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AUSTRALIAN CURRICULUM: LANGUAGES - GERMAN

DRAFT CONTEXT STATEMENT

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

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

The place of the German language in Australian education

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

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

The nature of German language learning

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

German is a largely phonetic language with many of the same sounds as English, and the same Roman alphabet. In addition to the standard 26 letters, there is the use of the *Umlaut* (Ä/ä, Ö/ö, and Ü/ü) and the *Eszett* (ß). A major difference in orthography from English is the capitalisation of all nouns, a feature that assists the comprehensibility of written texts.
German is well known for its morphological creativity in forming long words through compounding. The German language has two different forms of address, formal and informal, dependent on the relationship between the communicators. German-speakers generally rely more heavily than native speakers of Australian English on the use of the imperative to effect action, thus sometimes appearing to be more direct.

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

The diversity of learners of German

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

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

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

The Australian Curriculum: Languages, Foundation to Year 10, for German is pitched to second language learners; that is, to the dominant cohort of learners of the language in the current Australian context. Teachers will use the German F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.
Foundation to Year 2 (Level 1)

Foundation to Year 2 (Level 1) Band description

Language and culture play a key role in creating a lived sense of belonging in these early years and are explored principally through concepts relating to self, family and home. Commencing formal schooling represents a new context for learners to establish different ways of being, using their established oracy skills in one or more languages. The transition from spoken to written language is scaffolded through the selection of texts which will facilitate comparison as learners begin to experience moving between and translating language. Learners talk about differences and similarities they notice between German, English and other language(s) and culture(s) and begin to understand that they are part of a connected world. This introduction to the reflective and reciprocal dimension of intercultural language learning begins to develop in learners a sense of culture. The curriculum builds on learners's interests, curiosity and sense of enjoyment, with an emphasis on active learning and confidence building.

Learners communicate with each other and their German teacher, with some access to wider school and community members. The use of German in classroom interactions, routines and familiar activities is supported by the use of concrete materials and resources, gestures and body language. At this stage, games, music, movement, familiar routines, and imaginative activities such as role-play provide essential scaffolding and relevant contexts for language development. Physical, virtual and digital resources provide access to additional German language and cultural interactions, connecting learners' social worlds with those of their peers in other German-speaking contexts. Creative play provides opportunities for exploring these connections and for using German for purposeful interaction (for example, asking for help, taking turns).

The initial focus for learning and for selection of key text types is on listening to the sounds, shapes and patterns of German through activities such as rhymes, songs, clapping and action games; repetition and recycling help learners to identify frequently used words and simple phrases. Learners identify and use German non-verbal communication strategies, simple formulaic expressions, and one- or two-word responses to prompts and cues. Later they experiment with more active use of the German language, adapting modelled language chunks to produce their own more elaborated short texts and interactions, which explore audience, context and purpose. As they progress to using German for functions such as greeting, asking and answering questions, responding to directions, and participating in games, performances and simple shared tasks, they begin to notice that language can behave differently in different situations and that German speakers communicate in some ways that are different from their own.

While learners are encouraged to use German whenever possible, particularly when engaging in routines and initiating interactions, English may be used by both teacher and learners for discussion, reflection, questions and explanations. At this level there is an emphasis on aural and visual input. German is learnt in parallel with English language and literacy development. Learners are encouraged to use a range of graphophonic, grammatical, cultural and contextual cues, as well as their own knowledge of the world, in order to gain meaning from texts and communicative interactions. Writing skills progress
Foundation to Year 2 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Interact with teacher and peers to exchange greetings, good wishes and factual information about self; introduce themselves and others; name and briefly describe friends, family members and familiar objects; express likes and dislikes; and make simple requests. [Key concepts: identity, relationship, family, celebration]

- using formulaic expressions for simple greetings, politeness and wishes appropriate to the time of day or event, for example, Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!
- introducing self and others, for example, Ich heiße… und du? Das ist …; Ich wohne in …; Meine Mutter kommt aus …
- expressing relationship to people and possessions, for example, Das ist mein Bruder/meine Tasche
- expressing likes and dislikes, for example, Ich mag …; Mein Lieblingsbuch heißt …
- asking for something, for example, Ich möchte …, bitte

1.2 Follow and respond to instructions for activities, games and classroom routines, such as for opening and closing lessons. [Key processes: greeting, following instructions, participating, thanking]

- responding with actions/gestures to questions such as Wo ist… ? and instructions such as Steht bitte alle auf, (Klasse 1)! Hände auf den Kopf! Alle zusammen!
- identifying the day and month card for a class display
- moving around or locating items/objects in the class in response to a directive
- responding to a teacher directive and singing the associated song, such as Ringel, Ringel Rosen while forming a circle
- indicating presence in class or responding to a teacher question when the roll is called

1.3 Engage in activities such as songs, rhymes, games and performances, and contribute to the planning of group events. [Key processes: speaking, performing, planning and participating, inviting]

- participating in songs, rhymes and chants by singing and using actions, for example, Kopf, Schulter, Knie und Fuß; 1, 2, Leg ein Ei
- playing games such as Hatchi Patchi; Hier ist Platz; Lotto; Stille Post
• discussing key details such as day, place, content and participants of a class celebration or performance, for example, *Laternenfest*, school assembly

• following a model to create own text, such as writing key information on an invitation (*Wann? Was? Wer? Wo?*)

1.4 Participate in structured situations with teacher and peers to carry out simple transactions, take turns and engage in fair play. [Key processes: participating, taking turns]

• indicating whose turn it is, for example, *Sie ist dran*

• asking for assistance or permission, for example, *Hilfe, bitte! Darf ich?*

• negotiating the selection of a song from the class songbook, for example, *Was singen wir heute?*

Obtaining and using information

1.5 Identify topic, gist and main points of factual information in simple shared texts relating to self, peers and family members. [Key processes: listening/reading for gist, identifying, understanding, ordering/matching; Key text types: announcement, photo captions, survey, map, table, instructions]

• participating in a class survey about the number of siblings they have, where they live or where their parents come from

• locating specific words and expressions, for example, in spoken texts by clapping or raising hands, and in written texts by pointing to or highlighting the word

• ordering/matching items of information gained from listening and reading, such as information about students' families, for example, *Wer ist das?; Er hat drei Brüder und wohnt in …*

• noticing key features of familiar text types such as family tree, map, table

• demonstrating understanding of words and phrases by labelling, pointing, matching, clicking, dragging, drawing, miming, facial expressions and actions

• collaborating to follow instructions from a short spoken or written text, for example, about how to decorate Easter eggs for an *Osterbaum*

1.6 Construct simple shared and individual spoken and written texts about peers, their families, the immediate environment and other familiar topics. [Key processes: using, tabulating, representing]

• creating and performing a dialogue between family members

• comparing information about preferences for playing games, and representing the results pictorially on a graph, chart, map or display, for example, *Sechs Jungen (Jungs) und vier Mädchen spielen gern …*

• annotating a picture, diagram or photo for public display
Responding to and expressing imaginative experience

1.7 Comprehend short imaginative texts, demonstrating understanding through movement, performance, drawing and shared reading, and collaboratively summarising text. [Key concepts: imagination, character, setting; Key processes: enacting, choral reading; Key text types: song, rhyme, chant, picture storybook, children’s television program]

- role playing a shared story as it is narrated by the teacher, and performing some of the dialogue or creating their own dialogue
- expressing a personal opinion of a text, for example, *Das finde ich lustig/komisch/langweilig*
- drawing their favourite character or scene from a German cartoon such as *Sandmännchen* and writing a simple caption based on a model, for example, *Meine Lieblingsszene ist …*
- sequencing pictures from the text to reflect the correct order of events
- responding in German or English to questions about the text, such as: *Wer ist das? ; War das eine gute Idee?; Und dann … ?*
- contributing to a collaborative retelling of a text using prompts such as pictures, cut-outs or puppets

1.8 Express imaginative experiences through using early literacy tools including role-play, mime, drawing, oral discussion, and scaffolded writing activities. [Key concepts: imagination, emotions; Key processes: performing, discussing; Key text types: song, rhyme, photos, picture storybook, children’s television program]

- using story maps to share an imaginative experience such as what they would eat over a week like the caterpillar in Eric Carle’s *Die kleine Raupe Nimmersatt*
- contributing to the creation of a German version of a familiar Australian text such as ‘Tiddalick’ or ‘Kookaburra Sits in the Old Gum Tree’
- discussing and role-playing what it might be like to be a German schoolchild, considering such factors as commencing school at six years of age in *der ersten Klasse*, a shorter school day, lunch at home, no uniform, and how a German child would feel about going to school in Australia
- creating and performing a dialogue between characters from a shared book

Moving between/translator

1.9 Notice that different people use different codes to communicate and recognise that German and English share many cognates (that is, many words are similar). [Key concepts: communication, interconnections]

- distinguishing between German and English in spoken and written form (*Ist das Deutsch oder Englisch?*), considering factors such as pronunciation, capitalisation of nouns, and the cursive script in some texts for children
- identifying similar first names in German and other languages and noticing differences in pronunciation and/or written form
• comparing the written form of some greetings, numbers, family members and familiar objects in German, English and other known/common languages, and noting similarities
• recognising and comparing bilingual signs around the school, such as Bücherei – Library, Sporthalle – Gym,
• reading or viewing English and German versions of a familiar text such as Spot/Flecki or Bob the Builder/Bob der Baumeister, and noticing similarities and differences

1.10 Share with peers and family what they can say in German and explain different words and expressions, moving between languages depending on the audience. [Key processes: interpreting, explaining]
• giving equivalence in known languages for names and greetings
• explaining that in German, family names are used after Frau and Herr, unlike the English use of just ‘Miss’ or ‘Sir’
• interpreting/ translating from German into English greetings and other learnt language items for new students or non-German speakers
• teaching a family member how to play a German game or sing a German song

1.11 Create bilingual/multilingual texts such as labels, posters, class word lists and dictionaries. [Key processes: writing, translating]
• making multilingual nametags and a greetings poster
• compiling class German–English and English–German dictionaries of classroom language and key vocabulary

Expressing and performing identity

1.12 Reflect on how individual and group identity is constructed within the school community and create written or spoken texts, which describe those school-based identities. [Key concepts: self, family, friends, celebration; Key processes: comparing, describing, discussing; Key text types: photos, pictures, signs]
• eliciting and giving personal information that signals identity within a school context, including age, class and school, for example, Ich bin sechseinhalb; Ich bin in Klasse 1F. Meine Lehrerin heißt Frau Forster
• creating a label for their German book
• using English to investigate the question ‘Where do I belong at school?’ by analysing and describing various ways that schools identify different groups within a school, such as by class levels (for example, Foundation to Year 6), different classroom teachers, different play areas, wearing of school uniform, or changing rights and responsibilities
• comparing aspects of school life for students of the same age in a German-speaking country
1.13 Monitor learning in a new language and culture as a journey in which progress should be celebrated. [Key concepts: journey, time, celebration; Key processes: measuring, discussing, comparing]

- maintaining a class songbook (written or digitally) into which new songs are added over time, and discussing issues such as the development of language fluency through practice, memory strategies, and differences in song length and complexity over time
- marking the accomplishment of important learning steps such as being awarded a certificate for saying the alphabet or giving their telephone number in German
- contributing to a class dictionary/word wall and counting and recording the number of words, noticing the growth of knowledge over time
- discussing how they feel when they hear and use English and German, and noticing how these feelings change as their knowledge of German increases

Reflecting on intercultural language use

1.14 Notice and describe how using German may look and feel similar or different to own language and culture. [Key concepts: communication, respect; Key processes: noticing, comparing]

- recognising that some German language use is similar to English, such as greetings used according to the time of day and the formality of a situation, for example, the teacher addressing the whole class with Guten Morgen, and students meeting each other with Morgen! Tag! Hallo!
- noticing similarities and differences in cultural practices and stating own reactions to the language used, for example, Das ist anders/gleich when noticing such things as how a child beginning school is celebrated in a German-speaking country, how a German speaker wishes others luck with Daumen drücken
- noticing, recalling and responding to teacher prompts (for example, ‘What do you see? What do you notice about …?’) when viewing television programs/video clips of children’s stories, or pictures of families, homes and schools
- comparing German and Australian texts such as greeting cards or the ‘Bananas in Pyjamas’ opening song

1.15 Identify own language and culture and notice how these impact on how we communicate with others who may or may not share the same language and culture. [Key concepts: language, culture; Key processes: noticing, describing; Key text types: discussion, annotation]

- beginning to notice and conceptualise what language and culture are through learning how to talk about aspects associated with them, for example, country, groups of people, ‘same’/’different’, and questioning ‘Why is … like that?’
- describing how language is linked to a place, time and people, and what they do together, for example, Pausenbrot
- describing how it feels to use German, such as when singing a song or hearing German spoken by others
Understanding Systems of language

1.16 Notice and imitate distinctive sounds of spoken German such as ch, u, r and z, and understand the relationship to the written form. [Key concepts: pronunciation, intonation; Key processes: imitating, sounding out, making connections; Key text types: song, alphabet book, game, puzzle]

- understanding that German and English use the same alphabet and that German uses the Umlaut to alter the pronunciation of particular vowels (ä, ö, ü)
- encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (sch) and vowel combinations (au, ei, eu, ie)
- singing das Alphabetlied in German
- recognising and spelling own name aloud in German
- playing Ich sehe etwas, was du nicht siehst using initial sounds

1.17 Notice grammatical patterns, formulate and apply rules, and adapt modelled structures to identify and describe people and objects in the family and school domains, as well as important events in the life of a young child. [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]

- noticing that German has multiple words for ‘the’ and ‘a/an’
- identifying people, animals and things using an article and a concrete noun (der Lehrer, eine Freundin) or a pronoun (ich, du, er, sie, es, wir)
- expressing a relationship to a person or object using a possessive adjective (mein/e, dein/e) or a form of haben and an indefinite article, for example, Das ist mein Kuli; Ich habe einen Bruder
- describing the colour, size and qualities of a person, animal or object using bin/bist/ist and an adjective
- understanding and describing actions using verbs such as gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen, wohnen
- negating verbs and adjectives using nicht
- joining words, phrases and sentences using und, oder, aber
- understanding and using some question words and the intended/related answer in limited contexts, including was (an object), wer (a person), wie (manner), wo (a place), wann (a time), wie viele (quantity)
- understanding the location or origin of a person or object using prepositions such as auf, aus, hinter, in, neben, unter
- referring to time in terms of day, month, time of day (Morgen, Nachmittag, Mittag) and o’clock time, for example, Es ist drei Uhr
- referring to quantities of people and things using cardinal numbers (0–20) and mehr, viel/e, nichts, kein/e
1.18 Notice similarities and differences between different types of text, and discuss which features characterise some common text types and what the function of the features might be. [Key concepts: structure, connections, function; Key processes: noticing, making connections, hypothesising; Key text types: song, rhyme, poem, picture storybook, songbook, fable, greeting card]

- identifying text types such as Lied, Reim, Bilderbuch, Spiel
- locating and naming features of a given text such as Titel, Strophe and Bild, and discussing their function in meaning creation
- creating an Inhalt listing of known German songs for a class songbook and reflecting on different ways of organising the information
- comparing a German and an English text such as a number rhyme, and identifying common and unique elements

1.19 Develop a German metalanguage to discuss letters, sounds and words, and some of their features. [Key concepts: technical language connections, function; Key processes: noticing, making connections, hypothesising, discussing; Key text types: alphabet cards, alphabet book, game, puzzle]

- noticing that all nouns are capitalised in German, compared with only proper nouns in English
- creating own Australian and German alphabet book or game
- identifying and naming the letters of the German alphabet
- making a connection between the English and German terms Buchstabe, groß/klein schreiben, Nomen

Variability in language use

1.20 Recognise that in German, just as in English, there are different ways of speaking to different people at different times, for example, forms of address and greetings. [Key concepts: register, variation, time]

- noticing different forms of address and greeting, depending on gender and social status of participants, for example, first names with peers (Tag, Luke!) and Guten Morgen, Frau Stein! for the teacher
- following a model to write Lieber/Liebe on greeting cards
- modifying the completeness and level of detail of an utterance depending on the context, for example, Ich bin 5; Ich bin 6 Jahre alt; Ich bin fast 7

Language awareness

1.21 Recognise that everyone uses at least one language but that many people use more than one, and explore why people might want or need to speak more than one language. [Key concepts: relationship, interconnections; Key processes: noticing, enquiring, discussing; Key text types: map, photo, interview]

- investigating which languages are used by students and their families
• using English to interview multilingual people about their language journeys and the advantages of knowing more than one language
• noticing the different ways languages are written

**Role of language and culture**

1.22 Notice that the way people use language relates to where and how they live, and what they value. [Key concepts: norm, culture; Key processes: observing, comparing]

• recognising how politeness may differ between German and English, such as saying *Guten Appetit* before commencing to eat a meal
• discussing in English the similarities and differences between German and Australian communities' lifestyles and routines in celebrating religious festivals such as Christmas, Hanukkah and Ramadan
• exploring different cultural practices and their particular language use through games and toys
• recognising visible representations of culture and the related language, for example, flag (*Flagge/Fahne*), language (*Sprache*)

1.23 Develop ways to notice own culture and how it shapes own language use, and how this might be understood from a German perspective. [Key concepts: culture, perspective; Key processes: reflecting]

• noticing expressions and terms that are used in own language and how these may be specific to Australian culture, for example, foods, animals, sports and activities
• considering how own language, including gestures, may be understood from a German perspective, for example, understanding that 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 3 and 4 (Level 1)**

**Years 3 and 4 (Level 1) Band description**

At this stage, learners are developing cognitive and social capabilities, which allow for increased control of their own learning. They are able to conceptualise and reason, and have better memory and focus. This is a stage of social experimentation, with learners referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning that builds on their interests and capabilities, and which makes connections with other areas of learning.

