and following directions to real or virtual locations using street maps, apps or secure digital sources, for example, Wo liegt das Schwimmbad? Es ist in der Schillerstraße., Wie komme ich am besten zum Bahnhof?, Können Sie mir helfen? Ich suche… | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LG8C03 | 1. locating and interpreting key information in informative and persuasive texts, for example, creating a summary table, locating key information and supporting details of a text and the author’s implied meaning 2. analysing and summarising information and viewpoints, for example, information from a 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 3. listening to or reading about issues that concern young people such as Schule und Freunde, Soziale Medien, Jugendkultur, and sharing opinions and feelings 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written German 5. gathering information from appropriate sources such as a class survey, video or interviews about a topic of interest, and reporting about the information, reflecting on their own opinion, for example, Schuluniform, beste Lebensorte, Lieblingsfreizeitsaktivitäten 6. 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 7. identifying differences in register, purpose and audience when using language in different contexts, for example, language in songs and graffiti, an online article, email to the teacher, interview or essay 8. collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods, for example, Rauchen oder nicht? |
| interpret and adjust non-verbal, spoken and written language to convey meaning in German language in familiar and some unfamiliar cultural contexts  AC9LG8C04 | 1. interpreting and using expressions associated with politeness, social protocols 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, such as -chen, -lein 2. comparing different versions of translations from online translators or reference materials and selecting correct meanings, considering the need to go beyond literal meaning 3. 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, using a graphic organiser or presentation, for example, Wintersport, Reiseziele 4. examining culturally specific terms, phrases and expressions and discussing differences and cultural influences and possible equivalent terms in English, for example, Frühjahrsmüdigkeit, so alt wie ein Baum/Stein, einen Bärenhunger haben 5. interpreting and adjusting non-verbal communication to the cultural context and situation, for example, adopting local expectations such as keeping to the right-hand side of the footpath or escalator, and not walking on the bicycle path 6. translating and discussing common idiomatic expressions in both German and English, for example, Ich drücke dir die Daumen. 7. creating bilingual resources appropriate to cultural contexts, for example, 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 8. creating German captions, commentaries or subtitles for English multimodal texts, or vice versa 9. researching and explaining terms associated with practices or features of schools in German-speaking communities and drawing comparisons with similar terms used in Australian schools, for example, sitzenbleiben, Schultüten, Abitur, aspects of assessment and reporting such as das Notensystem, der blaue Brief, |

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| **Sub-strand: Creating text in German** | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LG8C05 | 1. creating and presenting informative texts for a specific purpose and audience, such as to advertise a social event in the local community or organising and presenting information to raise awareness, for example, a video advertisement, a recycling infographic, or a poster for an environmental campaign 2. explaining a procedure or activity 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 3. presenting information and ideas using language appropriate to text type and context, for example, using reflective language in diary and journal entries, persuasive language in advertisements, emotive images and captions to highlight issues such as Kinderrechte, or music lyrics and punchlines to engage with controversial ideas or provoke reactions 4. creating a print or digital advertisement or brochure in German for travel to a First Nations Country/Place, including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc. 5. creating an imaginative text such as a picture storybook, puppet play, short film, song or poem with particular themes or for imagined occasions, to entertain an audience, for example, Elfchen, a string poem or Konkrete Poesie, creating the next scene, a new character or an alternative ending for imaginative texts such as a story, drama or film script 6. creating an imaginative interaction incorporating communicative styles and social behaviours observed in German texts, for example, a digital persona or avatar in a German-speaking fantasy world or imagining they are the ‘characters’ in a painting and creating a scenario and dialogue 7. 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 guide for a great birthday party 8. reviewing a film, computer game, novel or performance for a radio segment or for a friend |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of conventions of spoken German to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LG8U01 | 1. applying correct pitch and stress in context, such as expressing emotions and Schadenfreude, for example, Du bist gemein! Das ist ausgezeichnet! Ha, ha, er hat verloren. 2. recognising and reproducing rhythms in complex sentences using pauses, intonation and emphasis 3. exploring the German pronunciation of a range of loan words from English and other languages, for example, Job, Restaurant, Pizza 4. adjusting and applying intonation for statements, questions, exclamations and instructions 5. identifying key differences and examining pronunciation variations across different German-speaking countries, regions and dialects 6. applying pronunciation, rhythm and pace to enhance meaning, and creating effects in spoken texts such as stories, poems, songs and conversations | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LG8U02 | 1. noting that German grammar underwent changes in spelling and punctuation in the official Rechtschreibreform, requiring, for example, β to be used only after long vowel sounds or diphthongs such as Fuβball, Spaβ, weiβ, and ss to be used after short vowels such as dass, Klasse 2. applying German punctuation and spelling rules in writing and systematically editing their own and others’ written work 3. applying knowledge of the German case system (nominative, accusative, dative and some genitive), 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 4. selecting and using the appropriate forms of personal pronouns such as 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?, and 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. 5. understanding the relationship between word gender, article and case and the adjectival ending, and applying this when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring, Es gibt keinen Sportplatz. 6. making comparisons, including the superlative, for example, Deutsch ist schwieriger als Englisch aber Mathe ist am schwierigsten, Ich esse lieber Salat als Fleisch, Kaffee ist nicht so gesund wie Wasser. 7. using adverbs of frequency to describe events in the past, for example, vorgestern, früher, immer, ab und zu, niemals 8. referring to quantities of people, time and things using cardinal numbers up to a billion and the 24-hour clock, for example, Es gibt 7,3 Millionen Einwohner, Das Konzert beginnt um 21.45 Uhr. 9. describing current, recurring and future actions using regular, irregular and modal verbs in the present tense, and past actions using a limited range of common verbs in present perfect tense, for example, Er sieht viel fern. Ich muss meine Hausaufgaben machen. Nächstes Jahr bekommen wir neue Laptops. Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank. 10. using reflexive verbs in present tense with their appropriate accusative reflexive pronouns to describe daily routines and express emotions and interests, for example, Ich wasche mich morgens, Interessierst du dich für Geschichte? Wir freuen uns auf die Ferien. 11. selecting and conjugating a range of German modal verbs, for example, Wir müssen eine Schuluniform tragen, Man darf hier nicht essen, Du kannst Volleyball spielen. 12. applying understanding of a limited range of separable and inseparable verbs and recognising that the prefix alters the meaning of the base verb, for example, Er kommt um 17.15 Uhr, Kommst du mit?, Ich bekomme manchmal Geld zum Geburtstag. 13. 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, Zu Hause ist es oft sehr laut. 14. understanding and using prepositions, including dative and accusative prepositions in high-frequency contexts, for example, Ich komme aus Australien, Das Eis ist für mich, Der Junge geht zum Bahnhof, and understanding the meaning of and using Wechselpräpositionen, for example, Wir gehen ins Kino, Wir sitzen im Kino. 15. linking and sequencing events and ideas using a range of cohesive devices, including adverbs such as dann, früher, danach, vorher and coordinating conjunctions such as und, oder, aber, denn, sondern, and common subordinating conjunctions such as, als, dass, obwohl, wenn, weil, usually with the subordinate clause after the main clause | |
