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CURRICULUM ELEMENTS

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 worlds and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding 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 identity, beliefs and values. |
| **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.  Students approximate pronunciation and intonation in spoken German. They 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 worlds  AC9LG8EC01 | * 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! * 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 * sharing and comparing information about self and others in formal and informal 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? * 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 * expressing how they are feeling, for example, Es geht mir nicht gut, Ich bin krank, Ich bin glücklich * 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 * 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! * 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? * 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 * 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 | * interacting in reference to classroom responsibilities, for example, Mach das Fenster zu, Stapelt die Stühle Mach das Licht aus, Auf Deutsch, bitte! * 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? * 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 * interacting in class activities and digital games such as Leute-Lotto and Stadt, Land, Fluss, for example, Du bist dran! Ich gewinne! Du mogelst! * 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 | * 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. * 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 school assembly or infographic to introduce a new or improved recycling program at school * 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! * participating in collaborative projects, for example, making and playing a vocabulary game such as Dominoes, Memory or Quartett, or producing and sharing a digital alphabet or number book for a younger audience * planning for a class celebration, for example, creating an invitation or program using Wann? Was? Wer? Wo?, or writing a shopping list, such as for a Geburtstagsparty * 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. * 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 | * 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 * 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 * 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 * listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written German * 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 * 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 * 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 * 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. * 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 * 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 | * 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. * recognising that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing Brot, Klassenfahrt, Wandertag, Karneval, Fasching, Fastnacht * 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 * translating public signs from German to English and vice versa, noticing similarities and differences, Einbahnstraße and Sackgasse * noticing that in public announcements, compared with private conversations on the phone, certain words are pronounced differently or varied slightly to ensure clarity, for example, zwei/zwo * comparing and using different reference and translation tools such as word lists, dictionaries and online translators to interpret and convey meaning according to context * using German-English cognates to predict meaning, for example, Brot, kalt, Maske, trinken * 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 * 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 | * 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 * using different modes of presentation to report on events in their personal worlds 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 * compiling a list of questions and conducting an interview, for example, interviewing a German-speaking visitor about family, home, interests and abilities, and presenting the responses in Steckbrief format, podcast or newsletter * creating a print or digital poster in German to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * 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, subtitles or captions to accompany visuals * 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 a school assembly or open day for younger students * 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 * 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 * 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 | * 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 * 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! * comparing pronunciation and variation in some letters, for example, singing das Alphabetlied, and using the alphabet to spell German names and other words * understanding that pronunciation may vary across different German-speaking communities and dialects * recognising that loan words in German may differ in pronunciation or follow pronunciation patterns for other languages, for example, Handy, orange, Friseur, Restaurant * 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 * 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 | * 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.“ * applying German capitalisation rules to nouns and noticing that the capitalisation of the formal ‘you’ form Sie distinguishes it from sie ‘she/they’ form * 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. * 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? * 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 * 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! * 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 * developing 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 * 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 | * 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 * 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 * 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 * 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 * 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 * 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 * 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? * 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, Stopp! and Sorry!, and comparing how these words are pronounced by German and English speakers * 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 * 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), attitudes, beliefs and values  AC9LG8EU04 | * 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 * 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! * 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. * examining, in German or English, how First Nations Australians’ languages have strong connections to Country/Place locations and how these can be compared with language variations across German-speaking countries and regions * 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, and maintaining eye contact when appropriate * 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 * participating in cultural experiences and reflecting on cultural similarities and differences, for example, eating at a German/Swiss/Austrian restaurant or café in Australia or watching a German music performance, soccer match or skiing competition * participating in guided discussion and comparing aspects of identity that may be important across cultures, for example, state, country, ethnic group, language, religion, age, gender identity, and position in family, Heimatland, Festtage * 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 * 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 * 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 * gaining an awareness of some regional variations in language, for example, in greetings such as the Swiss Grüezi and Austrian or Bavarian Servus or the lack of the Eszett in Switzerland and Liechtenstein |