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

Learners develop literacy skills and textual knowledge through supported engagement with a range of spoken, written, visual and multimodal texts. Imaginative texts (such as picture books, fairy tales, puppet plays, songs and digital games) involve the expressive and cultural dimensions of language. Procedural, informational and descriptive texts (such as recipes, annotated posters, family and class profiles) show how language is used for a variety of purposes. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with opportunities for purposeful communication.

This stage of learning involves extensive support. Form-focused activities build learners’s grammatical knowledge and understanding, developing accuracy and control in spoken and written German. Learners build communicative skills, confidence and fluency through applying this knowledge in meaningful, carefully scaffolded tasks. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection. Discussion, in English or German as appropriate, supports learning and develops learners’s conceptual frame for talking about language and culture systems and reflecting on the process of learning another language.

Learning German contributes to the process of making sense of their worlds that characterises this stage of learners’s development. As they encounter German language and culture they make comparisons with their own language(s) and culture(s), and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, to thinking about cultural and linguistic diversity, and to becoming aware of themselves as communicators in particular cultural contexts and communities.

**Years 3 and 4 (Level 1) Content descriptions and elaborations**

**Communicating**

**Socialising and taking action**

2.1 Interact with teacher, peers and children of the same age in German-speaking contexts to build friendships and exchange information about self, family, home, interests and feelings. [Key concepts: identity, communication, family]

- exchanging information about their siblings, pets and abilities, for example, *Ich habe einen Bruder und zwei Schwestern. Wir haben einen Hund und vier Vögel. Kannst du gut schwimmen?*
- using images to compare features of homes, noticing variations and considering how location and culture influence house/apartment size and design in different
places in Australia and German-speaking countries, for example, 
*Einfamilienhaus, Zweifamilienhaus, Wohnung, vier Stockwerke, Dachzimmer, Keller*

- sharing and comparing information about interests with peers and other German-speaking children (considering such differences as seasons, length of school day, and national and regional preferences)
- expressing feelings, using adjectives such as *aufgeregt, glücklich, nervös, sauer, traurig*

2.2 Develop classroom language, for example, asking questions, seeking clarification, asking/explaining how to say something in German, commenting simply on own ability to understand, or apologising for absence/lateness. [Key processes: participating, clarifying, commenting]

- posing questions to find out details of a learning activity, for example, *Welche Seite? Wie sagt man das auf Deutsch?*
- expressing lack of knowledge, for example, *Wie bitte? Ich verstehe das nicht*
- giving a reason for late arrival, for example, *Entschuldigung, ich war bei Frau …*

2.3 Plan, participate in and report on shared class experiences such as news and information sessions, cooking, craft, science activities, and performances. [Key processes: informing, explaining, planning and participating, following instructions]

- participating in class routines such as giving the day and date, or describing the weather, for example, *Es ist kalt und es regnet*
- creating a photo story after a school excursion or event such as a German language trail at the zoo or *Märchentag*
- following procedures and instructions with peers, for example, instructions on how to create a *Hampelmann* or *Lebkuchenhaus*, or a labelled model of the solar system or water cycle
- preparing a German item for performance at a school assembly, for example, *Schnappi* or *Kleiner Hai* song, *Hänsel und Gretel* play

2.4 Participate in guided situations and online simulations to carry out simple transactions related to routines, social world, needs and interests. [Key processes: participating, transacting]

- using real or play *European currency*, to simulate the purchase of a present for a friend, particularly noticing the small-denomination *1 Cent* and *2 Cent* coins
- sending an e-card to the teacher or a family member on a special occasion
- negotiating with peers to make a decision, for example, selecting an appropriate mascot for the German class
Obtaining and using information

2.5 Locate and record specific points of information from simple spoken and written texts relating to own and others’ social and natural worlds. [Key processes: locating, understanding, recording, describing; Key text types: survey, interview, letter, brochure, documentary]

- compiling a list of questions and interviewing a German speaker, such as a visiting exchange student, about family, home, interests, abilities
- participating in shared and independent reading of a simple digital text with information about lifestyles in German-speaking countries, for example, homes, schools, climate, geography
- comparing pet ownership in Australia and a German-speaking country, considering relevant factors affecting the number, selection and care of pets, for example, *Die populärsten Haustiere in der Schweiz sind …; Mein Meerschweinchen frisst Salat*
- listening to a text to identify and categorise keywords, for example, listing things that children need in their daily life from the song *Was ein Kind braucht*

2.6 Present in modelled spoken and written texts factual information relating to own and others’ social and natural worlds. [Key processes: using, presenting, writing, representing, categorising]

- presenting responses from an interview with a visiting German speaker in *Steckbrief* format
- recording, comparing and representing statistics related to German-speaking countries and Australia, for example, population and physical size, daily temperatures, number and type of dwellings
- matching details of animals and their habitats from a text, for example, a zoo website (*Der Affe wohnt im Dschungel*) or a children’s documentary film about wild animals
- naming, categorising and describing different kinds of animals, such as pets, farm animals, *Waldtiere* and animals of the Australian bush
- ranking and representing in graphic or pictorial form responses to a question such as *Was brauchen wir?*

Responding to and expressing imaginative experience

2.7 Comprehend imaginative texts, demonstrating understanding in a variety of non-verbal and verbal ways, including by independently producing a short, scaffolded summary. [Key concepts: imagination, character, setting; Key processes: enacting, re-creating; Key text types: song, poem, fairy tale, picture storybook, children’s television program]

- using modelled structures and picture prompts to retell the basic plot of a narrative
- collaborating in the production of an Australian version of a traditional German fairy tale such as *Die Bremer Stadtmusikanten*
creating a profile of a favourite character from a text, including features such as 
_Name_, Alter, mag/mag … nicht, Aussehen, Bild

annotating an illustration with key information from the text, such as characters, 
important objects, setting

sequencing pictures and matching or writing simple summary sentences based 
on the text, such as Rotkäppchen spricht mit dem bösen Wolf

2.8 Reflect own imaginative experiences through performance, discussion and non-verbal 
ways and by participating in shared writing activities or by using modelled writing frames. 
[Key concepts: imagination, emotions; Key processes: performance, discussion; Key text 
types: song, rhyme, photos, picture storybook, map, timeline]

creating a timeline of the main events of the imaginative experience using 
pictures, words or simple sentences

performing a puppet play involving a German character and an Australian 
character, such as an _Igel_ meeting an echidna

using a thinking tool to respond to an imaginative text in various ways, such as 
describing what emotions they feel listening to the story (Das macht mich traurig 
…)

imagining what pet they might have if they lived in an apartment in Austria, the 
pet’s name, where it would be housed and how they would care for it

designing a European alpine animal enclosure for an Australian zoo

transforming a poem or rhyme into a piece of performance poetry

Moving between/translating

2.9 Notice that German and other languages may have similar names (such as those for 
places and animals) and terms, which may be pronounced and/or written differently. [Key 
concepts: similarities, differences]

comparing and matching the German and English names for German-speaking 
countries and some cities and animals, particularly dog breeds, such as 
_Bernhardiner, Dackel, Pudel, Schäferhund_

listening to the way animal sounds are represented in German (for example, in 
_Das kleine Küken_ animation), and comparing them with English and other 
languages, for example, _Ein Hahn macht, kikeriki’, ein Hund macht, wau wau’_

2.10 Explain to peers and family aspects of German language and culture such as a rhyme, 
poem or song, the different regional greetings and other lexical items. [Key processes: 
interpreting, explaining]

teaching and interpreting a traditional number rhyme, tongue twister or game, for 
example, _Fischers Fritz, Ich und du, Müllers Kuh; Pinke, Panke, Puster_

matching/selecting appropriate regional variations of greetings, for example, 
_Grüezi!_ for Switzerland
• sharing an item of interest about German language and culture through the school newsletter or at an assembly
• suggesting which wild animals an Australian visitor might see in a German forest

2.11 Create and maintain bilingual/multilingual texts. [Key processes: writing, translating]
• making and using individual word lists, and print and digital dictionaries
• labelling a map of the German-speaking countries with the German and English names for the main cities, rivers, forests and mountains
• producing classroom signs and labels for objects such as *Bitte mach die Tür zu!*; *Hier sind die Deutschhefte*

Expressing and performing identity

2.12 Reflect on how personal identity is constructed within the family context, and create written or spoken texts, which describe family relationships and other features, including cultural heritage. [Key concepts: self, family, generations, celebrations; Key processes: interviewing, discussing, describing; Key text types: photo, map, poster]
• eliciting and providing information about family, such as members’ names, the number of siblings, the student’s position in the family, and identifying own and family members’ heritage, for example, *Ich bin Australier/-in. Mein Opa kommt aus Griechenland*
• comparing and analysing pictures of the same person in different settings, identifying the roles (for example, a man working in a factory, a father reading a story to his children, a husband kissing his wife, a son hugging his mother, a mate playing football with friends) and exploring the notion that we all have multiple identities and different relationships such as *Arbeiter, Vater, Mann, Sohn, Freund*
• creating an annotated family tree
• identifying family traditions and possessions that stem from another culture, such as opening presents on Christmas Day or *Heiligabend*, learning Irish dancing, having a German grandparent’s name

2.13 Reflect on the process of learning German, identifying similarities and differences with learning a first language and other subjects or skills. [Key concepts: learning, family, chronology; Key processes: interviewing, discussing, describing, connecting; Key text types: interview, audio/visual recording, poster, Venn diagram]
• interviewing a parent in order to create a timeline of own language milestones, such as how old they were when they first started to speak, first words, funny mistakes
• comparing learning a language at school with another context for learning a language, such as at home, at community language school, on holiday
• contributing to a ‘Helpful Hints’ poster with strategies for common communication and learning challenges, such as what to do if you don’t understand something in German
Reflecting on intercultural language use

2.14 Identify similarities and differences between German and English, noticing how culture influences aspects of communication such as politeness, etiquette and values. [Key concepts: politeness, etiquette; Key processes: comparing, connecting]

- recognising that there are differences between German and English ways of showing politeness in relation to addressing an adult, for example, the use of family names after Frau and Herr, unlike the English use of just ‘Miss’ or ‘Sir’
- participating in German practices, using associated expressions and noticing reactions, for example, when visiting a friend in winter, knowing where to hang coat and scarf upon entering the house; and responding to danke schön with bitte schön
- responding to texts such as stories, television programs and songs that reflect contemporary and traditional German values, for example, songs about hunting or about protecting the environment

2.15 Notice ways in which own understanding and language use are related to cultural values and practices. [Key concept: connections; Key processes: noticing, making connections; Key text types: description, profile, story, presentation]

- noticing how own language use influences expectations about German language use, for example, wanting to use one word for ‘you’, and not expecting to capitalise all nouns
- considering how own language might be understood from a German perspective, for example, culture-specific expressions such as ‘school assembly’, ‘kick a footy’, eating ‘Macca’s’
- beginning, through the example of German, to see that there are legitimate alternative ideas and ways of interacting to those offered by one’s own language and culture

Understanding

Systems of language

2.16 Recognise and apply in different sentence types, key features of intonation and pronunciation, including short and long vowels, and encode/decode German words involving Umlaut and Eszett. [Key concepts: pronunciation, intonation; Key processes: rehearsing, making connections]

- spelling familiar words using German phonic knowledge
- beginning to apply punctuation (full stops, question marks, exclamation marks, commas, quotation marks) and capitalisation rules when writing
- participating in games and rhymes involving imperatives such as Pumpernickel sagt and Hier ist Platz
2.17 Notice grammatical patterns, formulate and apply rules, and adapt modelled structures, for example, to describe relationships, animals and their habitats, and some past and present actions. [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]

- recognising the link between a noun’s gender and its definite/indefinite article and nominative pronoun in relation to people, for example, *der Bruder, ein Bruder, er*
- using the nominative and accusative indefinite articles to denote an unspecified person or object, for example, *Rotkäppchen hatte einen Korb*
- making connections and comparisons between German and English in pluralisation of nouns, and using *die* for plural nouns
- describing a relationship using a possessive adjective, for example, *mein/e, dein/e, sein/e, ihr/e*
- understanding and using pronouns to refer to people, for example, *ich, du, er, sie* (singular); *es, wir, sie* (plural)
- using the correct verb form associated with a noun, proper noun or pronoun, or combination thereof, for example, *Die Lehrerin singt ein Lied; Frau Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch*
- linking different verb forms to the agent carrying out the action and noticing that, as in English, some verbs (such as *sein* and *haben*) don’t follow the pattern of regular verbs
- describing capabilities and preferences using the modal verbs *können* and *mögen*, for example, *Ich kann ein bisschen Deutsch sprechen; Er mag Cricket*
- understanding and describing current and recurring actions using verbs such as *essen, fliegen, fressen, laufen, leben, schwimmen, sprechen, trinken*
- understanding and describing past events using *war, hatte, ging, gab, spielte*
- making polite requests using *ich möchte*
- understanding instructions such as *Komm her! Steht bitte alle auf!*
- understanding the meaning of cohesive devices such as *dann, zuerst*
- understanding and formulating questions using subject-verb inversion, for example, *Magst du Sport?*
- understanding and using additional question words and the intended/related answer, for example, *woher, welcher, wieviel*
- locating events in time with regard to days, months, seasons and ‘half past’ time, for example, *Ich spiele im Winter Fußball; Die Schule beginnt um halb neun*
- describing location formulaically using prepositional phrases such as *im Wasser, in der Luft, auf dem Land* (for animal habitats)
- locating an object or place using a prepositional phrase such as *neben dem Tisch* or *auf der linken Seite*
- using ordinal numbers to give the date, for example, *Heute ist der erste Mai*
• referring to quantities of people and things (including money) using cardinal numbers up to 100

2.18 Discuss the purposes of key texts encountered in class and how particular features characterise and facilitate that purpose. [Key concepts: structure, connections, function; Key processes: analysing, comparing, hypothesising; Key text types: calendar, recipe, fairy tale, map, advertisement]

• classifying texts such as fairy tales, recipes, instructions, diagrams, maps or songs according to their purpose/s (such as to entertain, describe or instruct), discussing and justifying choices in English

• analysing an advertisement for a toy to determine the targeted consumer group (such as Mädchen, Jungen, Kleinkinder, Teenager), considering also universal toys and culture-specific toys such as die Biene Maja or Mecki

• comparing wall calendars from a German-speaking country and Australia in terms of structure, public holidays, pictorial representation of seasons, and cultural influences

• comparing the features of front covers of different types of texts, such as a cookery book, a picture storybook, a reference book, a comic

2.19 Use German metalanguage to identify and characterise different sentence types and functions, such as asking for information (a question) or instructing someone to do something (a command). [Key concepts: metalanguage connections, function; Key processes: noticing, making connections, hypothesising, discussing]

• identifying sentences, questions, answers and greetings in a discussion of a shared reading text, using Satz, Frage, Antwort and Gruß

• grouping parts of a text according to sentence type and function as an initial strategy for analysing and comparing the underlying structure of two similar texts, such as a birthday card and a birthday email

• noticing the grammatical features, including punctuation, associated with different sentence types, such as the use of question words or subject-verb inversion in forming questions

Variability in language use

2.20 Understand that the language of a spoken or written exchange varies according to the participants, purpose and text type. [Key concepts: register, variation, place]

• using appropriate forms of address and greeting for peers, teacher and other adults, depending on role, relationship, age, gender, and social status of interlocutors, and recognising the effect of inappropriate choices, for example, greeting peers with Guten Morgen, Frau Mary!

• noticing that the teacher uses different words for ‘you’ when addressing one or more students, for example, Setz dich, Peter!; Setzt euch, Kinder!