| reflect on similarities and differences between German and English language structures and features, using metalanguage  AC9LG8U03 | 1. comparing and contrasting German and English language use in similar situations and in texts with similar content such as advertisements or student blogs about school issues 2. reflecting on the interrelationship of context, purpose and audience, using knowledge of text types in German and English to predict the meaning of unfamiliar vocabulary in texts, for example, analysing types of personal, informative and persuasive texts, or different samples of a particular text type, to determine the targeted audience(s), and describing the techniques and conventions 3. understanding and observing that texts have different purposes, for example, to persuade, to inform or to entertain different audiences such as children, young people, German speakers, people living in Australia 4. extending understanding of metalanguage to communicate in German and English about case, word order, verb tenses, for example, Dativ, Wechselpräpositionen, das Perfekt, Hilfsverben, trennbare Verben 5. understanding that English grammar used to be more closely aligned with German grammar, and that English has changed, for example, recognising the link between the Middle English ‘What thinkest thou?’ and Was denkst du? 6. comparing German and Australian English language examples of a particular genre for cultural and stylistic differences, for example, iconic television series such as a crime series 7. interpreting and evaluating textual conventions popular with young German speakers and making comparisons with their use in English, for example, the use of contractions, abbreviations and acronyms in text messages, 4u = für dich = for you, brb = bin gleich wieder da = be right back, 8ung = Achtung!, sz = schreib zurück, sTn = schönen Tag noch 8. 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 and comparing this with English | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes  AC9LG8U04 | 1. participating in cultural experiences and reflecting on cultural similarities and differences that are manifested through language, for example, eating at a Swiss restaurant/café in Australia, watching a German soccer match or Austrian skiing competition, or listening to a music performance on a radio station from Liechtenstein or Luxembourg 2. reflecting on and explaining which aspects of culture and language use can be comfortably adopted and where adjustments should be made, for example, the use of Sie and titles, wearing of Hausschuhe, placing payment and receiving change on a tray rather than in the hand in a shop 3. exploring the impact of own assumptions about people from German-speaking communities, their language and culture, and considering how German speakers may also make assumptions and generalisations about Australians 4. examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared with language variation across German-speaking communities 5. identifying different situations that require different levels of politeness depending on the context and speaker, for example, thanking a host parent or a peer for a gift, or apologising to a teacher or a family member for being late 6. investigating and reporting on evidence of current and historical influences of German-speaking communities’ language and culture in the local and broader community of Australia, for example, place names such as Heidelberg, Hahndorf, Leichhardt; food such as restaurants or bakeries; festivals and celebrations such as film festivals, community festivals, Weihnachtsmärkte, and organisations such as language learning institutes, community schools, German radio, etc. 7. exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and language use, Recycling, Kaffee und Kuchen, Wandern, Stehcafé, religious/public holidays, choice of Fremdsprachen offered in schools 8. discussing in English the issue of identity and gender-inclusive language in German, for example, Schüler, Schüler und Schülerinnen, SchülerInnen/ Lernende 9. 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, texten, chillen 10. comparing the use and cultural significance of gestures and body language in German and other languages, for example, not putting hands in pockets while talking with someone, and maintaining eye contact when appropriate 11. identifying changes in own ways of thinking about culture and identity, as a result of learning German | |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, German language learning builds on each student’s prior learning and experiences. Students use German to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of German locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of German pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in German language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken German to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of German texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning German, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in German** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in German** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LG10C01 | 1. sharing and discussing personal information and views face-to-face or in secure online discussions about familiar and unfamiliar topics such as family, friends, school, leisure activities, and cultural practices, for example, Was findest du bei Freunden wichtig?, Sollen alle Schulen eine Schuluniform einführen?, Was lernt man, wenn man Sport treibt?, Als Sie jünger waren, haben Sie …? 2. exchanging information and opinions with peers about a range of social and cultural issues, for example, communicating in a secure digital environment about die Schule der Zukunft or the causes and effects of Jugendarbeitslosigkeit, and giving reasons for opinions 3. initiating and sustaining conversation by using strategies such as active listening, asking for repetition, 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? 4. appealing to an audience, for example, Rettet die Regenwälder! Kauft Fairtrade Kleidung! 5. contrasting aspects of everyday life, past and present, and discussing reasons for these contrasts, for example, Heute haben wir das Internet. Damals gab es nur die Post. Jetzt kann man schneller miteinander kommunizieren. 6. discussing future plans such as further education and travel, for example, Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich reisen, wenn ich genug Geld habe. 7. interacting with peers to express individual learning goals and learning strategies, comparing experiences and challenges such as Am schwierigsten finde ich die deutsche Grammatik. Und du?; Ich sehe deutsche Filme, um meine Aussprache zu verbessern, and monitoring progress towards achieving these goals, Heute habe ich gelernt, dass… 8. communicating using conventions popular with young German speakers, such as the use of interjections, contractions, abbreviations and acronyms in messages, for example, Komm’ doch mal her!, hdgdl- Hab’ dich ganz doll lieb 9. reviewing others’ work constructively and responding to feedback, providing and justifying comments on general and specific points, for example, Ich finde deinen Artikel sehr informativ und überzeugend, weil du (zum Beispiel) viele Unterschiede und Ähnlichkeiten erwähnt hast. | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LG10C02 | 1. role-playing formal and informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about Ausgehen, Freunde or Noten in der Schule, or negotiating chores or part-time work hours 2. creating a collaborative communications project using appropriate terms to introduce, identify and summarise, for example, communicating via secure social media or a daily news segment, Wie ihr alle wisst…; Es ist notwendig, dass wir…; Wollt ihr nicht auch, dass…? 