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, beliefs and values. |
| **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 worlds. 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 and conventions of spoken German to enhance fluency. 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, opinions and experiences about their own and others’ personal worlds  AC9LG10EC01 | * 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 …? * 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. * 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 ... * 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? * 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? * 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 * 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 | * participating in an exchange of opinions or a guided debate to form conclusions or solve issues on topics relating to their personal worlds, for example, Wohin sollen wir reisen? Soll Sport ein Pflichtfach sein? Wo ist das Leben am besten, in der Stadt oder auf dem Land? * 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. * 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. * comparing aspects of their personal worlds 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. * 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 | * 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. * sharing posters, infographics or multimedia presentations with peers to invite feedback, concern or support for social or environmental issues such as Diskriminierung, Entwaldung, Tierschutz * 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. * 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. * 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 * 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! * organising and conducting an interview with a family or community member in English about their life and then summarising the information in German, for example, Er ist in Berlin geboren. Als er zehn Jahre alt war, ist er nach Australien gekommen. Er ist mit seiner Familie nach Sydney gekommen. * 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 | * 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 * 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 * listening to, reading or viewing interviews with 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 * listening to or reading First Nations Australians’ stories in English, and creating a profile of them in German * 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 * 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 * 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 * writing a review of a film, television series or performance for an entertainment guide * 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 and German radio stations | |

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| 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 | * examining and interpreting idiomatic expressions, including expressions that cannot be translated literally, for example, *Du spinnst! Ich habe die Nase voll!* * examining culturally specific terms, developing appropriate explanations, and discussing possible equivalent terms in English, for example, *Pfandflaschen, Arbeitsgemeinschaften, Fernweh* * 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 * analysing the translation of Australian English terms and noting that translation equivalence is not always possible, for example, ‘schoolies’ and ‘school formal’ * 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* with road signs in Australia * using print and online 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 * 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* * discussing loan words in colloquial language use in German-speaking communities and comparing with Australian expressions, for example, *Ich habe das downgeloadet. Chill mal! Das ist crazy!* * 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 |

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| **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 | * 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 * 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 * 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 * writing a journal entry, or contributing to a school newsletter in German reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * 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 * 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 * 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 * 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 | * examining the role of pronunciation, rhythm and pace in enhancing meaning and creating effects (mood, etc.) in spoken texts such as stories, poems, songs and conversations * 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! * 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 * identifying key differences and examining pronunciation variations across different German-speaking communities and dialects * 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 | * applying German punctuation and spelling rules in writing and systematically editing their own and others’ written work * 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,* except in Switzerland and Liechtenstein, which do not use the β * 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* * 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 * understanding and giving instructions using the imperative mood, applying the different forms for singular/plural addressees and formal/informal register, for example, *Mach dein Buch zu, Angela! Freunde, helft mir! Hilf mir! Machen Sie das Fenster bitte zu, Frau Berger! Spielen wir Tennis!* * 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.* * 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* * 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* * describing past events and experiences in the present perfect and/or simple past tense using a limited range of common verbs, for example, *Ich bin gestern Skateboard gefahren, Als Kind trank ich gern Milch* * using reflexive verbs in present tense with their appropriate reflexive pronouns to describe daily routines and express emotions and interests, for example, *Ich wasche mich morgens, Interessierst du dich für Geschichte? Wir freuen uns auf die Ferien, Erinnerst du dich an …?* * 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.* * 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 | * 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 * 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 * 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 * 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 * 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 * 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 * 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 * 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), attitudes, beliefs and values, and how these affect ways of communicating  AC9LG10EU04 | * reflecting on how learning German impacts on own assumptions about German language, culture and identity, for example, through personal journals and group discussions * analysing how language use and culture reflect and construct relationships, practices and attitudes, including expressions and concepts in German, for example, the changing use of the familiar and formal forms, and the impacts of migration and the increasing use of words from other languages in German language * 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 * 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 visitors at a school assembly * considering the interaction of German and other languages within constantly changing environments due to globalisation, technology, and language shifts and exchange * 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 |