• recognising regional variations in greetings, for example, Servus in Austria

• recording and analysing own and others’ use of different forms of address
• comparing ways in which language changes according to purpose and text type, for example, differences in amount of language, tone and layout between a dialogue and a list of instructions
• comparing written and spoken modes of a particular language function such as an apology, invitation or story

**Language awareness**

2.21 Reflect on specific aspects of the function of language, exploring questions such as why we greet people and apologise, and what role language and culture play in naming people. [Key concepts: relationships, power, connections; Key processes: enquiring, analysing, comparing, code switching]

• investigating the different names used to address the one person in various contexts (for example, ‘James Brown from 3M’, ‘Jimmy’, ‘mate’, ‘kid’), and considering when, by whom and why different names are used, reflecting on the effect a name choice can have on shaping the relationship between the speakers
• exploring questions such as why we have greetings and what different greetings tell us, for example, time of day, relationship with the interlocutor, and background of the speaker
• interviewing a family member to find out reasons for the choice of own name (first, middle, family name)

**Role of language and culture**

2.22 Recognise that some language, such as cultural references in texts, relates to culture-specific ideas and values. [Key concepts: values, beliefs; Key processes: exploring, discussing]

• making connections between similar and different terms across cultures, for example, words describing the relationship between days, such as vorgestern, gestern, heute, morgen, übermorgen
• showing awareness that language carries cultural ideas, for example, Sommerbeginn, Nikolaus compared with Father Christmas; and Bauernhof, which has only a somewhat indirect equivalent in Australian culture and English
• recognising and comparing character traits and values such as those reflected by characters in stories, for example, the European wolf in Rotkäppchen

2.23 Recognise that own language use and ways of communicating carry culture-specific ideas that will need to be modified or explained to make sense from a German speaker’s perspective. [Key concept: stereotype; Key processes: acknowledging alternatives, adapting]

• developing a metalanguage for describing connections between own language and culture, for example, analysing origins of expressions in Australian English such as ‘G’day’, ‘digger’, ‘howzat’, ‘morning tea’
• considering own cultural assumptions and where these may come from, for example, notions of co-curricular activities at school, having a backyard with a swimming pool
• analysing which aspects of own language use might seem ‘strange’ from a German perspective and why, for example, practices such as wearing a school uniform, describing relative lengths of journeys by car.

**Foundation to Year 4 (Level 1) Achievement standard**

By the end of Level 1, students interact with teachers and peers through play, action games, rhymes and songs, exchanging greetings, responding to instructions, and answering questions with factual information and opinions. They reproduce German short and long single vowel and diphthong sounds, including umlauts (*Post/los, Bruder/Brüder, mein, die*), initial consonants and blends (*ja, rot, singen, Sport, Winter, zwei*), and the two different pronunciations of *ch* (*ich, auch*). Students understand, participate in and create a range of simple German texts related to their immediate social context and the natural world, and to other areas of learning, for example, photo captions, documentaries, interviews, letters, surveys, zoo websites. They use German to express aspects of personal identity related to family, home and school, including likes and dislikes, interests and skills; to participate in familiar interactions such as taking turns, and simple transactions such as going shopping; and to respond to imaginative texts such as a children’s cartoon or fairy tale. Their German is characterised by short formulaic expressions (*bitte schön; Ich bin dran*), patterns and individual adaptions of modelled structures (*Ich gehe zum Supermarkt und kaufe …*), and short, grammatically simple present-tense sentences, including coordinating conjunctions (*und, aber, oder*), common regular verbs in the present tense (*heißen, kosten, spielen, wohnen*), some irregular forms (*bin, bist, ist, sind, hast, hat*), as well as limited forms of modal verbs (*kann, mag, möchte, muss*), *Imperfekt* (*hatte, ging, war*) and *Akkusativ* (*Ich habe einen Hund*). Students use interrogatives (*was, wann, wer, wie, wie viele, wo*) and *ja/nein* questions to elicit information. They give descriptions using a range of adjectives (*sein + blau/klein/lustig/rund/super*) and cardinal numbers up to 100. They qualify meaning with reference to time, manner and place (*morgen, sehr gut, im Wald*).

Students recognise that German and English share an alphabet as well as many cognates, and that German is spoken in countries other than Germany, especially Austria, Switzerland and Liechtenstein. They understand that languages do not always directly translate and that adjustments need to be made to express culturally specific meanings. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. Students understand that they have their own language and culture, and that they are also learners of German, thus recognising the link between language, culture and identity. They are aware of the importance of identifying audience and purpose to understand and produce German texts collaboratively and independently. In their interactions they consider linguistic variables such as relationship (*peer/teacher: Tag, Luke! Guten Tag, Frau Stein!* and time of day or event (*Morgen! Alles Gute zum Geburtstag!*). Students make comparisons across languages, noticing similarities and differences, particularly in cultural practices related to aspects of life at primary school in German-speaking countries, and question the reasons for these similarities and differences. They recognise that languages do not have word-to-word equivalence, particularly culture-specific vocabulary such as ‘good afternoon’, *Osterbaum, bitte schön, Pausenbrot*. Students begin, through the example of German, to see that there are legitimate alternative ideas and ways of interacting to those offered by one’s own language and culture. They consider their
cultural assumptions and where these may come from, for example, notions of co-curricular activities at school, or backyards with swimming pools.

**Years 5 and 6 (Level 2)**

**Years 5 and 6 (Level 2) Band description**

This is a key phase of learning for language and literacy development. Learners communicate more confidently, are more self-directed and make connections more readily between themselves and wider contexts. Response to experience is more analytical, allowing for a reflective dimension to the process of learning another language and to referencing a different cultural framework. First language capabilities are considerably more developed than German proficiency at this stage, and the curriculum ensures that tasks and experiences are appropriate for learners’ cognitive and social levels as well as their second language proficiency level. This may require the modification of authentic texts in terms of increased support through reduced complexity and/or length. Learners become aware that they are users of more than one code and find this rewarding.

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

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

Literacy development involves increasingly independent engagement with a wider range of texts. Learners use a range of cues and decoding strategies to assist comprehension. They make connections between ideas, contexts and language within and between texts. Learners are able to provide simple summaries of and responses to text. They begin to produce clearly structured texts for a range of audiences and purposes. With support they
are able to edit their own written work for common grammatical and orthographic errors. While learners work more independently at this level, ongoing and systematic scaffolding, feedback and review support the interactive process of learning. The strategic use of English for discussion, reflection and explanations ensures the continued development of learners’ awareness of the functionality of language generally as well as their own emerging intercultural capability.

As they use German to interact in different situations and to engage with different resources, learners develop an understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences (for example, language variation relating to age, gender, and relationship between interlocutors), and how grammatical forms or vocabulary choices can affect the ‘meaning’ that is made (for example, using informal or formal forms of address, or using adjectives expressing approval or disapproval). This leads to considering their own ways of communicating and using language, and to thinking about the construction of personal identity. Learners begin to experience and reflect on the challenges involved in moving between languages and different ways of making meaning.

**Years 5 and 6 (Level 2) Content descriptions and elaborations**

**Communicating**

**Socialising and taking action**

3.1 Interact with peers and adults to express feelings, ideas and opinions as well as factual information related to home, school, interests and experiences. [Key concepts: emotions, communication, routines, leisure]

- exchanging information with peers and adults about daily routine (for example, what time they get up and how they get to school), considering the factors which might influence these routines in different places in Australia and German-speaking countries
- asking each other Wie geht’s? and expressing how they are feeling, for example, Es geht mir nicht gut. Ich bin krank
- exchanging opinions and preferences, for example, about leisure activities
- discussing favourite leisure activities, including details such as clubs, facilities and competitions, and considering the impact on recreational options of different climates and geography

3.2 Use classroom language to plan and carry out learning activities, for example, creating shared class rules. [Key processes: planning and participating, negotiating, making decisions]

- learning the rules and scoring system to play a game such as Stadt, Land, Fluss or the dice game Mäxchen
- asking peers politely to do something, and responding to requests, for example, giving and receiving things (Reich mir bitte den Stift; bitte schön; danke schön)
• discussing and listing behavioural expectations in the German class, for example, Dürfen wir auf dem Boden sitzen?; Wir sollen Deutsch sprechen

3.3 Plan and complete a range of tasks, make arrangements and negotiate with peers to take individual and/or collective action. [Key processes: discussing, making decisions and arrangements, negotiating]

• organising and running a Deutsch macht fit activity for a younger class, for example, with German skipping and other games
• running a German assembly, cross-age tutoring, or organising a campaign to improve the school
• discussing and deciding on strategies to implement and encourage change, for example, designing badges or bilingual posters promoting healthier food in the canteen, more recycling, or ‘walk/ride to school’ days (Trinkt lieber Wasser!; Recycelt eure Dosen!; Seid umweltfreundlich!)

3.4 Participate in simple spoken and online transactions to purchase goods and services, [Key processes: participating, transacting, expressing preferences]

• participating in real or simulated situations such as buying food, for example, Ich nehme ein Käsebrötchen; Was kostet ein Eis?; Das macht 6,50 Euro
• comparing Karneval masks and/or costumes and their prices on an internet shopping site
• identifying different currencies and relative values, for example, converting Euro or Schweizer Franken into Australian dollars

Obtaining and using information

3.5 Listen to, view and read a range of digital and print texts to access, interpret and record factual information, feelings and opinions in spoken and written form. [Key processes: processing visual information, recording, interpreting, transposing; Key text types: report, article, blog, letter, documentary]

• extracting from an informative text details about an issue related to daily life across cultures, for example, statistics and reasons for the great number of regular Radfahrer in German-speaking countries
• designing and conducting a questionnaire to survey peers and adults, for example, about their chosen mode of transport to school and how environmentally friendly it is
• reading/viewing and interpreting a text with opinions as well as factual information, for example, about the use of mobile phones by different age groups in different settings
• viewing a television news item or short documentary, for example, about die Basler Fasnacht, describing and giving an opinion on the main aspects of the Morgenstreich
3.6 Reorganise and present factual information and opinions in different modes and familiar text types appropriate to audience and purpose. [Key processes: reorganising, transposing, selecting]

- analysing and presenting the results of a class survey, for example, graphs showing what food students buy and/or would like to be able to buy at the school canteen
- writing a blog entry on *Radfahren*, giving reasons for and against

**Responding to and expressing imaginative experience**

3.7 Identify key elements or events in a range of age-appropriate texts, including stories, fables, and cartoon and film segments, to show understanding and share reactions to the characters and events. [Key concepts: plot, character, emotion; Key processes: expressing, describing, recounting; Key text types: song, poetry, film, children’s literature]

- sequencing a jumbled text based on knowledge of the underlying structural features of the text type, such as a narrative (orientation/introduction, initiating event, complication, resolution/conclusion)
- producing a timeline of the main events of the imaginative text
- creating a sociogram illustrating how the main character links with other characters
- using modelled structures such as *Das Ende fand ich lustig* or *Der Hauptcharakter war sehr mutig* to express a personal opinion about aspects of the text, including beginning, ending, plot and characters

3.8 Modify, adapt or reinterpret an aspect of a familiar text to create a piece of text reflecting own imaginative experience. [Key concepts: imagination, emotions; Key processes: performing, discussing, interpreting, experimenting; Key text types: lyric, poem, illustration, photo story, interview, diary entry]

- creating and performing own version of a familiar song or poem
- imagining they were one of the characters in the text, and describing what happened to them and their emotional responses in spoken (interview, FaceTime) or written (email or diary entry) form
- changing one aspect of the text (such as the gender of the main character, or the setting) and noticing the impact on the reader
- selecting an appropriate image to illustrate an aspect (message, mood) of a piece of text such as a poem

**Moving between/ translating**

3.9 Recognise that there are not always equivalent expressions for cultural items specific to a community and notice when one language fits more readily in a particular context. [Key concepts: culture, equivalence]

- identifying when literal translation is or is not possible, for example, in idiomatic expressions such as *Bist du satt?* (not *voll*) or *Es geht mir gut* (not *Ich bin*)
• using German–English cognates to predict meaning, for example, Brot — ‘bread’; kalt — ‘cold’; Maske — ‘mask’; trinken — ‘to drink’
• noting the German predilection for compound words, and collecting and analysing interesting examples such as fahrradfreundlich and Jahreszeit

3.10 Explain and answer questions about aspects of language and culture for family or peers, in a variety of contexts. [Key processes: interpreting, explaining]
• explaining in English the use and meaning of Gesundheit
• writing out the school bus timetable in German using 24-hour time
• translating a German Eiscafè menu into English, or the school canteen menu into German
• telling parents about Karneval customs, including some details of different regional traditions
• noticing and pointing out that one German subject + verb (for example, ich tanze) can have multiple English translations: ‘I dance’, ‘I am dancing’, ‘I do dance’, ‘I shall/will dance’, ‘I’m going to dance’

3.11 Create bilingual texts such as photo stories, signs and notices, and explain differences in meanings, considering what does not translate easily and suggesting reasons for this. [Key processes: writing, translating, explaining, considering validity of different meanings]
• discussing an appropriate German title for an event, considering issues such as length, accessibility and word association, for example, barbecue, sausage sizzle — Grillparty, Grillfest
• creating bilingual/multilingual invitations, posters, programs and menus for an upcoming school event or celebration, for example, a Faschingsball

Expressing and performing identity
3.12 Explore and express individual identity through spoken or written texts, reflecting on the importance of features such as physical appearance, personal qualities, likes and dislikes, interests and skills. [Key concepts: self, values; Key processes: interviewing, discussing, describing; Key text types: profile, photo, poster, letter, survey]
• creating a self profile for the school yearbook or a profile of a personal hero
• introducing and describing themselves to a new person, such as in an email to a new penpal in a German-speaking country, a letter to their new German teacher, a video file for a prospective host family
• conducting a survey among peers about an aspect of personal identity such as likes and dislikes, performing an analysis, and preparing a poster and short presentation of the key findings
• participating in a discussion in English about the impact of a school uniform on personal identity, and imagining how German students might view wearing a school uniform
3.13 Reflect on what aspects make the German and English languages difficult or easy to learn and what that means for them as learners. [Key concepts: learning, self, chronology; Key processes: interviewing, discussing, describing, connecting; Key text types: interview, recording, debate, language passport]

- comparing own experiences of learning German with peers’, and imagining what aspects of English a German speaker might find challenging
- participating in a discussion about the relationship between personal identity and learning and using another language
- interviewing non-background speakers of English or German about their language journeys
- preparing for and participating in a debate in English on an aspect of language learning, such as the possible effects of a foreign accent
- preparing a ‘language passport’, documenting aspects such as different stages in learning German, intercultural experiences, and reflections on the impact on self and others
- evaluating own preferred learning style, identifying own strengths and contributing to a class list of German Fachleute/Experten for others to consult for advice, in areas such as Aussprache, Malen, Sprechen, Technologie, Vokabeln

Reflecting on intercultural language use

3.14 Describe how new language and ways of interacting related to cultural practices and views might be embraced or rejected, and suggest any adjustments to own communication that might be necessary. [Key concepts: reaction, strangeness; Key processes: monitoring, suggesting]

- observing how language use reflects politeness and 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
- comparing impact of gestures across cultures, for example, wishing others luck through Daumen drücken; Toi! Toi! Toi!
- noticing the use of and evaluating whether or not to adopt German expressions such as fillers (denn, na) and exclamations (Ach so! Echt!), and gestures such as indicating approval with ‘thumbs up’ (comparing with the use of one thumb to indicate the number ‘one’) and ‘applauding’ by rapping knuckles on the table
- recognising how perceptions of others may influence the language used, for example, being a ‘foreigner’ means that language is often slowed and simplified, and there may be invitations to visit people’s homes or stay in contact with them

3.15 Identify how own culture impacts on language used with German speakers and how this may enhance or inhibit understanding. [Key concepts: interrelationship, impact; Key process: text analysis; Key text types: class learning log, discussion]

- reflecting on how own cultural etiquette and behaviour affect interactions and may be interpreted, for example, noticing similarities in body language when
interacting with people from German-speaking countries (shrugging, nodding one’s head)

• noticing own reaction (level of comfort/discomfort) to different cultural practices such as refraining from asking *Wie geht's?* unless there is the expectation of a detailed response about health and current medical conditions, in comparison with ‘How ya going?’ (rhetorical)

• recognising aspects of own language use that reflect own cultural perspective and experiences, for example, references to climate and environment; animals; activities and routines such as chores; and celebrations and events such as Easter, Anzac Day, school camp

**Understanding**

**Systems of language**

3.16 Articulate and apply basic German spelling and punctuation rules, including the capitalisation of nouns and the optional division of clauses in compound sentences with a comma. [Key concepts: writing systems, punctuation; Key processes: analysing, making connections, comparing]

• comparing punctuation rules in English and German, considering aspects such as the distribution and functions of commas

• noticing distinctive punctuation features of personal correspondence in German, such as *Hallo Annette!/Lieber Klaus*, followed respectively by upper or lower case for the beginning of the first sentence

• applying German spelling and punctuation rules in own writing

3.17 Notice grammatical patterns, formulate and apply rules, and adapt modelled structures to situate people, objects and events in time and place. [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]

• referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, *Der Mann hat einen Bart; Das Buch hat ein Happyend*

• noticing how articles and pronouns change after certain verbs (*Ich danke dir*) and after particular prepositions associated with location, for example, *Wir sind in der Stadt; Die Party ist bei Stefani im Garten*

• using the pronouns *ihr/euch* when interacting directly with more than one person, and *wir/uns* when referring to self and more than one person

• understanding and describing current, recurring and future actions, including using common separable verbs such as *aufstehen, ausgehen, aussehen, fernsehen, mitkommen, mitnehmen*

• understanding and expressing obligation and permission using the modal verbs *müssen* and *dürfen*, such as in the description of school rules, for example, *Wir dürfen in der Klasse nicht texten; Wir müssen eine Uniform tragen*
• noticing and comparing the meaning of the modal verbs wollen, sollen, mögen and können with English

• giving instructions to one or more peers, for example, Trink(t) mehr Wasser!