3. organising a real or simulated forum to raise awareness of environmental, social or ethical issues, for example, persuading fellow students to act in a more environmentally friendly or socially aware manner regarding globale Erwärmung, Rechte der Ureinwohner in Australien, Nachhaltigkeit, Vorurteile, Diskriminierung, and agreeing, disagreeing or posing an alternate view about a suggestion or opinion, Ich bin damit einverstanden, Wie wär’s mit ... 4. asking for advice on issues in formal and informal contexts related to family, friends or school and suggesting possible solutions to others’ problems, Du solltest mit deinem Freund sprechen, weil ..., Was raten Sie mir? 5. participating in a persuasive interaction or discussion, for example, a simulated Vorstellungsprach, with a prospective employer outlining their suitability for a part-time job | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LG10C03 | 1. identifying and explaining how texts reflect different perspectives, interpretations and priorities by comparing a range of materials related to a topic of global significance such as Umweltprobleme, Armut or Obdachslosigkeit 2. comparing and responding to different perspectives of the same event such as a celebration, concert or film, or of a topical issue, for example, Tierrechte, Jugendprobleme, Globalisierung, soziale Medien 3. expressing emotion in response 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, for example, Wenn ich das Gedicht lese, fühle ich mich ... 4. listening to or reading a First Nations Australian story and discussing their opinions and ideas, in German, presenting their personal profile to the class 5. collating and synthesising language and etiquette for visitors to a German-speaking community, to create a digital bilingual survival guide providing advice for specific scenarios, for example, am Markt, bei einer Party, im Klassenzimmer 6. researching a topic, historical events or personal information and analysing key information, for example, investigating the life of a famous person or interviewing an older German speaker to identify the key influences (people and events) on a person’s identity, using questions such as Warum sind Sie nach Australien eingewandert? Was bedeutet Heimat für dich? 7. identifying both culture-specific and universal features in texts to form comparisons, for example, analysing advertisements produced in different countries for Stellenangebote or an item such as a mobile phone, soft drink or fast food, and considering why particular images, colours, music or textual features have been selected 8. 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 | |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LG10C04 | 1. interpreting expressions used in media and popular culture to adjust politeness, establish the closeness of character relationships and connect to a target audience, for example, use of du or Sie in advertisements or between television presenters 2. 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 3. researching young people’s lifestyles across German-speaking cultures and contexts, comparing and translating information from different cultural contexts based on the influence of factors such as geography, and social and community environment, and conveying meaning to the audience, for example, Jugendprobleme, Leben im Alltag 4. comparing and analysing German and English idiomatic expressions and culturally specific terms, finding ways to convey the meaning and cultural significance, for example, paraphrasing and explaining the potential for misunderstanding, Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann. Auf Englisch sagen wir… 5. interpreting and adjusting non-verbal communication to the cultural context and social situation, for example, removing shoes when entering a house or following recycling rules when participating in an exchange situation 6. viewing excerpts of German/English subtitled films, evaluating the effectiveness of the translations, and explaining aspects of culture 7. interpreting spoken, written and digital texts to identify cultural and factual information, for example, regional news headlines, local community announcements, advertisements, notices in public spaces 8. translating text from German to English and English to German, using word lists or reference materials, adjusting the translation to account for cultural meaning, differences in punctuation and syntax 9. 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, for example, 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 10. examining texts with easily recognisable language features, noticing differences or similarities in imagery or focus that might be culturally significant, for example, noticing differences and similarities in songs, recipes or podcasts | |

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| **Sub-strand: Creating text in German** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LG10C05 | 1. presenting information in a range of informative texts such as advertisements or slogans, using visual images and/or sound effects to enhance meaning for different target audiences and cultural contexts, for example, an advertisement for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, Farmarbeit in Queensland, Kindermädchen im Outback, Küchenhilfe an der Südküste 2. explaining a procedure or activity using stimulus material with supporting graphics and gestures, for example; for example, a video describing the process of recycling a plastic bottle, a cooking show segment, a fitness routine 3. creating a multimodal presentation, comparing different perspectives of the same event or a topical issue such as Generationenbeziehungen, Nachhaltigkeit, gesundes Essen 4. writing a journal entry, or contributing to a school newsletter in German, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. describing an imagined experience, for example, a social media post describing their first day as an exchange student in a German-speaking community or composing a journal entry from the perspective of a teenager living in a different time and/or place such as im Jahr 2050, in der BRD und/oder DDR in den 70er Jahren, vor der Wiedervereinigung 6. creating texts with various settings, characters and events, such as animated stories, games or short films, selecting appropriate vocabulary, expressions, grammatical structures, and a range of features and conventions to engage different audiences 7. composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, for example, creating performances that reflect significant German-speaking communities or Australian celebrations or historical events, for example, Tag der Deutschen Einheit, Schweizer Bundestag, Maifeiertag, Sonnenwende, National Sorry Day, Anzac Day 8. creating visual displays of information for a specific purpose or to engage different audiences, selecting expressions, grammatical structures and visual aids appropriate to the text type, for example, an infographic or advertisement highlighting features of lifestyle or experiences of German-speaking people such as educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager 9. applying for opportunities such as student exchange programs or scholarships, giving details of education, work experience, skills and interests, for example, creating a Lebenslauf or writing a formal letter to apply for a position, using appropriate language conventions such as Sehr geehrte/r …, Mit freundlichen Grüßen, Ich bin für diese Position geeignet, da ich…. 