• understanding and speaking about past events by adapting modelled sentences in the perfect tense and using knowledge of common verbs in the imperfect, for example, Ich habe heute meine Hausaufgaben nicht gemacht; Wir sind nach Bali geflogen; Früher konnte ich Klavier spielen

• noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, Er kommt um 17:15; Kommst du mit?; Ich bekomme $10 pro Woche Taschengeld

• describing frequency using adverbs and adverbial expressions such as oft, manchmal, jeden Tag, ab und zu, nie

• understanding the meaning of conjunctions dass and weil

• understanding questions using warum? and responding with a simple sentence

• referring to a date, including the year, for an event such as a birth date, for example, Meine Oma ist am elften April 1956 geboren

• understanding and locating events in time, including the use of the 24-hour clock, prepositions such as nach and vor, and formulaic expressions such as früher, später, am Wochenende, in den Ferien

• referring to quantities of people and things (including length/height and area) using cardinal numbers up to 10 000

3.18 Recognise that different types of texts, such as narratives, recounts and procedural texts, can take different forms, and explore the reasons for and consequences of this. [Key concepts: structure, connections, function; Key processes: analysing, comparing, hypothesising; Key text types: song clip, poem, survey, advertisement]

• reading, viewing, listening to and/or performing texts with common content (for example, comparing a print, radio and TV advertisement for the same product), and analysing structural and linguistic differences

• transforming a text (for example, a poem) into another text type, such as a conversation or cartoon

• identifying common aspects of different text types related to a common theme, such as a recipe, a menu and a conversation about a meal out

• surveying peers and family about their preferences for accessing text, such as reading a novel, watching a movie or listening to a spoken book

• comparing listening to a song with watching a video clip of the song, from the perspectives of the audience and the artist
3.19 Use German metalanguage to name and state the functions of some basic grammatical features and parts of speech. [Key concepts: technical language connections, function; Key processes: noticing, making connections, hypothesising, discussing]

- identifying and naming the grammatical subject and object of a sentence as a comprehension strategy, for example, *Das Kind hat einen Laptop und ein Handy*
- collecting and categorising adjectives from a text in order to compare the representations of two different elements, such as good and bad characters, food and drink, males and females
- naming and finding in texts examples of parts of speech such as pronouns, verbs, adjectives and prepositions, and matching their functions

Variability in language use

3.20 Recognise and use some of the common variable linguistic features of German which are affected by audience and context, and different etiquette for answering the family landline or own mobile phone. [Key concepts: register, variation, place, activity]

- using the plural informal *ihr* when addressing more than one person, for example, *Was meint ihr? Hört gut zu!*
- noticing that in German the more polite *Sie* is used by children to unknown adults
- matching salutations to context, such as when answering a phone call, for example, *Schmidt, Guten Tag!/Hallo Lisa! Wo bist du?*

Language awareness

3.21 Consider the question of why people have language, identify the broad general functions of language, and compare and contrast the different modes people have at their disposal to express personal meaning. [Key concepts: structure, connections, function; Key processes: observing, interpreting, analysing, comparing, hypothesising]

- comparing and contrasting different ways of expressing meaning and communicating, such as spoken and written language, sign language, music, art, dance and body language
- exploring and agreeing on functional categories or purposes of different samples of language, such as to entertain, explain, inform, instruct or persuade

Role of language and culture

3.22 Understand that language use reflects stereotypes and generalisations about people and culture, such as ideas about gender, politeness, values and religion. [Key concepts: stereotype, assumptions]

- comparing the kinds of personal characteristics that are depicted in texts as desirable, such as morals from fairy tales, for example, *Aschenputtel*
- recognising that language use can have connections to aspects of social practice, such as expressions with religious origins or connotations, for example, *Grüß Gott!; Gott sei Dank!*
• examining how generalisations about cultural groups may influence understanding (for example, assuming that all people from German-speaking countries are Christians, or expecting that Australians are all either Indigenous or Anglo-Saxon), and noticing variability of reality

• analysing situations of 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*

3.23 Consider how stereotypes and attitudes related to language and culture may impact on reactions and meanings that are made in intercultural experiences. [Key concept: stereotype; Key processes: analysing, questioning]

• noticing the impact of own assumptions about people from German-speaking countries, their language and culture, when listening to, reading and viewing texts

• considering how own language use reflects cultural practices (for example, participating in outdoor activities such as sports), and how German speakers too may hold generalisations that influence perceptions

**Years 5 and 6 (Level 2) Achievement standard**

By the end of Level 2, students use spoken and written German to interact with peers and adults in personal, social and local community domains. They understand, participate in and create a range of German texts related to their expanding social world and those of children in German-speaking contexts, and to other areas of learning. They interact in the classroom, making requests; learning and playing games (*Leute Lotto; Stadt, Land, Fluss*); and discussing expectations, learning strategies and styles. Students listen to, view, read, respond to, and create a range of informative and imaginative texts, such as blogs, diary entries, letters, posters, puppet plays, reports, questionnaires, songs, stories and video clips. They participate in simple spoken and online transactions, such as buying food, comparing prices and converting *Euro* and *Schweizer Franken* into Australian dollars. They express aspects of their identity by describing their personal experiences, preferences and feelings related to home, school and leisure activities. Students describe current, recurring and future actions using short formulaic expressions (*am Wochenende; Kommst du mit?; Es geht mir nicht gut*), and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs. They adapt modelled structures (*Wir haben … gespielt; Das Ende fand ich …*) to describe past events. They apply their knowledge of noun gender to use nominative and accusative definite and indefinite articles to refer to people and objects. They use adjectives (*mehr Wasser, neue Schuhe*), and adverbs and adverbial phrases (*lieber, oft, jeden Tag*) to qualify meaning. They respond to and use the imperative, for example, to give instructions to one or more peers (*Recycelt eure Dosen!*). Students use their knowledge of cognates to predict meaning and analyse some idiomatic expressions and compound words (*Bist du satt? fahrradfreundlich, Jahreszeit*). They consider how language reflects the nature of social relationships and is adjusted on the basis of intercultural factors such as register (*du/Sie*).

Students understand that German has rules for pronunciation, punctuation and sentence structure; they apply these grammatical patterns and adapt modelled structures to situate
people, objects and events in time and place. They use German and English metalanguage for the terms and functions of some basic grammatical features and parts of speech. Students use their knowledge of the interrelationship between audience, context and purpose to gain meaning from and craft German texts collaboratively and independently. In their interactions they consider linguistic variables such as number of interlocutors (du/ihr), text type (text message/phone call), time (ist/war) and regional differences (Fasching/Fastnacht/Karneval). They consider different ways of expressing meaning, comparing and contrasting various modes (sign language, speaking, writing/art, body language, dance, music) and functions of language (to entertain, explain, inform, instruct or persuade). Students recognise that language use can have connections to aspects of social practice, such as expressions with religious origins or connotations, for example, Grüß Gott!; Gott sei Dank! They examine how generalisations about cultural groups may influence understanding, for example, the assumption that all people from German-speaking countries are Christians or the expectation that Australians are all either Indigenous or of European background, and notice the variability of reality. Students notice the impact of their beliefs about people from German-speaking countries, their language and culture, when listening to, reading and viewing texts, such as being surprised if families do not own or live in stand-alone houses, or assuming that all people in German-speaking countries enjoy affluence because of the brands of cars they typically own.

**Years 7 and 8 (Level 3)**

**Years 7 and 8 (Level 3) Band description**

The transition to post-primary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners may be adjusting to a new school culture, with more teachers and subjects as well as a more complex timetable with greater division between curriculum areas. There is a need to provide continuity during this transition. Learners at this level embrace a more rigorous, academic approach to learning. They may find themselves in a class where peers have a range of previous German language learning experience. Recognition of this prior experience through a personalised approach to teaching and learning is a way to respond to this diversity.

German is used for a range of classroom interactions and transactions, and for creating and maintaining a new class dynamic, explaining and practising language forms, reflecting on ways of thinking and learning, and developing cultural understanding. Learners are encouraged to socialise and interact with users of German beyond the classroom. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT, including social media, and internet communication software. Learners work collaboratively and independently in the target language, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests and needs. They pool information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use and adapt modelled and rehearsed language in familiar and unfamiliar contexts, increasingly generating original language. They make cross-curricular connections and explore intercultural perspectives and experience, such as the notion of multiple identities.
Learners listen to, read, view and interact with a widening range of texts for a variety of purposes (informational, transactional, imaginative, expressive). They apply learnt processing strategies and language knowledge, drawing on their grammatical and vocabulary knowledge and their understanding of text conventions and patterns to obtain meaning from texts. They make connections between texts and cultural frames, and reflect on aspects of the variability of language, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They plan, create and present more complex and varied imaginative, informative and persuasive texts (for example, shared stories, poetry, songs/raps, blogs, advertisements, reports, journal entries), applying appropriate conventions of text types. They design interactive events and collaborative tasks, and participate in discussions, games and competitions. They use a wider range of vocabulary and grammatical structures with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Particular support is required at this stage of second language learning to manage the transition to post-primary schooling and to encourage continued engagement. Opportunities to review and consolidate prior learning are balanced with provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users; to self-monitor, reflect on and adjust language in response to their experience in diverse contexts. German is used in more extended and elaborated ways, and English is used when appropriate to allow for complex explanation, reflection and substantive discussion.

Learners build on their cumulative experience of learning languages to analyse the relationship between language and culture more critically. They identify cultural references in texts and consider how language frames and communicates perspectives and values. They make comparisons between their own language(s) and German, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as second language learners, and identify their own personal and community practices and identities that reflect cultural influence.

**Years 7 and 8 (Level 3) Content descriptions and elaborations**

**Communicating**

**Socialising and taking action**

4.1 Initiate and sustain interactions with peers and adults by seeking and offering ideas, thoughts and feelings related to school, community and travel, offering some explanation or reason. [Key concepts: education, media, social change]

- 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?

- comparing own experience and knowledge of post-primary schools in Australia with typical features of a Gymnasium, Gesamtschule, Ganztagsschule or Realschule in a German-speaking country
• describing own Wohnort and commenting on advantages and disadvantages of living there, such as whether there are recreational and shopping facilities nearby, for example, Ich wohne gern auf dem Land. Es gibt in der Nähe einen See und einen Fußballplatz aber kein Kino. Gibt es einen Supermarkt wo du wohnst?

• recounting events and describing activities and personal experiences using forms of the perfect tense, for example, Gestern Abend hat X bei, The Voice gewonnen. Hast du sie gesehen?; Wir sind in den Ferien zum Strand gefahren?

4.2 Participate in classroom activities, giving and following instructions and advice, suggesting, asking questions to clarify purpose, and reflecting on ways of thinking and learning. [Key processes: participating, giving and following instructions, advising, describing]

• taking turns to be the leader in a class or group activity, such as in assigning roles to others, for example, Patrick, du kannst den Text schreiben. Sarah, du machst die Fotos

• stating a problem and asking for advice, for example, Ich habe mein Passwort vergessen. Was soll ich machen?

• formulating questions about purpose and use with wozu, for example, Frau Stein, wozu haben Sie heute einen Ball mit?; Wozu brauchen wir noch Bücher?; Wozu haben wir eine Uniform?

• discussing and sharing learning strategies, for example, Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe

4.3 Contribute to collaborative planning of class and community events and projects, considering options and negotiating arrangements. [Key processes: comparing, making decisions and arrangements, negotiating, disagreeing, accepting and declining]

• sharing suggestions with peers to organise class events, such as an excursion to the market or contribution to a local festival, for example, Wir können mit dem Zug oder mit dem Bus zum Markt fahren/ Was wollen wir für das Straßenfest organisieren?

• planning and conducting a live or online Modeschau with a theme such as Sommerferien, Wintersport, Damals und heute

• agreeing or disagreeing with a suggestion, for example, Gute Idee!; Das wäre super/blöd!

• accepting or declining an offer or invitation, for example, Danke für die Einladung, aber ich habe freitagabends Judo

4.4 Participate in spoken and written transactions related to purchasing goods and services, [Key processes: participating, transacting, negotiating, commenting]

• transacting and negotiating in real or simulated situations such as shopping, including commenting on price, for example, Ich möchte diese Hose anprobieren. Haben Sie Größe 38?; Das ist sehr preiswert
• comparing similar offers and completing an online order, for example, for a pair of shoes or the latest mobile phone

**Obtaining and using information**

4.5 Access and analyse factual information, feelings and opinions from texts on a particular topic, such as youth issues across time and contexts. [Key processes: analysing, comparing, connecting; Key text types: advertisement, article, blog, brochure, television program]

• learning how to make effective use of print and online resources such as dictionaries, grammar references and encyclopaedias

• examining some German school reports and comparing relative levels of achievement in different subjects (1 = sehr gut, 2 = gut, and so on)

• extracting key information and viewpoints from a television news item on a familiar issue, such as new social media, using tools such as a guided note-taking sheet and/or concept map

• reading an informative text about the past, for example, about schools vor 100 Jahren or early German settlement in Australia

• listening to and asking questions of an older German speaker on the topic of her/his Kindheit and Jugend, and completing a timeline

• researching and presenting details of famous German personalities and their inventions/achievements, for example, Ludwig Leichhardt, Christiane Nüsslein-Volhard, Angela Merkel or Wilhelm Röntgen

4.6 Summarise and convey key ideas, information and views, applying conventions of a range of text types appropriate to audience, context and purpose. [Key processes: summarising, applying; Key text types: advertisement, poster, magazine article, website]

• experimenting with language appropriate to the text type, such as reflective language in diary and journal entries, persuasive language in advertisements

• composing a journal entry from the perspective of a teenager living in der Kriegszeit

• contrasting aspects of everyday life past and present, for example, Heute haben wir Twitter und Facebook. Damals gab es nur die Post

• creating a persuasive text such as an advertisement, website or magazine article to sell a trip to a German-speaking country,

**Responding to and expressing imaginative experience**

4.7 Summarise or reinterpret the content of imaginative texts or excerpts to demonstrate understanding, and express feelings and opinions about key messages, characters and events, making connections with own experience. [Key concepts: plot, character, emotion; Key processes: expressing, evaluating, recounting; Key text types: interview, song, letter, television guide entry, television episode]

• interviewing a character from a text such as a short story or episode from a television series about their experience
• reviewing a film, computer game, novel or performance for a radio segment or to recommend to a friend
• creating an entry for a television guide
• writing a fan letter to a music or movie star about the ideas expressed in their song/performance that resonated with the student’s personal experience
• comparing Australian and German-speaking examples of a particular genre for cultural and stylistic differences, for example, iconic television series such as Kommissar Rex and ‘Blue Heelers’ or the ‘Lindenstraße’ and ‘Home and Away’
• creating a persuasive promoting a book, film or CD for a targeted audience, for example, a film poster, book or CD cover for German-speaking peers

4.8 Write, reinterpret or perform a short piece or section of imaginative text. [Key concepts: imagination, emotions; Key processes: performing, discussing, interpreting, experimenting; Key text types: song, poem, storybook]
• altering one or more aspects of an imaginative text, such as setting or main character, to create own text
• creating a poem using a given format, such as Haiku, a string poem or Konkrete Poesie
• dramatising a text, for example, performing a poem, or imagining they are the ‘characters’ in a painting and creating a dialogue
• creating an alternative ending to a narrative
• creating and performing a new verse to a song
• creating texts to entertain younger audiences, such as an ebook, an alphabet or number book, a puppet play or short film

Moving between/translator

4.9 Recognise that words and meanings may not always correspond across languages, and explain possible reasons for this. [Key concepts: culture, equivalence]
• translating ‘it’ into German and explaining the connection to noun gender and case
• developing awareness of German–English false friends, for example, Gift (‘poison’)
• translating and discussing common idiomatic expressions in both German and English, for example, Ich drücke dir die Daumen (‘I’ll keep my fingers crossed for you’)

4.10 Interpret and/or translate for friends or visitors terms associated with German and/or Australian culture, such as texts, events and celebrations, explaining values and traditions reflected in the language. [Key processes: interpreting, translating, explaining, referencing]
• comparing and finding equivalent similes and metaphors in German and English, suggesting possible reasons for differences, for example, so alt wie ein
Baum/Stein ('as old as the hills'), einen Bärenhunger haben ('to be as hungry as a horse'), ‘to have more front than Myer’ (ein Frechdachs sein)

- converting Australian and European clothing and shoe sizes
- explaining aspects of assessment and reporting in German schools, for example, das Notensystem, die mündliche Note, der Blaue Brief, sitzenbleiben
- explaining the meaning and significance of hitzefrei or ‘BYO (food, chair)’
- translating into English a public notice or advertisement for an event in a German-speaking country, for example, Flohmarkt

4.11 Create customised tools to assist comprehension of German texts for non-German speakers, comparing and evaluating different approaches to translation, including print glossaries and online translators. [Key processes: comparing, evaluating]

- creating English captions, commentaries or subtitles for German multimodal texts
- discussing problems associated with online translators by comparing different versions of translations and suggesting causes for mistranslations

Expressing and performing identity

4.12 Explore and reflect on the reciprocal nature of identity and the notion of an individual expressing multiple identities in different settings. [Key concepts: self, values, representation; Key processes: observing, discussing, analysing; Key text types: television excerpt, photo, email, role-play]

- comparing texts describing different people in different situations (a film star, a footballer, a wanted criminal) and analysing the language and content choices with regard to physical appearance
- watching a sporting event such as a football game in Australia and Germany, and comparing crowd behaviour and appearance
- discussing what they would wear as an Australian to an international students day function held in Switzerland
- trying out a ‘new look’ for a day and reflecting on the impact on others and self
- analysing images of German school students, determining what the ‘unofficial’ dress code is and imagining what they would wear to school
- creating a text such as a poster depicting the various aspects of own identity; in particular, showing when and how they use various languages

4.13 Reflect on and problematise own sense of personal identity and the use of more than one language. [Key concepts: learning, self, perceptions, gender; Key processes: analysing, discussing, empathising, connecting; Key text type: poster]

- providing advice for people in situations where it is difficult to make oneself understood clearly or to understand the other interlocutor
- discussing in English the issue of identity and gender-inclusive language in German, for example, Schüler, Schüler und Schülerinnen; SchülerInnen
• reflecting on and explaining what aspects of the new culture and language can be comfortably adopted and which ones are problematic, such as the use of Sie and titles (Herr Dr. Meier), wearing of Hausschuhe, placing payment and receiving change on a tray rather than on the hand in a shop

**Reflecting on intercultural language use**

4.14 Participate in intercultural experiences in familiar settings, being aware of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses. [Key concepts: agreement, disagreement, comfort, discomfort; Key processes: noticing, reflecting, adjusting]

• participating in cultural experiences, such as eating at a German restaurant/cafè in Australia or watching a German pop group performance, soccer match or skiing competition, and reflecting on cultural similarities and differences that are manifested through language

• being aware of how own ideas and actions may be perceived by Germans and reflecting on implications of this, for example, in taking precautions against sun damage to skin or against snakes when bushwalking

• observing and recording aspects of language and culture that need to be modified when communicating in German, for example, register and use of the imperative

• adjusting behaviour and ways of communicating in German according to audience and social context

4.15 Experiment with new language, noticing how German is understood in relation to own language, and using metalanguage to monitor and reflect on interactions and reactions of self and others. [Key concepts: self-awareness, assumptions, reciprocity; Key processes: identifying, questioning, reflecting; Key text types: discussion, dialogue, journal]

• monitoring changes in perspectives and how these may influence future interactions in German

• accepting responsibility for and questioning own way of interacting with Germans

• reflecting on reactions and responses to learning German using appropriate metalanguage

• reflecting on own cultural values and evaluating how these intersect with German values

**Understanding**

**Systems of language**

4.16 Use German punctuation rules, including capitalisation to distinguish personal pronouns Sie/sie and quotation marks for direct speech. [Key concepts: writing systems, punctuation; Key processes: analysing, making connections, comparing]

• applying German punctuation and spelling rules to own writing and learning to systematically edit own and others’ written work
• representing numbers less than one million as one word
• creating own ‘How to’ guide of German punctuation for English speakers

4.17 Notice grammatical patterns, and formulate and apply rules to specify and describe people, objects and places, to describe and sequence events, and to qualify opinions. [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]

• specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, personal pronouns, and demonstrative and interrogative adjectives such as dieser, jeder, welcher
• noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt hier keinen Sportplatz
• selecting and using the appropriate form of ‘you’ (du, ihr, Sie) and their possessive adjective equivalents (dein, euer, Ihr) according to the audience, for example, Sind Sie Frau Wagner?; Hast du dein Geld mit?
• selecting the correct personal pronoun for ‘it’ (er/sie/es) for objects, for example, Woher hast du die Jacke? Sie ist sehr schön
• describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs, for example, Unser Sohn liest keine Bücher mehr. Er sieht lieber fern; Nächstes Jahr bekommen wir Laptops
• describing past events and experiences in present perfect and/or simple past tense using a limited range of common verbs
• using reflexive verbs in present tense with their appropriate reflexive pronouns to describe daily routines and express emotions and interests, for example, Ich dusche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien
• noticing subject-verb inversion
• linking and sequencing events and ideas using a range of cohesive devices, including adverbs (for example, danach, vorher, dann, früher) and common conjunctions (for example, als, dass, obwohl, wenn, weil), usually with the subordinate clause after the main clause
• expressing opinions using for example, meiner Meinung nach; Ich glaube, dass; Wir sind dagegen/dafür
• understanding and using wozu? to clarify purpose
• understanding and using dative and accusative prepositions with their core meanings, for example, Ich komme aus Australien. Der Pulli ist aus Wolle
• describing destinations using prepositions, including Wechselpräpositionen, for example, Wir fahren nach Adelaide; Sie sind in die Schweiz geflogen; Der Junge geht zum Bahnhof
• making comparisons, for example with cars, Der ... ist schneller als der ...; Der ... ist am billigsten; Der ... ist so gut wie ein ...

• referring to quantities of people and things (including measurements of distance and velocity) using cardinal numbers up to a billion, including decimals, common fractions and negative numbers, for example, Deutschland hat 81,9 Millionen Einwohner; Die Tagestemperatur liegt bei minus 3 Grad; Geben Sie mir bitte ein halbes Graubrot!

4.18 Recognise the interrelationship between text type, language choice, audience and purpose, and the role culture plays in the creation and interpretation of text. [Key concepts: structure, connections, function; Key processes: analysing, comparing, hypothesising; Key text types: weather report, interview, email, advertisement]

• analysing different samples of a particular text type such as advertisements to determine the targeted audience(s) and describing the techniques used

• identifying cultural aspects of a text, such as a school report, a weather report, a television program or a recipe

• making appropriate lexical and grammatical choices, for example, liebe Grüße; du/Sie when creating a personal text such as a thank-you email

4.19 Understand and use German metalanguage to describe the function of the main parts of speech. [Key concepts: technical language; connections, function; Key process: defining]

• providing simple definitions for some grammatical features and parts of speech, for example, Adjektiv — das Wort beschreibt ein Hauptwort/Nomen; Das Imperfekt benutzt man für die Vergangenheit.

Variability in language use

4.20 Identify and use linguistic features of German which vary according to audience, context and purpose, in familiar spoken and written texts, for example, using abbreviations and slang in an email or text message to a friend. [Key concepts: register, variation, place, activity, values]

• discussing the differences in register and style when using language in different contexts, for example, youth language in songs and graffiti, teacher feedback on a test or a formal school report

• comparing German and English language use in similar situations and in texts with similar content, for example, clothing advertisements, student blogs about school issues

Language awareness

4.21 Explore the role of language in establishing and maintaining social relationships. [Key concepts: relationships, values, politeness; Key processes: analysing, comparing, role-playing, investigating]

• identifying, classifying and prioritising different modes of maintaining social contact with friends and family, such as texts, cards, phone calls, visits
• investigating a particular speech function (such as making a request or expressing pleasure or dislike), and considering how it is realised with different interlocutors (such as strangers, acquaintances, friends, family members) and possible consequences, including compliance, giving offence, being accepted into a group

• role-playing situations which require different levels of politeness depending on the context and interlocutor, such as thanking a host parent or peer for a gift or apologising to a teacher or a family member for being late

Role of language and culture

4.22 Explore and make connections between the way language and culture shape intercultural language use, examining how words, actions and expressions reflect German cultural values such as individual rights, shared social responsibility and respect for the environment. [Key concept: interconnection of language and culture; Key processes: reflecting, analysing]

• examining cultural representation in language, for example, Hals und Beinbruch, Grüne Tonne, Hausordnung, (lack of) speed limits on the Autobahn, the ‘visibility’ of the European Union through placement of its logo, flying of flag

• recognising that there are different expressions that communicate ideas across cultures, for example, when describing Brot or school excursions (Klassenfahrt, Wandertag)

• exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and language use, for example, Recycling, Kaffee und Kuchen, Wandern, Stehcafé, Nord/Süd-Orientierung (Essgewohnheiten/Temperament), religious/public holidays, choice of Fremdsprachen offered in schools

4.23 Reflect on intracultural development, examining attitudes and comfort/discomfort in experimenting with new language, and evaluating how own interactions might be perceived from a German perspective. [Key concepts: cultural norms, perspectives, reciprocity; Key processes: comparing, developing reflective metalanguage]

• identifying elements of interacting, monitoring and adjusting perspective when communicating in a different language

• comparing the use of gestures and body language in German and other languages and examining those that can be easily incorporated into own interactions when communicating in German, for example, not putting hands in pockets while talking with someone (as this may be considered rude), and maintaining eye contact

• reflecting on how language choices might be interpreted by German speakers and making adjustments to help convey intended meaning, for example, only using Wie geht’s? when expecting a detailed answer about current medical condition and ailments

• noticing tensions and gains that might arise from interactions with German speakers and considering how to respond appropriately, for example, knowing
that German speakers are often direct in expressing wishes or responding to a suggestion and that they intend such forthrightness to be polite and honest

**Years 7 and 8 (Level 3) Achievement standard**

By the end of Level 3, students use spoken and written German to interact with peers and adults in the domains of school and the broader community. They understand, participate in and create a range of German texts related to their past and present worlds and those of teenagers in German-speaking contexts, for example, concerning social media, leisure activities (including shopping), travel and German speakers' contributions to world culture.

Students seek and offer ideas and advice using modal verbs or imperative forms (*Was soll ich machen? Du kannst …; Kauf nicht den teuersten Schal*), and negotiate arrangements, for example, organising a class activity (*Wir können mit dem Zug oder mit dem Bus zum Markt fahren/Was wollen wir für das Straßenfest organisieren?*). They exchange and justify opinions (*Sie glaubt, dass …; Ich bin dafür, weil …*), perform real or simulated transactions such as purchasing tickets, review a film or computer game, and give simple explanations of cultural phenomena, for example, *hitzefrei* or ‘BYO chair’. Students use German to plan and participate in activities such as the performance of a new verse of a song at assembly, to interview an older German speaker, to clarify purpose (*wozu?*), and to describe features of German grammar and their functions (*Das Imperfekt ist für die Vergangenheit*), as well as to share information about learning strategies. They use their knowledge of the case system (nominative, accusative and dative) to refer to a person, object or place with definite and indefinite articles, personal pronouns, and demonstrative and interrogative adjectives such as *dieser, jeder, welcher*. Students locate events in time, including the present, past (*Perfekt* and *Imperfekt*) and future (*werden*), and in space, using a range of prepositions (*zu Hause, in der Stadt, gegen die Wand*) and adverbs or adverbial phrases (*links, hier, oben, im Süden*). They also link and sequence events and ideas using both adverbs (*danach, dann, früher, vorher*) and common conjunctions (*als, wenn, weil, obwohl*). Students explore the notion of an individual having multiple identities through a variety of texts, such as advertisements, films, short stories and songs, and consider how context influences the expression of identity, for example, reflecting on how they would dress as an Australian at an international function or if they wanted to ‘fit into’ a German school.

Students notice grammatical patterns, and formulate and apply grammar, punctuation and spelling rules to gain meaning from, translate and create German text. They apply their knowledge of the interrelationship between audience, context, purpose and text type to comprehend, compare, critique and produce German texts, such as invitations, journal entries, a puppet play, recipes or school reports for a younger audience. Students use English to discuss the challenges of creating a ‘good’ translation, for example, in producing subtitles for a short German film, and consider issues such as register, false friends and idiomatic expressions (*einen Bärenhunger haben*). They reflect on cultural similarities and differences based on their intercultural experiences, for example, eating at a German restaurant/café in Australia or watching a German pop group performance, soccer match or skiing competition. Students recognise and explain cultural representation in language, for example, *Hals und Beinbruch* and use of the imperative. They interpret and explain cultural phenomena, such as aspects of German schools and (lack of) speed limits on the *Autobahn*.  

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Years 9 and 10 (Level 4)

Years 9 and 10 (Level 4) Band description

This stage of learning typically coincides with social, physical and cognitive changes associated with late adolescence. Motivation and engagement with second language experience can be impacted, both positively and negatively, by peer-group dynamics and growing social independence and responsibility as an emerging adult. The unequal relationship between learners' social maturity and ability to communicate in their first language(s) and their German language proficiency can be challenging. However, focus and motivation are often enhanced by a more established sense of themselves as language learners, and by awareness of the relevance of German proficiency to career pathways and opportunities for interaction with German speakers, such as via social media and through partner school contacts and student exchanges. Students' German knowledge base is more explicit, allowing for greater control and application. Increased cognitive maturity enables them to work more deductively with language and cultural systems, to apply more intentional learning strategies and to reflect productively on their learning.

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

Textual knowledge and capability build on and extend existing familiarity with text types and language functions through balancing focused attention to language forms and structures with text creation and performance. Task characteristics and conditions are more complex and challenging. They provide opportunities for collaborative language planning and performance, the development of translating and interpreting tools, and strategic use of language and cultural resources. A wider range of fiction and nonfiction texts allows for exploration of themes of personal and societal relevance (for example, global issues, identity and relationships, diversity and inclusivity). Learners investigate texts with more sophisticated analytical tools, including consideration of literary form and devices. They reflect on ways in which language choices empower, build identity and are influenced by audience, context and purpose, shaping perspectives and meaning; and how in turn audience, context and purpose shape these choices.
In-depth investigation of the links between German, English and other languages they know, and cultural representation and expression, strengthens learners' intercultural capability. The reflective and reciprocal dimension of German language learning enhances intellectual and personal flexibility. Learners also grow as cultural mediators between users of German and other language users. Analysing different viewpoints and experiences encourages closer analysis of their own cultural stance and behaviours when moving between languages and cultures. Students are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in diverse contexts. German is used in more extended and elaborated ways, and English is used if necessary to allow for complex explanation, reflection and substantive discussion.