10. recreating an imaginative written text such as a short story, song or poem with particular themes or for imagined occasions, to entertain an audience, for example, creating the next scene, a new character, a new character’s perspective, or an alternative ending 11. creating an imaginative interaction incorporating communicative styles and social behaviours observed in German language texts and selecting appropriate language and grammatical structures, for example, a digital persona or avatar in a German-speaking fantasy world or imagining they are the ‘characters’ in a painting and creating a scenario and dialogue 12. constructing texts to friends, applying knowledge of textual conventions popular with young German speakers, for example, using contractions, abbreviations and acronyms in text messages and informal emails, sz – schreib zurück, lg – Liebe Grüße |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features and conventions of spoken German to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LG10U01 | 1. listening to and/or viewing excerpts of authentic German conversations in familiar and some unfamiliar contexts, and identifying and applying variations such as contractions or differences in pronunciation, for example, zwei/zwo; Juli, pronounced as Julei 2. recognising and using repetition, pauses and intonation to signal clause sequence and emphasis 3. examining the role of pronunciation, pitch, rhythm, stress and pace in enhancing meaning and recreating effects such as mood or suggesting relationships, in familiar and unfamiliar spoken texts such as exclamations, emotions and humour in stories, poems, songs and conversations 4. comparing features of German in a range of spoken texts, for example, reflecting on national/regional variations and the use of dialects in formal and informal contexts and, when appropriate, applying key differences and pronunciation variations to extend fluency, such as Kartoffel meaning Krombeere auf Schwäbisch, Gummel auf Schweizerdeutsch, Erdapfel auf Österreichisch 5. analysing and comparing the use of contractions in German and in English and applying contractions in spoken German interactions, for example, Ich hab keine Lust or Mach’s gut! | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LG10U02 | 1. applying knowledge of the German case system, nominative, accusative, dative and some genitive, to articles, common demonstratives, and possessives followed by adjectives, to specify and describe people, places and objects, for example, Ich sehe ihn jedes Wochenende.; Ich habe mit meinem neuen Computer große Probleme. 2. recognising instances of possession and the use of the genitive case mainly in written texts, for example, Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs, the use of the more common ‘von+dative case+noun’ as an alternative, for example, das Haus von meinen Eltern/das Haus meiner Eltern 3. 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. 4. modifying meaning through the use of adverbs and adverbial phrases, for example, Das haben sie schon gemacht. Lauft so schnell wie möglich zum Supermarkt! 5. using interjections and modal particles in colloquial spoken German to indicate agreement, contradiction or disbelief such as ja, wohl, doch, mal, so, echt, halt 6. using a range of expressions for indefinite quantities, for example, einige, manche, mehrere 7. describing current, recurring and future actions using verbs in the present tense, and past actions using a range of common regular and irregular verbs in present perfect tense, and simple past tense, for example, Wenn man die Haushaltsgeräte ausschaltet, spart man viel Energie. Als ich ein Kind war, bekam ich viele Geschenke zu Weihnachten. In der Zukunft werde ich mehr Sport treiben. 8. using common reflexive verbs, including some transitive and intransitive verbs, modal verbs, verbs with separable and inseparable prefixes, and verbs with dative reflexive pronoun and noun direct object, for example, Man soll gesundes Essen auswählen, um Gesundheitsprobleme zu vermeiden.; Das Gemälde hat mir gut gefallen, Ich wasche mir die Hände. 9. using the different imperative forms of verbs for peers and adults, for example, Spiel/Spielt/Spielen wir/Spielen Sie mit! Sei/Seid/Seien Sie willkommen! 10. understanding and using 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. 11. connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses, and noticing the word order, for example, Um Geld zu haben, muss man einen Job finden.; Entweder werde ich Klempner oder Elektriker. 12. 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? 13. noticing and experimenting with compound forms such as common da- and wo(r)- constructions, for example, Was machst du damit? Woran erinnerst du dich? 14. 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.; Er denkt oft an seine Kindheit. | |
| reflect on and evaluate German texts, using metalanguage to analyse language structures and features  AC9LG10U03 | 1. identifying and evaluating 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 2. applying knowledge of text structure and organisation and the interrelationship of context, purpose and audience to assist in comprehension of texts and in creating own texts, for example, a persuasive letter to the editor for a local newspaper, an entertaining dialogue for children or adolescents 3. investigating contemporary imaginative texts such as in popular films, short stories, poetry or drama performances in German, using metalanguage to discuss language and features and to identify themes and issues 4. extending understanding of metalanguage to communicate in German and English about case, verb tenses and moods, for example, Genitiv, Imperfekt, Konjunktiv II 5. reflecting on 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 6. recognising ways in which written language is different from spoken language, for example, in being more planned, precise, elaborated and complex, using interrelated clauses and support detail in paragraphs 7. identifying and commenting on techniques and linguistic choices which build action, develop character and position the reader, using modelled descriptive and analytic language | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LG10U04 | 1. explaining aspects of cultural experiences and reflecting on cultural similarities and differences that are manifested through language, for example, the origin and significance of traditions in country and community festivals, exchange visits or excursions to locations of cultural and historic relevance 2. reflecting on and explaining aspects of language and cultural behaviour, 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 3. reflecting on learning and using German to connect across communities and cultures, and how language can be affected by breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in German for a group of German-speaking visitors at a school assembly 5. reflecting on how learning German impacts their assumptions about language, culture or identity, and their own communicative and cultural behaviours and how these may be interpreted by others, for example, Früher dachte ich, dass die Schweizer … Jetzt verstehe ich, dass … 6. 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 world harmony, for example, Fremdsprache, Ausbildung/Erziehung; Nationalismus/Heimat, those related to Ausländer in German-speaking communities together with those within countries, for example, the Nord–Süd/Ost–West ‘Ossi/Wessi’ identities in Germany 7. exploring the reciprocal nature of intercultural communication, responding to differences in perceptions, understandings or behaviours, for example, attitudes to interruptions, personal space and physical contact, and adjustments of formality 8. examining how language can reinforce stereotypes such as those related to gender, and how changes in language occur over time to combat this, for example, die Krankenschwester, der Krankenpfleger, die Krankenpflegerin; die Stewardess, der Flugbegleiter, die Flugbegleiterin 9. 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, and access to community information for non-English speakers | |

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of German language, and this will be influenced by prior learning and experiences of language learning. Students use German language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.  Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between German and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.  Students approximate German sound patterns, intonation and rhythms, and demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in German** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in German** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LG8EC01 | 1. exchanging simple formal/informal greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation and time of day, for example, Guten Morgen!, Guten Abend!, Auf Wiedersehen!, Tschüss!, Morgen!, Danke!, Alles Gute zum Geburtstag!, Guten Appetit!, Moin!, Grützi!, Servus! 2. introducing and describing self, others and possessions, for example, Ich heiße …, 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. 3. sharing and comparing information about self and others in informal and formal situations, for example, Wie heißt du?, Wie heißen Sie?, Wie geht’s?, Wie geht es Ihnen?, Wie alt bist du?, Hast du ein Haustier?, Hast du Geschwister? 4. exchanging information about daily routine and life, for example, Wie kommst du zur Schule? Ich komme/fahre mit dem Bus/Auto, Wann stehst du auf? Um sechs Uhr. 5. expressing how they are feeling, for example, Es geht mir nicht gut, Ich bin krank, Ich bin glücklich. 