**Years 9 and 10 (Level 4) Content descriptions and elaborations**

**Communicating**

**Socialising and taking action**

5.1 **Initiate, sustain and extend interactions (including those with less familiar adults) related to seeking and giving advice, describing aspirations, strengthening relationships, and expressing opinions on local and global issues. [Key concepts: youth issues, relationships, work, environment]**

- corresponding with peers (for example, a German exchange partner or member of another class learning German) to build a relationship through sharing personal information and views about family and friends, school and leisure activities
- discussing future plans, including in relation to career, family, further education and travel, for example, *Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich Betriebswirtschaft studieren*
- stating and asking for advice on a problem related to family, friends or school (for example, a relationship issue), and suggesting possible solutions to others’ problems
- exchanging information and opinions with peers about a current issue, for example, blogging about the causes and effects of youth unemployment, considering similarities and differences within Australia and between Australia and German-speaking countries

5.2 **Extend classroom language to initiate and sustain interactions with peers and adults, for example, discussing and negotiating expected roles and outcomes, and evaluating learning experiences. [Key processes: initiating, discussing, negotiating, evaluating, justifying]**

- expressing individual *Lernziele* in relation to skills and understanding for learning German, and monitoring progress towards achieving these goals, including identifying successful learning strategies to meet challenges
- using expressions such as *apropos, übrigens* and *in Bezug auf* to introduce or refer back to a topic
- applying strategies to sustain formal and informal spoken interactions, such as expressing agreement or surprise, or asking for repetition, clarification or
confirmation, for example, *Ich bin damit einverstanden; Ist das dein Ernst?; Noch einmal, bitte; Wie meinen Sie das?*

- consulting with a visiting German exchange group or family member travelling to a German-speaking destination, to create a tailored itinerary for them
- carrying out peer assessment, including justifying rating and/or comments on general and specific points, for example, *Ich finde deinen Artikel sehr informativ und überzeugend. Zum Beispiel hast du viele Unterschiede und Ähnlichkeiten erwähnt*

**5.3 Investigate and report on matters related to the community, environment and work, and argue for a course of action, persuading peers and adults to change their opinion and/or behaviour. [Key processes: investigating, reporting, expressing opinion, justifying, persuading]**

- writing a persuasive article arguing that members of the school community should spend more time in volunteer work
- creating own *Lebenslauf*, giving details of education, work experience, skills and interests
- compiling a group or class catalogue of expertise and experience
- creating a poster to persuade fellow students to act in a more environmentally friendly manner, based on an environmental impact audit of the school and on research into measures commonly in place in German schools

**5.4 Participate in spoken and written transactions such as making applications, complaints and recommendations, and negotiating a resolution to disagreements. [Key processes: participating, transacting, complaining, recommending]**

- role-playing an informal negotiation, for example, a parent and teenager resolving a disagreement about *ausgehen, Taschengeld* or *Noten in der Schule*
- making a phone call to complain about a cancelled concert and asking for a refund or substitute tickets for another event
- writing a formal letter to apply for a position (for example, work experience with a local German company, or a holiday job at a tourist destination), using language conventions such as *Sehr geehrte/r* and *Mit freundlichen Grüßen*
- persuading, in an interview with a prospective employer, of their suitability for a part-time job

**Obtaining and using information**

**5.5 Collate, compare and evaluate information on topical issues in spoken and written texts from diverse perspectives, identifying the role of culture, setting and perspective. [Key processes: collating, comparing, evaluating; Key text types: podcast, blog, YouTube clip, magazine article]**

- listening to and reading texts to extract information and points of view, for example, on *Weltstadt Berlin 2020, Umweltprobleme, Ehe, Armut*
• comparing and analysing advertisements produced in different countries for Stellenangebote or an item such as a mobile phone or a soft drink or fast food, considering which location(s) have been selected for the advertisements and why, and identifying both culture-specific and universal features

• identifying different perspectives and interpretations in reports of an event from multiple sources, for example, statements from the victim, perpetrator and witnesses to an incident of Ausländerfeindlichkeit

• researching and collating information on Studiengänge at universities in German-speaking countries, considering the ease of transferring from one country to another

5.6 Synthesise, evaluate and convey ideas, information and views from multiple sources, including the German media or other nonfiction texts, considering the role of audience, context and purpose. [Key processes: synthesising, evaluating]

• using models of texts such as television news reports and social media to create original texts, showing how ideas and information are selected, structured and sequenced to achieve different purposes

• comparing various rail-card options offered by German organisations along with reviews of rail travel, and emailing a friend the best options for a future trip to Germany

• assessing content of spoken and written texts such as Interview, Lebenslauf or Artikel in order to present a realistic profile on a particular Beruf

Responding to and expressing imaginative experience

5.7 Engage with a variety of imaginative texts in order to understand the main ideas, values and attitudes, discussing issues and themes arising from the texts and using evidence from the texts to support their views. [Key concepts: imagery, metaphor, emotion; Key processes: expressing, analysing, evaluating, comparing; Key text types: film critique, short story, novel excerpt, poem]

• role-playing an interview with the author of an imaginative text, exploring aspects such as the key themes, linguistic choices or use of humour

• critiquing a film, considering how features such as camera angles, use of music, imagery, setting and shot selection contribute to highlighting an aspect such as plot, main theme or character construction

• comparing perspectives on aspects of life such as love, courage and wealth presented in a text with own views and those of peers

• investigating popular films, books or computer games in German and English to identify common trends in contemporary imaginative texts
5.8 Create texts in a variety of forms expressing or responding to an imaginative experience, including aspects of literary analysis. [Key concepts: imagination, humour; Key processes: transforming, identifying, analysing; Key text types: poem, song, essay, graphic organiser]

- using a familiar text type such as social media or a blog to describe an imaginative experience such as their first day as an exchange student in a German school or creating a ‘recipe’ for a great birthday party
- 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
- responding to an imaginative text using a thinking tool such as the thinking routine ‘Colour, Symbol, Image’ or a Y-chart
- creating a persona or scenario based on a person depicted in a painting by an artist from a German-speaking country

Moving between/translating

5.9 Reflect on the experience of moving between languages and cultures, identifying challenges and adjustments required. [Key concepts: sensitivity and empathy, taboo]

- creating subtitled movies or multi-media presentations illustrating aspects of daily life in Australia, for example, about drought and water restrictions, or membership and activities of a voluntary organisation such as the SES or a Surf Life Saving Club
- comparing, analysing and explaining German and English idiomatic expressions, finding ways to convey the meaning and cultural significance, for example, by paraphrasing using relative clauses or adverbial phrases (Kuhdorf — ‘one-horse town’: Ein Kuhdorf ist ein kleiner Ort, der nicht besonders interessant oder wichtig ist)

5.10 Interpret and/or translate and explain German texts, identifying culture-specific aspects. [Key processes: interpreting, translating, explaining, referencing]

- giving the meaning and finding English equivalents for common German terms, for example, for school and university subjects, qualifications and careers (Geisteswissenschaften; Abitur; Erzieherin, Diplom-Ingenieur)
- examining German versions of equivalent English texts, such as advertisements, songs and jokes, and analysing linguistic and cultural differences, and translation challenges and solutions

5.11 Create texts which reveal aspects of Australian culture and language for German-speaking audiences. [Key processes: explaining, referencing]

- creating bilingual texts giving advice to German-speaking tourists about safe travel in the Australian outback
- explaining the origin, significance, traditions and terms associated with Anzac Day or Australia Day
Expressing and performing identity

5.12 Explore and express how significant people, places and events influence and contribute to personal identity. [Key concepts: self-reflection, values, change; Key processes: interviewing, discussing, analysing; Key text types: documentary, photo, autobiography, biography]

- researching the life of a famous person and evaluating the key influences (people and events) on that person’s identity
- writing an autobiography
- making a (non-public) website to portray themselves, considering aspects they consider important, such as name, nationality, heritage, where they live, membership of sporting or other clubs, and special talents or interests
- interviewing an older German speaker about key events in their life

5.13 Explore and express their emerging ability to act as cultural mediators between German speakers and Australians. [Key processes: explaining, connecting; Key text types: itinerary, film clip, guidebook entry]

- preparing a short film clip for prospective non-German-speaking visitors to a German-speaking country, explaining important intercultural information they would need to function politely, such as when participating in a meal with a host family
- explaining to a German-speaking visitor an aspect of Australian culture, such as attending an Australian Rules football game or a barbecue
- role-playing a conversation between a German speaker and an Australian about an aspect of German life, such as the German school system, a German school report, car travel
- developing an itinerary of events for a visitor from a German-speaking country to give them a sense of Australian cultural diversity

Reflecting on intercultural language use

5.14 Participate in intercultural experiences in diverse settings, being aware of audience and taking responsibility for shared understanding by considering the role and impact of own language and culture. [Key concepts: impact, reciprocity; Key processes: questioning assumptions, evaluating, taking responsibility]

- reflecting on and explaining aspects of language and culture that need to be modified when communicating in German, evaluating how own language choices may be perceived by German speakers and making adjustments to enhance meaning, for example, the overuse of ‘polite’ phrases such as Können Sie mir bitte …? and Aber meiner Meinung nach … in German, rather than expressing wishes or responding to a suggestion in a more direct manner
- interacting with German peers, considering how own cultural practices, values and body language may be interpreted, for example, through personal and family habits and behaviours such as showering daily or not turning off lights when leaving a room
participating in exchanges with German peers, considering how they will engage with or respond to common topics of conversation such as politics or environmental issues

5.15 Evaluate role of own language and culture in limiting or enhancing meaning in intercultural exchanges, analysing responses and reactions of others and questioning own assumptions, attitudes and practices. [Key concept: reciprocity; Key processes: self-reflection, analysing, challenging, evaluating; Key text types: interview, journal, learning log, portfolio]

- evaluating own experiences of using and learning German and other languages across diverse contexts over time, for example, through keeping a reflective journal based on questions such as: Wann und warum benutze ich Englisch/Deutsch/Xxx? Wie fühlte ich mich früher und jetzt als Englisch-, Deutsch-, Xxsprechende(r)? Warum ist es wichtig, dass ich eine neue Sprache lerne?
- analysing own reactions to the language and cultures of German-speaking countries and monitoring changes in thinking and interacting, for example, following the viewing of a film or television program, or a partner-school joint project or visit
- challenging own assumptions and offering different perspectives to new situations/learning/language
- establishing a deeper understanding of diversity and reflecting on what own experience of linguistic and cultural diversity means for them

Understanding

Systems of language

5.16 Notice, explore and imitate variation in phonological and orthographic aspects of colloquial German, such as the use of contractions, for example, Ich hab keine Lust or Mach’s gut! [Key concepts: context, clause, rhythm; Key processes: analysing, imitating, experimenting]

- analysing and comparing the use of contractions in English and in German
- creating, performing and comparing two versions of the same dialogue, one containing contractions and ellipsis and another containing the full linguistic forms
- applying appropriate pauses in a long complex sentence to enhance meaning

5.17 Develop and use grammatical rules with increasing accuracy and flexibility for the purposes of narration, description, persuasion, argument and exposition. [Key concept: genre; Key processes: analysing, experimenting, connecting]

- specifying and describing people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, Jedes deutsche Kind isst gern Kartoffelpuffer; Ich habe mit meinem neuen Lehrer große Probleme
• recognising instances of the genitive case and understanding its function to indicate possession and using the more common ‘von + dative case + noun’ as an alternative

• noticing that relative pronouns are usually the same as definite articles and understanding the difference in function, for example, Der Mann, der am Tisch sitzt, ist Koch

• using the impersonal pronoun man, for example, Hier darf man nicht rauchen

• describing past, present and future actions using:
  o common reflexive verbs, including reflexive verbs with dative reflexive pronoun and noun direct object, for example, Ich wasche mir die Hände
  o transitive and intransitive verbs
  o modal verbs
  o irregular verbs

• describing plans and aspirations using werden and a single infinitive, for example, In der Zukunft werde ich mehr Sport treiben

• giving instructions to peers and adults, for example, Sei/Seid/Seien Sie willkommen!

• modifying meaning through the use of adverbs and adverbial phrases, for example, Das haben sie schon gemacht; L�uft so schnell wie mщglich zum Supermarkt!

• indicating contradiction using doch

• using subject-verb inversion formulaically

• connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses, and noticing the word order, for example, Um Geld zu haben, muss man einen Job finden; Entweder werde ich Klempner oder Elektriker; Der Salat, den Uli mitgebracht hat, ist weg

• understanding and noticing 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?; Was fur Zukunftsplйne hast du?

• noticing and experimenting with abbreviated forms such as common da- and wo(r)- constructions, for example, Was machst du damit?; Wozu haben wir Regeln?

• understanding and using the common prepositions accurately with regard to case and meaning, including a limited range of common idiomatic prepositional phrases, for example, Meine Eltern sind mit 21 aus Deutschland ausgewandert; Sie denkt oft an ihre Kindheit

• using a range of expressions for indefinite quantities, for example, einige, manche, mehrere
5.18 Use their knowledge of text structure and organisation strategically in the comprehension and production of a range of German texts. [Key concepts: genre, connections; Key processes: predicting, analysing, reconstructing]

- drafting a written text using the structural headings of the text type as a planning tool
- using knowledge of text types and their purpose to predict the meaning of unfamiliar vocabulary
- understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (an editorial, a blog)

5.19 Use German metalanguage to describe, compare and contrast important aspects of the German and English language systems. [Key concepts: technical language connections, function; Key processes: defining, comparing, analysing]

- creating a list of important grammatical terms and providing a simple definition for each
- using knowledge of an aspect of German grammar such as adjectives to classify and analyse a writer’s representation of a character, place or event
- comparing a common feature of grammar in German and English, such as the construction of a past tense, using a Venn diagram, for example, overlap in the use of the auxiliary haben/’have’ in constructing the perfect tense
- creating and explaining the use of an imaginary machine which performs a grammatical function such as transforming present tense utterances into their perfect tense forms
- using a grammar reference tool written in German

Variability in language use

5.20 Identify and use variable linguistic features of German in a range of texts, for example, using contractions and slang in an informal conversation or email, and applying key features such as appropriate layout and structure, formal register and embedded clauses in a job application letter. [Key concepts: register, variation, place, activity, values, constraints and possibilities]

- listening to and/or viewing excerpts of authentic German conversations, noting examples of contractions and analysing the contexts and impact of their use
- listening to spoken texts that demonstrate different regional dialects and accents, identifying some key differences (such as in pronunciation and intonation, lexical items and syntax) and reflecting on the use of dialects in formal and informal contexts
- using appropriate register and conventions to produce spoken or written texts for real and simulated situations, such as a job interview or an email complaining about faulty goods
Language awareness

5.21 Explore and reflect on the relationship between language(s) and power, considering for example how language can be used to include or exclude, to persuade, and to resolve or escalate conflict. [Key concepts: conflict, power, politeness; Key processes: comparing, role-playing, analysing]

- collecting samples of offensive language in English and German and considering their ‘translatability’, for example, Du dumme Kuh!; Er ist bekloppt
- role-playing situations of potential conflict involving an apology and acceptance of an apology, such as complaining about poor service or faulty goods, or apologising for forgetting someone’s birthday
- discussing a contentious issue and expressing agreement or disagreement, for example, Ich bin nicht damit einverstanden; Das stimmt nicht ganz; Spinnst du?
- discussing naming conventions and how they can be used to include or exclude people, such as different words for the same entity (for example, boat person/foreigner/immigrant/refugee/queue jumper) or use of titles or first names, for example, Herr Doktor Schmidt, Herr Schmidt, Georg

Role of language and culture

5.22 Analyse how language use and culture reflect and construct relationships, practices and attitudes, including notions in German related to education, social equality, national identity and commitment to world peace. [Key processes: analysing, reflecting, cultural analysis]

- identifying specific expressions related to cultural concepts, for example, Ausbildung/Erziehung; Nationalismus/Heimat
- describing and challenging stereotypes such as those related to Ausländer in German-speaking countries and those within Germany, for example, Nord–Süd/Ost–West identity
- analysing how language reflects cultural practices, beliefs and attitudes, such as social and political engagement through the relationships between German-speaking countries and the European Union, in particular with regard to regional, national and supranational identity

5.23 Reflect on and document intracultural development, evaluating how attitudes may have changed over time as a result of intercultural experiences, and examine own willingness to take responsibility to achieve mutual understanding. [Key concepts: values, change; Key processes: analysing, reflecting, documenting]

- reflecting on and describing intercultural learning, for example, Früher dachte ich als Australier/-in, dass …; Jetzt verstehe ich, wie …
- evaluating and monitoring changes in perspective when communicating in a different language
- reflecting on how language choices might be interpreted by German speakers and making adjustments to help convey intended meaning, for example, more often using du/wir/sie or (alle) Leute rather than the generalised pronoun man or
a passive construction, the equivalents of which are more commonly used in English.

**Years 9 and 10 (Level 4) Achievement standard**

By the end of Level 4, students use spoken and written German to interact with a wide range of peers and adults in the domains of school and broad local and global communities. They understand, participate in and create linguistically complex German texts related to their past, present and future worlds and those of youth in German-speaking contexts, for example, concerning relationships, the world of work, future aspirations, the environment, diversity and inclusivity. Students use German to initiate, sustain and extend interactions. They strengthen relationships, for example, through seeking and giving advice (*Was meint ihr, sollen wir bleiben?*), describe aspirations (*Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich Betriebswirtschaft studieren*), and investigate local and global issues to inform their opinions, including arguing for changes in attitude and behaviour. Students discuss and negotiate expected roles and outcomes, make recommendations and complaints, negotiate resolutions to disagreements and evaluate their learning experiences (*Wir haben fast alle unsere Lernziele für das Halbjahr erreicht*).

Students generate original language in familiar and unfamiliar contexts. They specify and describe people, places and objects by applying knowledge of the case system (nominative, accusative, dative) to articles, common demonstratives and possessives followed by adjectives (*Ich habe mit meinem neuen Lehrer große Probleme*), also recognising and understanding the function of the genitive case. They describe past, present and future events and aspirations in complex sentences using a wide variety of regular and irregular verbs, including modal, separable and inseparable, and common reflexive verbs. Students modify meaning through the use of adverbs and adverbial phrases (*Das haben sie schon gemacht; Lauft so schnell wie möglich zum Supermarkt!*), and connect and contrast ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses (*Um Geld zu haben, muss man einen Job finden; Der Salat, den Uli mitgebracht hat, ist weg*). Students explore and express how significant people, places and events contribute to personal identity. They develop their capacity to act as cultural mediators through analysing ideas, information and values, for example, creating a bilingual text about safe travel in the Australian outback or explaining the significance of Anzac Day or *Ausbildung*/*Erziehung*.