6. sharing and comparing information with German-speaking people, about own and others’ interests, using a conversation or written/secure digital communication, for example, discussing local seasons and foods or popular leisure activities in the area 7. using appropriate and preferred forms of address and greetings/salutations within different types of correspondence and social contexts, for example, Lieber/Liebe…, Dein/Deine/Eure …, Guten Morgen, Herr Schiller!, Hallo, Tim! 8. exchanging details with peers in phone conversations, emails, text messages, notes or letters in reference to times, dates and locations of activities, for example, Wann spielen wir? Wir spielen am Montagnachmittag in der Sporthalle., Ich gehe am Samstag zum Fußball. Kommst du mit? 9. expressing likes, dislikes and preferences, for example, Ich mag Rot, Mein Lieblingsessen ist … ., Ich lese gern, Ich esse gern Pizza, aber ich esse lieber Nudeln. 10. practising telephone etiquette when answering phones, using their surname only, and ending phone call with Auf Wiederhören | |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LG8EC02 | 1. interacting in reference to classroom responsibilities, for example, Mach das Fenster zu, Stapelt die Stühle Mach das Licht aus, Auf Deutsch, bitte! 2. 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? 3. checking on progress using comments and questions such as Bist du fertig? Ich bin fertig. Verstehst du das? Ja, and responding to feedback on a written draft or class activity 4. interacting in class activities and digital games such as Leute-Lotto and Stadt, Land, Fluss, for example, Du bist dran!, Ich gewinne!, Du mogelst! 5. following procedures and instructions together, for example, participating in class or leisure activities such as sport/craft/dance/cooking, Hört zu, Lies…vor, Steht auf! | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LG8EC03 | 1. 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. 2. engaging with peers to produce a bilingual publicity flyer for an upcoming event or performance to promote German learning among school community members, for example, a German-speaking Community Day, a language assembly or infographic to introduce a new or improved recycling program at school 3. participating in scenarios, for example, being lost and asking for and giving directions or assistance including non-verbal gestures, Wie komme ich zum Bahnhof?, Wo ist die Post?, Geh nach links!, Ich brauche Hilfe! 4. 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 5. planning for a class celebration, for example, creating an invitation or program using Wann? Was? Wer? Wo?, or to write a shopping list, such as for a Geburtstagsparty 6. accepting or declining an invitation, for example, using a short message, Liebe/r X, danke für deine Einladung. Ich kann am Freitag nicht mitkommen. Ich habe Basketballtraining. 7. collaborating with others such as a partner school to design a bilingual resource, making choices about when to use German or English depending on the context, topic and nature of the interaction, for example, maintaining a website, newsletter, blog, or secure digital communication space | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LG8EC04 | 1. identifying key expressions and detail in conversations and announcements, and using information in new ways, for example, listening to an interview with a German-speaking person about family and completing a family tree 2. reading, viewing and responding to a range of simple texts such as promotional brochures, signs and websites, to obtain and compile information about places, lifestyles and events, for example, information related to homes, schools, leisure activities, climate and geography 3. locating, collecting, classifying and summarising information from notices, timetables, interviews and announcements, and presenting findings to others, for example, a digital visual presentation, poster or wall chart 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written German 5. gathering information from informative texts about people, time and activities in German-speaking communities, and using the information, for example, creating a profile or timetable/timeline to show a sequence of activities/events 6. presenting the results of a class survey, for example, creating graphs and/or writing statements to report findings on topics such as the range of leisure activities undertaken by classmates, favourite games, television series, food, music, pets, or amount of time spent on devices 7. engaging with imaginative texts by responding to questions about characters, events and ideas, for example, producing a profile of a character or a timeline of the main events 8. selecting images to illustrate a text, and explaining why qualities such as colour, a symbol or emoticon reflect the content or mood, and affect choice, for example, Er ist sauer., Das Lied ist optimistisch/aggressiv. 9. transforming a simple text into another text type, and applying the key features and conventions of the second text type, for example, changing a diary entry to a (secure) online blog 10. responding to an imaginative text in various ways, for example, giving opinions about the characters and expressing reactions to the text, Ich sehe ein Mädchen. Ich finde das Mädchen sehr lustig, Das Ende ist traurig. |
| develop and begin to apply strategies to interpret, translate and convey meaning in German in familiar contexts  AC9LG8EC05 | 1. translating short personal texts, identifying words, phrases and word orders that can be translated literally and those that cannot, for example, Guten Appetit!, Guten Tag!, Ohrwurm, Er kann gut singen. 2. recognising that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing Brot, Klassenfahrt, Wandertag, Karneval, Fasching, Fastnacht 3. 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 between German-speaking communities and Australian cultures 4. translating public signs from German to English and vice versa, noticing similarities and differences, Einbahnstraße and Sackgasse 5. noticing that in public announcements, and/or on the phone, certain words are pronounced differently or varied slightly to ensure clarity, for example, zwei/zwo, Juli, pronounced Julei 6. comparing and using different reference and translation tools such as word lists, dictionaries, online translators as a means for interpreting and conveying meaning according to context 7. developing and applying strategies to interpret meaning in texts through the use of language features and conventions to identify the text type, audience, register and purpose 8. using German–English cognates to predict meaning, for example, Brot, kalt, Maske, trinken 9. recognising that German nouns may be formed from a combination of smaller words or different parts of speech, for example, Krankenhaus – krank, Haus; spielen – Spiel 10. noticing that bilingual resources, glossaries and dictionaries use grammatical explanations to categorise and inform the user of meaning, for example, using a verb list to create action sentences or noticing how online dictionaries denote the difference between a noun and verb to inform the user’s choice |
| **Sub-strand: Creating text in German** | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LG8EC06 | 1. presenting information in different formats for different audiences, for example, using informative text to write an email to a penpal in a German-speaking country or introduce a new student to the class, and using persuasive text to create an advertisement for an event or present statistics related to German-speaking countries and regions 2. using different modes of presentation to report on events in their personal world or people or places related to German-speaking communities, for example, a multimedia presentation or podcast, a flyer about a community event or digital travel itinerary 3. compiling a list of questions and conducting an interview, for example, interviewing a German-speaking person visiting the school, about family, home, interests and abilities, and presenting the responses in Steckbrief format, podcast or newsletter 4. creating a poster in German to promote travel to a First Nations Country/Place location, including what to see and what to do 5. creating and telling a narrative or description from a stimulus such as a photograph, and using secure digital tools to create speech bubbles, voice recordings or captions to accompany visuals 6. creating and performing a short play or video clip to share with and entertain others, incorporating actions and props to enhance meaning and to entertain, for example, a song or role-play at an assembly or open day for younger students 7. composing and participating in imaginary interactions, for example, a conversation between avatars or meeting a character from a German story or film for the first time 8. designing and making bilingual texts or signs for specific audiences, noticing how meaning needs to be tailored to audience and cultural perspectives, for example, a big book or game for young learners of German, school signage such as Sporthalle, Bibliothek/ Bücherei 9. presenting class information to German-speaking students, explaining cultural backgrounds, languages used in the home, interests and values, and using resources such as photos, captions, quotes and symbols |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LG8EU01 | 1. practising pronunciation of particular sounds, rhythms and intonation patterns, for example, saying tongue twisters, rhymes and short poems such as Fischers Fritze fischt frische Fische, Acht alte Ameisen, Klein aber fein!, Eins, zwei, Polizei 2. identifying differences in intonation and rhythm between statements, questions, interjections and commands, for example, Du trinkst Wasser. Du trinkst Wasser? Du trinkst Wasser! Du, trink Wasser! 3. comparing pronunciation and variation in some letters, for example, singing das Alphabetlied, and using the alphabet to spell German names and other words 4. understanding that pronunciation may vary across different German speaking communities and dialects 5. recognising that loan words in German may differ in pronunciation or follow pronunciation patterns for other languages, for example, Handy, orange, Friseur, Restaurant 6. developing an awareness of letter–sound relationships, including distinctive sounds such as those represented by the letters ch, r, th, u and z and consonant blends and clusters such as sch 7. comparing and applying German sounds, such as short and long vowel sounds, and diphthongs, such as au, ei, eu and ie, and the impact of the Umlaut on a, o and u, and the double ss sound for ß | |
| develop knowledge of, and use structures and features of, the German grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LG8EU02 | 1. comparing punctuation rules in English and German, for example, considering aspects for direct speech, understanding quotation marks for direct speech, understanding the meaning and use of full stops and commas in German ordinal or decimal numbers, die 8. Klasse, 9,50 Euro, 15.30 Uhr and using the German quotation marks correctly, „Hallo! Ich bin Peter.“ 2. applying German capitalisation rules to nouns and noticing that the capitalisation of the formal ‘you’ form Sie distinguishes it from sie ‘she/they’ form 3. 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. 4. understanding that β can only be used in lower case, otherwise SS in upper case, 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 5. applying sentence structure rules for verb position, including use of some modal verbs and questions, and noting that the conjugated verb will not move when subject is inverted, for example, Am Nachmittag spiele ich Tennis. Ich kann gut schwimmen. Hast du Geschwister? 6. understanding how to create textual cohesion by using elements such as coordinating conjunctions, for example, und, aber, oder to link ideas and simple subordinating conjunctions, for example, weil 7. recognising different registers such as the different words for ‘you’, for example, Was machst du, Peter? Was macht ihr, Kinder? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger! 8. gaining an awareness of some regional variations in language, for example, in greetings such as the Swiss Grüezi and Austrian Servus or the lack of the Eszett in Switzerland 9. recognising compound words, and collecting and analysing interesting examples, noting that compound nouns take the gender of the last noun in the compound, for example, der Schulsport, die Realschule 10. consolidating a basic knowledge of the German case system, nominative, accusative and dative, and using definite and indefinite articles, personal pronouns, and possessive adjectives such as ihr, sein, unser 11. describing current and recurring actions selecting and conjugating some frequently used regular and irregular verbs, for example, Ich trinke Orangensaft, Sie isst einen Apfel. | |
| compare German language structures and features with English, using familiar metalanguage  AC9LG8EU03 | 1. recognising and explaining to others, aspects of German language and culture that are interesting and/or different when compared with English language texts, for example, answering telephone with surname 2. understanding the concept of regular and irregular verbs, for example, spielen and lesen, and noticing that this is a feature of both German and English and other languages such as French, Italian and Spanish 3. 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 4. identifying and analysing the purpose, intended audience and key features of familiar texts such as signs, instructions, postcards, advertisements, songs and conversations in German, and comparing these with texts in English 5. comparing German and English written and spoken modes of a particular language function, noticing language structures used and varying levels of formality, for example, an invitation 6. comparing pluralisation of nouns in German and English, for example, die for plural nouns and differing ending patterns in German, for example, Maus, Mäuse; Katze, Katzen, and in English 7. understanding that English grammar used to be more closely aligned with German grammar, and that English has changed, for example, recognising the link between the Middle English ‘What thinkest thou?’ and Was denkst du? 8. recognising that languages are dynamic and borrow and adapt words and expressions from each other, for example, English has borrowed the German words Hamburger, kaputt, Kindergarten and Glockenspiel and German has borrowed the English words das Internet, die App, joggen, shoppen, Stop! and Sorry!, and comparing how these words are pronounced by German and English speakers 9. 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 evolving nature of languages 10. 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 | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LG8EU04 | 1. exploring the impact of own assumptions about people from German-speaking countries, their language and culture, and considering how German speakers may similarly make assumptions and generalisations about Australians 2. observing interactions between German-speaking people in different contexts, noticing and recording elements that reflect cultural attitudes or behaviours, such as language associated with politeness or emotion, gift-giving customs, or ways of showing collective appreciation or approval, for example, applauding by rapping on surface or stating bitte schön, Entschuldigung, Wie schön!, Ich danke dir! 3. understanding their own heritage and reflecting on their culture, language and the role of their background in shaping identity, for example, annotating a family tree with information about family members, highlighting significant places or languages spoken using modelled language such as Ich bin Australier/-in. Mein Opa kommt aus Griechenland. 4. examining how First Nations Australian languages have strong connections to Country/Place and how these can be compared with language variation across German-speaking communities 5. 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 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 when appropriate 6. reflecting on choices made when using German to interact with others, considering the relationship between language, culture and behaviour, and comparing these with English and other languages, for example, considering the use of family names with titles, Guten Tag, Frau Stein and formal/informal register du/ihr/Sie, 7. participating in cultural experiences and reflecting on cultural similarities and differences that are manifested through language, for example, eating at a German/Swiss/Austrian restaurant or café in Australia or watching a German music performance, soccer match or skiing competition 8. participating in guided discussion and comparing aspects of identity that may be important across cultures, for example, state, country, ethnic group, language, religion, age, preferred gender, and position in family, Heimatland, Festtage 9. investigating connections between language and significant cultural values or practices in Australia and German-speaking communities, for example, individual rights, shared social responsibility, respect for the environment, anti-racism 10. examining examples of cultural representation in language, symbols and behaviour, for example, die Märchenstraβe, lack of speed limits on the Autobahn, national and state flags or coats of arms, and the visibility of the European Union through placement of its logo such as on car numberplates 11. 