Students analyse and explain grammatical patterns and apply grammar, punctuation and spelling rules to gain meaning from, translate and create a wide range of linguistically challenging texts (*Bericht, Computerspiel*) for purposes such as argument, description, entertainment, exposition, narration and persuasion. They use their knowledge of the interrelationship between audience, context, purpose and text type to gain meaning from, craft and manipulate German texts, such as adapting a text to a different text type or evaluating and synthesising information from diverse perspectives. In their interactions they demonstrate intercultural capabilities, making and justifying linguistic choices based on multiple considerations, including features of text types, register and regional/national variation. Students use English to discuss the relationship between language and power, considering for example how language can be used to include or exclude, such as using different words for the same person (*Herr Doktor Schmidt/Herr Schmidt/Georg*). They describe and problematise stereotypes, such as those related to ‘foreigners’ and asylum...
seekers in German-speaking countries and in Australia. Students discuss in English and/or German how their language choices might be interpreted by German speakers and make adjustments to help convey intended meaning, for example, using the generalised pronoun man or a passive construction rather than du/wir/sie or (alle) Leute, the equivalents of which are more commonly used in English. They also reflect on how cultural practices, values and body language may be interpreted, for example, personal and family habits and behaviours such as showering daily or not turning off lights when leaving a room. Students challenge their own assumptions about new ideas and experiences, reflecting on and describing their intercultural learning (Früher dachte ich als Australier/-in, dass …; Jetzt verstehe ich, wie …), for example, following the viewing of a film or television program related to Ausbildung/Erziehung or Nationalismus/Heimat, or a partner-school joint project or student exchange.
## Communicating

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<tr>
<td>Interact with teacher and peers to exchange greetings, good wishes and factual information about self; introduce themselves and others; name and briefly describe friends, family members and familiar objects; express likes and dislikes; and make simple requests. [Key concepts: identity, relationship, family, celebration]</td>
<td>Interact with teacher, peers and children of the same age in German-speaking contexts to build friendships and exchange information about self, family, home, interests and feelings. [Key concepts: identity, communication, family]</td>
<td>Interact with peers and adults to express feelings, ideas and opinions as well as factual information related to home, school, interests and experiences. [Key concepts: emotions, communication, routines, leisure]</td>
<td>Initiate and sustain interactions with peers and adults by seeking and offering ideas, thoughts and feelings related to school, community and travel, offering some explanation or reason. [Key concepts: education, media, social change]</td>
<td>Initiate, sustain and extend interactions (including those with less familiar adults) related to seeking and giving advice, describing aspirations, strengthening relationships, and expressing opinions on local and global issues. [Key concepts: youth issues, relationships, work, environment]</td>
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<td>Follow and respond to instructions for activities, games and classroom routines, such as for opening and closing lessons. [Key processes: greeting, following instructions, participating, thanking]</td>
<td>Develop classroom language, for example, asking questions, seeking clarification, asking/explaining how to say something in German, commenting simply on own ability to understand, or apologising for absence/lateness. [Key processes: participating, clarifying, commenting]</td>
<td>Use classroom language to plan and carry out learning activities, for example, creating shared class rules. [Key processes: planning and participating, negotiating, making decisions]</td>
<td>Participate in classroom activities, giving and following instructions and advice, suggesting, asking questions to clarify purpose, and reflecting on ways of thinking and learning. [Key processes: participating, giving and following instructions, advising, describing]</td>
<td>Extend classroom language to initiate and sustain interactions with peers and adults, for example, discussing and negotiating expected roles and outcomes, and evaluating learning experiences. [Key processes: initiating, discussing, negotiating, evaluating, justifying]</td>
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| Engage in activities such as songs, rhymes, games and performances, and contribute to the planning of group events.  
[Key processes: speaking, performing, planning and participating, inviting] | Plan, participate in and report on shared class experiences such as news and information sessions, cooking, craft, science activities, and performances.  
[Key processes: informing, explaining, planning and participating, following instructions] | Plan and complete a range of tasks, make arrangements and negotiate with peers to take individual and/or collective action.  
[Key processes: discussing, making decisions and arrangements, negotiating] | Contribute to collaborative planning of class and community events and projects, considering options and negotiating arrangements.  
[Key processes: investigating, reporting, expressing opinion, justifying, persuading] | Investigate and report on matters related to the community, environment and work, and argue for a course of action, persuading peers and adults to change their opinion and/or behaviour.  
[Key processes: investigating, reporting, expressing opinion, justifying, persuading] |
| Participate in structured situations with teacher and peers to carry out simple transactions, take turns and engage in fair play.  
[Key processes: participating, taking turns] | Participate in guided situations and online simulations to carry out simple transactions related to routines, social world, needs and interests.  
[Key processes: participating, transacting] | Participate in simple spoken and online transactions to purchase goods and services.  
[Key processes: participating, transacting, expressing preferences] | Participate in spoken and written transactions related to purchasing goods and services,  
[Key processes: participating, transacting, negotiating, commenting] | Participate in spoken and written transactions such as making applications, complaints and recommendations, and negotiating a resolution to disagreements.  
[Key processes: participating, transacting, complaining, recommending] |
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<th>Foundation to Year 2</th>
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### Obtaining and using information

#### Identify topic, gist and main points of factual information in simple shared texts relating to self, peers and family members.
- **Key processes:** listening/reading for gist, identifying, understanding, ordering/matching; **Key text types:** announcement, photo captions, survey, map, table, instructions

#### Locate and record specific points of information from simple spoken and written texts relating to own and others' social and natural worlds.
- **Key processes:** locating, understanding, recording, describing; **Key text types:** survey, interview, letter, brochure, documentary

#### Listen to, view and read a range of digital and print texts to access, interpret and record factual information, feelings and opinions in spoken and written form.
- **Key processes:** processing visual information, recording, interpreting, transposing; **Key text types:** report, article, blog, letter, documentary

#### Access and analyse factual information, feelings and opinions from texts on a particular topic, such as youth issues across time and contexts.
- **Key processes:** analysing, comparing, connecting; **Key text types:** advertisement, article, blog, brochure, television program

#### Construct simple shared and individual spoken and written texts about peers, their families, the immediate environment and other familiar topics.
- **Key processes:** using, tabulating, representing

#### Present in modelled spoken and written texts factual information relating to own and others' social and natural worlds.
- **Key processes:** using, presenting, writing, representing, categorising

#### Reorganise and present factual information and opinions in different modes and familiar text types appropriate to audience and purpose.
- **Key processes:** reorganising, transposing, selecting

#### Summarise and convey key ideas, information and views, applying conventions of a range of text types appropriate to audience, context and purpose.
- **Key processes:** summarising, applying; **Key text types:** advertisement, poster, magazine article, website

#### Collate, compare and evaluate information on topical issues in spoken and written texts from diverse perspectives, identifying the role of culture, setting and perspective.
- **Key processes:** collating, comparing, evaluating; **Key text types:** podcast, blog, YouTube clip, magazine article

#### Synthesise, evaluate and convey ideas, information and views from multiple sources, including the German media or other nonfiction texts, considering the role of audience, context and purpose.
- **Key processes:** synthesising, evaluating
| Foundation to Year 2  
| (Level 1) | Years 3 and 4  
| (Level 1) | Years 5 and 6  
| (Level 2) | Years 7 and 8  
| (Level 3) | Years 9 and 10  
| (Level 4) |

### Responding to and expressing imaginative experience

| Foundation to Year 2  
| (Level 1) | Years 3 and 4  
| (Level 1) | Years 5 and 6  
| (Level 2) | Years 7 and 8  
| (Level 3) | Years 9 and 10  
| (Level 4) |

**Comprehend short imaginative texts, demonstrating understanding through movement, performance, drawing and shared reading, and collaboratively summarising text.**

[Key concepts: imagination, character, setting; Key processes: enacting, choral reading; Key text types: song, rhyme, chant, picture storybook, children's television program]

**Comprehend imaginative texts, demonstrating understanding in a variety of non-verbal and verbal ways, including by independently producing a short, scaffolded summary.**

[Key concepts: imagination, character, setting; Key processes: enacting, re-creating; Key text types: song, poem, fairy tale, picture storybook, children's television program]

**Identify key elements or events in a range of age-appropriate texts, including stories, fables, and cartoon and film segments, to show understanding and share reactions to the characters and events.**

[Key concepts: plot, character, emotion; Key processes: expressing, describing, recounting; Key text types: song, poetry, film, children's literature]

**Summarise or reinterpret the content of imaginative texts or excerpts to demonstrate understanding, and express feelings and opinions about key messages, characters and events, making connections with own experience.**

[Key concepts: plot, character, emotion; Key processes: expressing, evaluating, recounting; Key text types: interview, song, letter, television guide entry, television episode]

**Engage with a variety of imaginative texts in order to understand the main ideas, values and attitudes, discussing issues and themes arising from the texts and using evidence from the texts to support their views.**

[Key concepts: imagery, metaphor, emotion; Key processes: expressing, analysing, evaluating, comparing; Key text types: film critique, short story, novel excerpt, poem]

**Express imaginative experiences through using early literacy tools including role-play, mime, drawing, oral discussion, and scaffolded writing activities.**

[Key concepts: imagination, emotions; Key processes: performing, discussing; Key text types: song, rhyme, photos, picture storybook, children's television program]

**Reflect own imaginative experiences through performance, discussion and non-verbal ways and by participating in shared writing activities or by using modelled writing frames.**

[Key concepts: imagination, emotions; Key processes: performance, discussion; Key text types: song, rhyme, photos, picture storybook, map, timeline]

**Modify, adapt or reinterpret an aspect of a familiar text to create a piece of text reflecting own imaginative experience.**

[Key concepts: imagination, emotions; Key processes: performing, discussing, interpreting, experimenting; Key text types: lyric, poem, illustration, photo story, interview, diary entry]

**Write, reinterpret or perform a short piece or section of imaginative text.**

[Key concepts: imagination, emotions; Key processes: performing, discussing, interpreting, experimenting; Key text types: song, poem, storybook]

**Create texts in a variety of forms expressing or responding to an imaginative experience, including aspects of literary analysis.**

[Key concepts: imagination, humour; Key processes: transforming, identifying, analysing; Key text types: poem, song, essay, graphic organiser]
| Foundation to Year 2  
(Level 1) | Years 3 and 4  
(Level 1) | Years 5 and 6  
(Level 2) | Years 7 and 8  
(Level 3) | Years 9 and 10  
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<td><strong>Moving between/translating</strong></td>
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| Notice that different people use different codes to communicate and recognise that German and English share many cognates (that is, many words are similar).  
[Key concepts: communication, interconnections] | Notice that German and other languages may have similar names (such as those for places and animals) and terms, which may be pronounced and/or written differently.  
[Key concepts: similarities, differences] | Recognise that there are not always equivalent expressions for cultural items specific to a community, and notice when one language fits more readily in a particular context.  
[Key concepts: culture, equivalence] | Recognise that words and meanings may not always correspond across languages, and explain possible reasons for this.  
[Key concepts: culture, equivalence] | Reflect on the experience of moving between languages and cultures, identifying challenges and adjustments required.  
[Key concepts: sensitivity and empathy, taboo] |
| Share with peers and family what they can say in German and explain different words and expressions, moving between languages depending on the audience.  
[Key processes: interpreting, explaining] | Explain to peers and family aspects of German language and culture such as a rhyme, poem or song, the different regional greetings and other lexical items.  
[Key processes: interpreting, explaining] | Explain and answer questions about aspects of language and culture for family or peers, in a variety of contexts.  
[Key processes: interpreting, explaining] | Interpret and/or translate for friends or visitors terms associated with German and/or Australian culture, such as texts, events and celebrations, explaining values and traditions reflected in the language.  
[Key processes: interpreting, translating, explaining, referencing] | Interpret and/or translate and explain German texts, identifying culture-specific aspects.  
[Key processes: interpreting, translating, explaining, referencing] |
| Create bilingual/multilingual texts such as labels, posters, class word lists and dictionaries.  
[Key processes: writing, translating] | Create and maintain bilingual/multilingual texts.  
[Key processes: writing, translating] | Create bilingual texts such as photo stories, signs and notices, and explain differences in meanings, considering what does not translate easily and suggesting reasons for this.  
[Key processes: writing, translating, explaining, considering validity of different meanings] | Create customised tools to assist comprehension of German texts for non-German speakers, comparing and evaluating different approaches to translation, including print glossaries and online translators.  
[Key processes: comparing, evaluating] | Create texts which reveal aspects of Australian culture and language for German-speaking audiences.  
[Key processes: explaining, referencing] |
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<td>Reflect on how individual and group identity is constructed within the school community and create written or spoken texts, which describe those school-based identities. [Key concepts: self, family, friends, celebration; Key processes: comparing, describing, discussing; Key text types: photos, pictures, signs]</td>
<td>Reflect on how personal identity is constructed within the family context, and create written or spoken texts, which describe family relationships and other features, including cultural heritage. [Key concepts: self, family, generations, celebrations; Key processes: interviewing, discussing, describing; Key text types: photo, map, poster]</td>
<td>Explore and express individual identity through spoken or written texts, reflecting on the importance of features such as physical appearance, personal qualities, likes and dislikes, interests and skills. [Key concepts: self, values; Key processes: interviewing, discussing, describing; Key text types: profile, photo, poster, letter, survey]</td>
<td>Explore and reflect on the reciprocal nature of identity and the notion of an individual expressing multiple identities in different settings. [Key concepts: self, values, representation; Key processes: observing, discussing, analysing; Key text types: television excerpt, photo, email, role-play]</td>
<td>Explore and express how significant people, places and events influence and contribute to personal identity. [Key concepts: self-reflection, values, change; Key processes: interviewing, discussing, analysing; Key text types: documentary, photo, autobiography, biography]</td>
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(Low 1) | Years 5 and 6  
(Low 2) | Years 7 and 8  
(Low 3) | Years 9 and 10  
(Low 4) |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Monitor learning in a new language and culture as a journey in which progress should be celebrated.  
[Key concepts: journey, time, celebration; Key processes: measuring, discussing, comparing] | Reflect on the process of learning German, identifying similarities and differences with learning a first language and other subjects or skills.  
[Key concepts: learning, family, chronology; Key processes: interviewing, discussing, describing, connecting; Key text types: interview, audio/visual recording, poster, Venn diagram] | Reflect on what aspects make the German and English languages difficult or easy to learn and what that means for them as learners.  
[Key concepts: learning, self, chronology; Key processes: interviewing, discussing, describing, connecting; Key text types: interview, recording, debate, language passport] | Reflect on and problematise own sense of personal identity and the use of more than one language.  
[Key concepts: learning, self, perceptions, gender; Key processes: analysing, discussing, empathising, connecting; Key text type: poster] | Explore and express their emerging ability to act as cultural mediators between German speakers and Australians.  
[Key processes: explaining, connecting; Key text types: itinerary, film clip, guidebook entry] |