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 |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, German language learning builds on each student’s prior learning and experiences. Students use German to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of German in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain German language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in German or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written German to create texts.  Students apply features of the German sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning German, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in German** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in German** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world  AC9LG10EC01 | 1. participating in conversations with peers, using strategies such as asking for repetition, clarification and confirmation to sustain interactions, for example, Was denkst du? Was bedeutet das? Meinst du…? 2. 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. 3. discussing and giving opinions on lifestyle by 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?, Es ist ein Vorteil, dass ... 4. posing and responding to questions 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? 5. stating a problem and asking for advice, for example, Ich habe mein Passwort vergessen. Was soll ich machen? Ich möchte einen Nebenjob finden. Wie kann ich meine Eltern überreden? 6. participating in scenarios or interactions related to travelling or living in a German-speaking country, alternating between formal and informal language depending on the context, for example, using Sie when speaking with host parents on first meeting, using du with host partners or children in the family 7. participating and responding in written or secure online correspondence, for example, through online penpals, digital communication or video responses | |
| use German language in exchanges to question, offer opinions and compare and discuss ideas  AC9LG10EC02 | 1. participating in an exchange of opinions or a guided debate to form conclusions or solve issues on topics relating to their personal world, for example, Wohin sollen wir reisen?, Soll Sport ein Pflichtfach sein?, Wo ist das Leben am besten, in der Stadt oder auf dem Land? 2. exchanging personal information, views and opinions, for example, in secure digital communications or conversations with peers about their school, family, friends and lifestyle, Meiner Meinung nach ist meine Schule sehr gut, obwohl…, Ich komme gut mit meinem Bruder aus, weil…, Ich denke, dass Sport sehr wichtig für die Gesundheit ist. 3. discussing and sharing ideas, for example, learning strategies such as Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe. 4. comparing aspects of their personal world to form an opinion, for example, Ich höre gern klassische Musik aber ich höre lieber Rockmusik. Am liebsten höre ich Rap. Rap ist schneller und am coolsten. 5. using a range of interrogatives, including warum to elicit reasons and wozu to clarify purpose, and using different forms of questions to confirm or clarify understanding, for example, Kommst du zur Party? compared with Du kommst zur Party, oder? | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LG10EC03 | 1. 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. 2. sharing posters, infographics or multimedia presentations with peers to invite feedback, concern or support for social or environmental issues such as Diskriminierung, Entwaldung, Tierschutz 3. discussing and negotiating a resolution to a problem, for example, a disagreement with a parent, sibling or classmate about having to share a room or device, 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 Gröβe. Ich möchte mein Geld zurück. 4. 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. 5. questioning and reflecting on reasons, justifications and impacts for individual or collective action, for example, personal care, environmental/social activism or planning for the future, Warum nehmen die Kinder an einer Aktion teil? Warum muss man jeden Tag viel Wasser trinken? Warum sparst du dein Geld? and responding with um... zu, damit 6. sharing suggestions with peers to organise an event, holiday or reservation such as for a Konzert and agreeing or disagreeing with a suggestion, for example, Gute Idee! Das ist/wäre super/blöd! 7. organising and conducting an interview with a family or community member in English about their migration story or cultural heritage and then reflecting in German on the linkage between languages spoken, cultural celebrations, migration history and cultural identity, for example, Er fühlt sich australisch, denn er hat sein ganzes Leben in Australien gelebt. Als er nach Deutschland gekommen ist, hat er nur Spanisch und Englisch gesprochen. 8. checking on progress using comments and questions such as Bist du damit einverstanden? Ich stimme zu. Meinst du das? Ja, and responding to feedback on a written draft or class activity | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LG10EC04 | 1. reading tourist brochures and websites detailing lifestyles in diverse locations in German-speaking communities, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, audience and significance 2. listening to and viewing short informative texts such as television news items or documentaries, for example, Deutsche Welle, and using tools such as guided note-taking or a concept map to extract key information to use in a summary, infographic, article or promotional/ informative video 3. 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 or working conditions in a particular profession 4. listening to or reading First Nations Australians’ stories and discussing their opinions and ideas, and, in German, presenting their personal profile to the class 5. responding to a stimulus such as a documentary or article on global issues and using descriptive and expressive language to exchange views, for example, Klimawandel, Soziale Medien, Jugendkultur 6. gathering information from appropriate sources about a topic of interest and reporting about the information, reflecting on their own opinion, for example, use of technology, healthy lifestyles, or aspects of life in German-speaking communities, such as sporting clubs, travel and holiday destinations 7. listening to, reading and viewing texts such as songs, stories, television programs and films with German subtitles, and responding by expressing views or by modifying key aspects, for example, creating a new scene, continuing the story, recreating 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 8. writing a review of a film, television series or performance for an entertainment guide | |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LG10EC05 | 1. examining and interpreting idiomatic expressions, including expressions that cannot be translated literally, for example, *Du spinnst! Ich habe die Nase voll!* 2. examining culturally specific terms, developing appropriate explanations, and discussing possible equivalent terms in English, for example, *Pfandflaschen, Arbeitsgemeinschaften, Fernweh* 3. comparing contemporary music from German-speaking origins, by reading music websites or online magazines, viewing video clips and listening to music, and identifying similarities and differences in expression, themes and styles of performance 4. analysing the translation of Australian English terms and noting that translation equivalence is not always possible, for example, schoolies and school formal 5. translating public signs, notices and slogans, and considering reasons for any similarities or differences, for example, comparing road signs in Germany such as *Nur bei Grün den Kindern ein Vorbild* and road signs in Australia 6. using print and digital resources such as dictionaries, grammar references and encyclopedias to support comprehension and research, and discussing issues associated with using reference materials and online translators, comparing different versions of a translated text and suggesting reasons for differences and mistranslations 7. 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* 8. discussing loan words in colloquial language use in German-speaking communities, comparing with Australian expressions, and discussing what can be interpreted about Australian and German-speaking communities’ culture, for example, *Ich habe das downgeloadet. Chill mal! Das ist crazy!* 9. 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 | |
| **Sub-strand: Creating text in German** | | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LG10EC06 | 1. presenting information in a range of informative texts such as advertisements or slogans, for example, an advertisement for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, Farmarbeit in Queensland, Kindermädchen im Outback, Küchenhilfe an der Südküste 2. explaining a procedure or activity 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 3. completing an application form such as an online application for services or for opportunities in student exchange programs or scholarships, and explaining reasons for applying 4. writing a journal entry, or contributing to a school newsletter in German, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. 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 guide for a great birthday party 6. creating an imaginative interaction incorporating communicative styles and social behaviours observed in German texts, for example, a digital persona or avatar in a German-speaking fantasy world or imagining they are the ‘characters’ in a painting and creating a scenario and dialogue 7. creating an imaginative text such as a picture storybook, puppet play, short film, song or poem with particular themes or for imagined occasions, to entertain an audience, for example; for example Elfchen, a string poem or Konkrete Poesie 8. constructing texts, applying knowledge of textual conventions popular with young German speakers, for example, using contractions, abbreviations and acronyms in text messages and informal emails, sz = schreib zurück, lg = Liebe Grüße, hdl = hab’ dich lieb | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LG10EU01 | 1. examining the role of pronunciation, rhythm and pace in enhancing meaning and creating effects such as mood, in spoken texts such as stories, poems, songs and conversations 2. applying correct pitch and stress in context, for example, in exclamations or when expressing emotions and Schadenfreude, for example, Du bist gemein! Das ist ausgezeichnet! Haha, er ist an die Wand gelaufen! 3. listening to and/or viewing excerpts of authentic German conversations in familiar and some unfamiliar contexts, noting examples of contractions and the impact of their use 4. identifying key differences and examining pronunciation variations across different German-speaking communities and dialects 5. recognising and applying rhythms in complex sentences, using pauses and intonation to signal clause sequence and emphasis | |
| select and use structures and features of the German grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LG10EU02 | 1. applying German punctuation and spelling rules in writing and systematically editing their own and others’ written work 2. noting that German grammar underwent changes in spelling and punctuation in the official Rechtschreibreform, requiring, for example, β to be used only after long vowel sounds or diphthongs such as Fuβball, Spaβ, weiβ, and ss to be used after short vowels such as dass, Klasse 3. 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 4. linking and sequencing events and ideas using a range of cohesive devices, including adverbs such as dann, früher, danach, vorher and coordinating conjunctions such as und, oder, aber, denn, sondern, and common subordinating conjunctions such as, als, dass, obwohl, wenn, weil, usually with the subordinate clause after the main clause 5. understanding and giving instructions using the imperative mood, applying the different forms for singular/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! Spielen wir Tennis! 6. describing current, recurring and future actions selecting and conjugating regular, irregular, modal verbs, for example, Ich mache meine Hausaufgaben, Er sieht viel fern, Man darf hier nicht essen, Wann stehst du jeden Tag auf? Wir werden nächstes Jahr in der 10./11. Klasse sein, and separable and inseparable verbs, recognising that the prefix alters the meaning of the base verb, for example, Er kommt um 17.15 Uhr an, Kommst du mit?, Ich bekomme manchmal Geld zum Geburtstag. 7. applying knowledge of the German case system (nominative, accusative, dative and some genitive), 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 8. understanding the relationship between word gender, article and case and the adjectival endings, and applying this when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring., Es gibt kein groβes Einkaufszentrum in dieser Stadt. 9. 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. 10. using reflexive verbs in present tense with their appropriate reflexive pronouns to describe daily routines and express emotions and interests, for example, Ich wasche mich morgens, Interessierst du dich für Geschichte?, Wir freuen uns auf die Ferien, Erinnerst du dich an … ? 11. understanding and using prepositions, including dative and accusative prepositions in high-frequency contexts, for example, Ich komme aus Australien, Das Eis ist für mich, Der Junge geht zum Bahnhof and understanding the meaning of and using Wechselpräpositionen, for example, Wir gehen ins Kino, Sie wohnen in der Schweiz. 12. 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. | |
| reflect on and evaluate German texts, using metalanguage to discuss language structures and features  AC9LG10EU03 | 1. applying knowledge of the interrelationship of context, purpose and audience, using knowledge of text types and their use to predict the meaning of unfamiliar vocabulary in texts 2. extending understanding of 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 3. identifying how grammatical choices, words and images combine in a text to achieve intentions and effects, for example, the positioning of the reader in advertisements using personal pronouns, imperative/interrogative verb forms and emotive language and images 4. analysing structural and linguistic differences through reading, viewing, listening to and/or performing texts with common content, for example, print, radio and television advertisements for the same product 5. understanding, creating or transforming texts with different purposes to persuade, or to entertain different audiences such as children, German speakers, people living in Australia, using different text formats, for example, creating an infographic, advertisement or brochure 6. 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 Jugendsprache in songs, graffiti and text messages 7. interpreting, evaluating and explaining 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!, sz = schreib zurück, sTn = schönen Tag noch 8. analysing linguistic choices in a range of texts, for example, language for addressing potential conflict involving an apology and outcome, dealing with a contentious issue, expressing agreement and disagreement in different ways, Ich bin nicht damit einverstanden. Das stimmt nicht ganz. Ich sehe das anders. | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LG10EU04 | 1. reflecting on how learning German impacts on own assumptions about German language, culture and identity, for example, through personal journals and group discussions 2. 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 world harmony, for example, Fremdsprache, Ausbildung/Erziehung; Nationalismus/Heimat 3. considering how the experience of learning a new language impacts on their awareness of their own communicative and cultural behaviours and of how these may be interpreted by others 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in German to a group of German-speaking audience members at a school assembly 5. considering the interaction of German and other languages within constantly changing environments due to globalisation, technology, and language shifts and exchange 6. investigating and reporting on evidence of current and historical influences of German-speaking communities’ language and culture in the local and broader community of Australia, for example, place names such as Heidelberg, Hahndorf, Leichhardt; food such as restaurants or bakeries; festivals and celebrations such as film festivals, community festivals, Weihnachtsmärkte, and organisations such as language learning institutes, community schools, German radio, etc. 7. considering how language reflects values and attitudes such as respect and equality, and includes and excludes, for example, the use of titles or first names such as Herr Doktor Schmidt, Herr Schmidt, Georg, or the gendered nature of professional titles der Lehrer, die Lehrerin, die Lehrkraft, das Kindermädchen |