| Reflecting on intercultural language use |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Notice and describe how using German may look and feel similar or different to own language and culture.  
[Key concepts: communication, respect; Key processes: noticing, comparing] | Identify similarities and differences between German and English, noticing how culture influences aspects of communication such as politeness, etiquette and values.  
[Key concepts: politeness, etiquette; Key processes: comparing, connecting] | Describe how new language and ways of interacting related to cultural practices and views might be embraced or rejected, and suggest any adjustments to own communication that might be necessary.  
[Key concepts: reaction, strangeness; Key processes: monitoring, suggesting] | Participate in intercultural experiences in familiar settings, being aware of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.  
[Key concepts: agreement, disagreement, comfort, discomfort; Key processes: noticing, reflecting, adjusting] | Participate in intercultural experiences in diverse settings, being aware of audience and taking responsibility for shared understanding by considering the role and impact of own language and culture.  
[Key concepts: impact, reciprocity; Key processes: questioning assumptions, evaluating, taking responsibility] |
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<td>Identify own language and culture and notice how these impact on how we communicate with others who may or may not share the same language and culture. [Key concepts: language, culture; Key processes: noticing, describing; Key text types: discussion, annotation]</td>
<td>Notice ways in which own understanding and language use are related to cultural values and practices. [Key concept: connections; Key processes: noticing, making connections; Key text types: description, profile, story, presentation]</td>
<td>Identify how own culture impacts on language used with German speakers and how this may enhance or inhibit understanding. [Key concepts: interrelationship, impact; Key process: text analysis; Key text types: class learning log, discussion]</td>
<td>Experiment with new language, noticing how German is understood in relation to own language, and using metalanguage to monitor and reflect on interactions and reactions of self and others. [Key concepts: self-awareness, assumptions, reciprocity; Key processes: identifying, questioning, reflecting; Key text types: discussion, dialogue, journal]</td>
<td>Evaluate role of own language and culture in limiting or enhancing meaning in intercultural exchanges, analysing responses and reactions of others and questioning own assumptions, attitudes and practices. [Key concept: reciprocity; Key processes: self-reflection, analysing, challenging, evaluating; Key text types: interview, journal, learning log, portfolio]</td>
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<td><strong>Systems of language</strong></td>
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<td><strong>Notice and imitate distinctive sounds of spoken German such as ch, u, r and z, and understand the relationship to the written form.</strong> [Key concepts: pronunciation, intonation; Key processes: imitating, sounding out, making connections; Key text types: song, alphabet book, game, puzzle]</td>
<td><strong>Recognise and apply in different sentence types, key features of intonation and pronunciation, including short and long vowels, and encode/decode German words involving Umlaut and Eszett.</strong> [Key concepts: pronunciation, intonation; Key processes: rehearsing, making connections]</td>
<td><strong>Articulate and apply basic German spelling and punctuation rules, including the capitalisation of nouns and the optional division of clauses in compound sentences with a comma.</strong> [Key concepts: writing systems, punctuation; Key processes: analysing, making connections, comparing]</td>
<td><strong>Use German punctuation rules, including capitalisation to distinguish personal pronouns Sie/sie and quotation marks for direct speech.</strong> [Key concepts: writing systems, punctuation; Key processes: analysing, making connections, comparing]</td>
<td><strong>Notice, explore and imitate variation in phonological and orthographic aspects of colloquial German, such as the use of contractions, for example, Ich hab keine Lust or Mach’s gut!</strong> [Key concepts: context, clause, rhythm; Key processes: analysing, imitating, experimenting]</td>
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<td><strong>Notice grammatical patterns, formulate and apply rules, and adapt modelled structures to identify and describe people and objects in the family and school domains, as well as important events in the life of a young child.</strong> [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]</td>
<td><strong>Notice grammatical patterns, formulate and apply rules, and adapt modelled structures, for example, to describe relationships, animals and their habitats, and some past and present actions.</strong> [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]</td>
<td><strong>Notice grammatical patterns, formulate and apply rules, and adapt modelled structures to situate people, objects and events in time and place.</strong> [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]</td>
<td><strong>Notice grammatical patterns, and formulate and apply rules to specify and describe people, objects and places, to describe and sequence events, and to qualify opinions.</strong> [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]</td>
<td><strong>Develop and use grammatical rules with increasing accuracy and flexibility for the purposes of narration, description, persuasion, argument and exposition.</strong> [Key concept: genre; Key processes: analysing, experimenting, connecting]</td>
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<td>Notice similarities and differences between different types of text, and discuss which features characterise some common text types and what the function of the features might be. [Key concepts: structure, connections, function; Key processes: noticing, making connections, hypothesising; Key text types: song, rhyme, poem, picture storybook, songbook, fable, greeting card]</td>
<td>Discuss the purposes of key texts encountered in class and how particular features characterise and facilitate that purpose. [Key concepts: structure, connections, function; Key processes: analysing, comparing, hypothesising; Key text types: calendar, recipe, fairy tale, map, advertisement]</td>
<td>Recognise that different types of texts, such as narratives, recounts and procedural texts, can take different forms, and explore the reasons for and consequences of this. [Key concepts: structure, connections, function; Key processes: analysing, comparing, hypothesising; Key text types: song clip, poem, survey, advertisement]</td>
<td>Recognise the interrelationship between text type, language choice, audience and purpose, and the role culture plays in the creation and interpretation of text. [Key concepts: structure, connections, function; Key processes: analysing, comparing, hypothesising; Key text types: weather report, interview, email, advertisement]</td>
<td>Use their knowledge of text structure and organisation strategically in the comprehension and production of a range of German texts. [Key concepts: genre, connections; Key processes: predicting, analysing, reconstructing]</td>
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<td>Develop a German metalanguage to discuss letters, sounds and words, and some of their features. [Key concepts: technical language connections, function; Key processes: noticing, making connections, hypothesising, discussing; Key text types: alphabet cards, alphabet book, game, puzzle]</td>
<td>Use German metalanguage to identify and characterise different sentence types and functions, such as asking for information (a question) or instructing someone to do something (a command). [Key concepts: metalanguage connections, function; Key processes: noticing, making connections, hypothesising, discussing]</td>
<td>Use German metalanguage to name and state the functions of some basic grammatical features and parts of speech. [Key concepts: technical language connections, function; Key processes: noticing, making connections, hypothesising, discussing]</td>
<td>Understand and use German metalanguage to describe the function of the main parts of speech. [Key concepts: technical language connections, function; Key process: defining]</td>
<td>Use German metalanguage to describe, compare and contrast important aspects of the German and English language systems. [Key concepts: technical language connections, function; Key processes: defining, comparing, analysing]</td>
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<td>Recognise that in German, just as in English, there are different ways of speaking to different people at different times, for example, forms of address and greetings. [Key concepts: register, variation, time]</td>
<td>Understand that the language of a spoken or written exchange varies according to the participants, purpose and text type. [Key concepts: register, variation, place]</td>
<td>Recognise and use some of the common variable linguistic features of German which are affected by audience and context, and different etiquette for answering the family landline or own mobile phone. [Key concepts: register, variation, place, activity]</td>
<td>Identify and use linguistic features of German which vary according to audience, context and purpose, in familiar spoken and written texts, for example, using abbreviations and slang in an email or text message to a friend. [Key concepts: register, variation, place, activity, values]</td>
<td>Identify and use variable linguistic features of German in a range of texts, for example, using contractions and slang in an informal conversation or email, and applying key features such as appropriate layout and structure, formal register and embedded clauses in a job application letter. [Key concepts: register, variation, place, activity, values, constraints and possibilities]</td>
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<td><strong>Language awareness</strong></td>
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<td>Recognise that everyone uses at least one language but that many people use more than one, and explore why people might want or need to speak more than one language. [Key concepts: relationship, interconnections; Key processes: noticing, enquiring, discussing; Key text types: map, photo, interview]</td>
<td>Reflect on specific aspects of the function of language, exploring questions such as why we greet people and apologise, and what role language and culture play in naming people. [Key concepts: relationships, power, connections; Key processes: enquiring, analysing, comparing, code switching]</td>
<td>Consider the question of why people have language, identify the broad general functions of language, and compare and contrast the different modes people have at their disposal to express personal meaning. [Key concepts: structure, connections, function; Key processes: observing, interpreting, analysing, comparing, hypothesising]</td>
<td>Explore the role of language in establishing and maintaining social relationships. [Key concepts: relationships, values, politeness; Key processes: analysing, comparing, role-playing, investigating]</td>
<td>Explore and reflect on the relationship between language(s) and power, considering for example how language can be used to include or exclude, to persuade, and to resolve or escalate conflict. [Key concepts: conflict, power, politeness; Key processes: comparing, role-playing, analysing]</td>
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<td><strong>Role of language and culture</strong></td>
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| Notice that the way people use language relates to where and how they live, and what they value.  
[Key concepts: norm, culture; Key processes: observing, comparing] | Recognise that some language, such as cultural references in texts, relates to culture-specific ideas and values.  
[Key concepts: values, beliefs; Key processes: exploring, discussing] | Understand that language use reflects stereotypes and generalisations about people and culture, such as ideas about gender, politeness, values and religion.  
[Key concepts: stereotype, assumptions] | Explore and make connections between the way language and culture shape intercultural language use, examining how words, actions and expressions reflect German cultural values such as individual rights, shared social responsibility and respect for the environment.  
[Key concept: interconnection of language and culture; Key processes: reflecting, analysing] | Analyse how language use and culture reflect and construct relationships, practices and attitudes, including notions in German related to education, social equality, national identity and commitment to world peace.  
[Key processes: analysing, reflecting, cultural analysis] |
| Develop ways to notice own culture and how it shapes own language use, and how this might be understood from a German perspective.  
[Key concepts: culture, perspective; Key processes: reflecting] | Recognise that own language use and ways of communicating carry culture-specific ideas that will need to be modified or explained to make sense from a German speaker’s perspective.  
[Key concept: stereotype; Key processes: acknowledging alternatives, adapting] | Consider how stereotypes and attitudes related to language and culture may impact on reactions and meanings that are made in intercultural experiences.  
[Key concept: stereotype; Key processes: analysing, questioning] | Reflect on intracultural development, examining attitudes and comfort/discomfort in experimenting with new language, and evaluating how own interactions might be perceived from a German perspective.  
[Key concepts: cultural norms, perspectives, reciprocity; Key processes: comparing, developing reflective metalanguage] | Reflect on and document intracultural development, evaluating how attitudes may have changed over time as a result of intercultural experiences, and examine own willingness to take responsibility to achieve mutual understanding.  
[Key concepts: values, change; Key processes: analysing, reflecting, documenting] |
Australian Curriculum: Languages

German

Draft Years 7 to 10 (Year 7 Entry) Sequence

May 2013

http://consultation.australiancurriculum.edu.au
Years 7 and 8 (Level 1) Band description

Learners in Years 7 and 8 are typically commencing their learning of German in transition to post-primary education. This transition involves social and academic demands that coincide with a period of maturational and physical change. Learners may be adjusting to a new school culture, with more teachers and subjects as well as a more complex timetable with greater division between curriculum areas. Learners at this level embrace a more rigorous, academic approach to learning. They may find themselves in a class with peers who have a range of previous learning experience of German and/or other languages. Due recognition of this prior experience through a differentiated approach to teaching and encouraging learners to make connections between languages, responds to and builds on this diversity.

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

Learners listen to, read, view and interact with a growing range of simple texts for a variety of purposes (social, informational, transactional, imaginative, expressive). They apply learnt processing strategies, drawing on their vocabulary and grammatical knowledge and understanding of text conventions and patterns to decode texts. They plan, create and present short, simple informative and imaginative texts (for example, personal profiles, letters, timetables, poetry, songs/raps, blogs, advertisements, reports, journal entries). They participate in role-plays, discussions, games, experiential activities and competitions. Learners use their developing knowledge of core German vocabulary and basic grammar with increasing confidence, building skills to draft and edit texts. They are supported to use German as much as possible and to develop increasing autonomy as language learners and users.

Learners express and reflect on individual identity, making observations about the relationship between language and culture. They begin to identify cultural references in texts and consider how language frames and communicates perspectives and values, and determines how people, issues and circumstances are represented. They make comparisons between German, English and other languages they know, focusing on similarities and differences involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as language learners. Much of this discussion and reflection is necessarily carried out in English, but learners at this level are able to express some ideas in German.
Years 7 and 8 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Socialise and interact with teacher and peers to exchange greetings, good wishes and factual information about self, family, home, school and interests, and compare likes and dislikes. [Key concepts: identity, relationship, community]

- using formulaic expressions for simple greetings, politeness and wishes appropriate to the time of day or event, for example, Guten Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Ostern! Guten Appetit!
- introducing self and others, for example, Ich heiße … und du? Das ist …; Ich bin … Jahre alt. Ich wohne in …, ich komme aus …
- expressing relationship to people and possessions, for example, Das ist meine Freundin/mein Handy
- expressing likes and dislikes in relation to topics such as food, interests and leisure activities, for example, Ich mag …; Meine Lieblingsband heißt …
- exchanging information with peers and adults about daily routine, for example, how they get to school
- sharing and comparing information about interests with classmates and other German-speaking teenagers (for example, in an e-pal project), considering such differences as seasons, length of school day, and national and regional preferences
- using ICT to compose a message to a peer, expressing how they are feeling, for example, Hallo Tim! Es geht mir nicht gut. Ich bin krank

1.2 Follow and respond to instructions for classroom activities, and develop classroom language. [Key processes: following instructions, participating, clarifying, commenting]

- asking for something, for example, Ich möchte …, bitte
- responding with actions/gestures to questions such as Wo ist …? and instructions such as Steht auf! and Alle zusammen!
- posing questions to find out details of task or expressing lack of knowledge, for example, Welche Seite?; Wie sagt man das auf Deutsch?; Ich verstehe das nicht; Entschuldigung, ich war bei Frau…
- indicating whose turn it is, for example, Sie ist dran
- asking for assistance or permission, for example, Hilfe, bitte!; Darf ich?
1.3 Participate in shared class experiences such as games, songs, performances, cooking and craft activities, and carry out spoken and written exchanges, for example, to make arrangements. [Key processes: following instructions, performing, planning and participating, inviting, accepting, declining]

- playing games such as Leute-Lotto, Mäxchen and Stadt, Land, Fluss
- saying tongue twisters and short poems
- role-playing making an arrangement with a friend to go out, for example, Ich gehe am Samstag zum Fußball. Kommst du mit?
- composing a short message declining an invitation, for example, Liebe/r X, danke für deine Einladung. Ich kann am Freitag nicht mitkommen. Ich habe Basketballtraining
- following a model to create own text, such as writing key information on an invitation or program for a class celebration or performance (Wann? Was? Wer? Wo?)
- making and playing a vocabulary game such as Domino, Memory or Quartett
- producing and sharing an alphabet or number book for a younger audience
- following procedures and instructions together, for example, using a recipe in German to make Kartoffelpuffer

1.4 Participate in guided situations and online simulations to carry out simple transactions to purchase goods and services. [Key processes: participating, transacting, expressing preferences]

- participating in real or simulated situations, such as buying food, for example, Ich nehme ein Käsebrötchen; Was kostet ein Eis?; Das macht 6,50 Euro
- identifying different currencies and their relative values, for example, converting Euro or Schweizer Franken into Australian dollars

Obtaining and using information

1.5 Locate and record topic, gist and specific points of factual information in simple spoken and written texts relating to own world and that of teenagers in German-speaking contexts. [Key processes: listening/reading for gist and details, locating, understanding, recording, describing, ordering/matching; Key text types: photo captions, survey, map, table, interview, letter, blog]

- compiling a list of questions and interviewing a German speaker (for example, a visiting exchange student) about family, home, interests and abilities
- researching details about German cars and creating a profile for a hypothetical buyer including Marke, Baujahr, Bauort, Farben, Preis, Geschwindigkeit
- participating in shared and independent reading of a simple digital text with information about lifestyles in German-speaking countries, for example, related to homes, schools, leisure activities, climate and geography
1.6 Present factual information in modelled spoken and written texts relating to own world and that of teenagers in German-speaking contexts. [Key processes: using, presenting, tabulating, writing, representing, categorising]

- presenting in *Steckbrief* format responses from an interview with a visiting German speaker
- recording, comparing and representing statistics related to German-speaking countries and Australia, for example, population and size, daily temperatures, number and type of dwellings
- completing a German school timetable based on information from a text such as an interview or letter, and comparing this with own timetable
- collecting and categorising examples of products or use of German around them, for example, Volkswagen car ads on television
- analysing and presenting the results of a class survey, for example, graphs showing the range of leisure activities in the class or favourite cars

**Responding to and expressing imaginative experience**

1.7 View, listen to, perform and/or read a range of short imaginative texts, and show understanding by identifying the key elements or events in the text, make connections with own experience and express emotions evoked by the characters or themes of the text. [Key concepts: genre, plot, character, emotion; Key processes: analysing, identifying, comparing; Key text types: poem, song, simple or modified narrative, timeline]

- producing a timeline of the main events of the imaginative text
- creating a profile of a character from a text
- using a thinking tool to respond to an imaginative text in various ways, such as saying what emotions they feel listening to or viewing the text, for example, *Das Ende ist traurig*
- participating in a discussion in English about the cultural and universal features of a text
- selecting an appropriate image to illustrate a piece of text such as a poem, and justifying choice in English

1.8 Modify or adapt an aspect of a familiar text to create a short text reflecting own imaginative experience. [Key concepts: imagination, perspective; Key processes: creating, performing, evaluating, modifying; Key text types: poem, song, profile, role-play, children’s book, skit]

- creating and performing own version of a familiar song or poem
- changing one aspect of the text, such as the gender of the main character or the setting, and noticing the impact on the reader
- role-playing the situation of meeting a character from the text for the first time
• developing a profile of a German speaker based on a photo, imagining aspects such as Alter, Beruf, Familie, Herkunft, Interessen, Name, Wohnort
• creating a story to entertain, such as a digital photo story, a comic strip, or a skit based on a template or a list of keywords

Moving between/translated

1.9 Recognise that German and English share many cognates, and notice that although German and other languages may have similar words such as placenames, including for countries and cities, they may be pronounced and/or written differently. [Key concepts: interconnections, similarities, differences]
• comparing the written form of greetings, numbers, family members and familiar objects in German, English and other known/common languages
• comparing placenames in German, English and other languages
• recognising and comparing bilingual signs around the school, such as Bücherei – Library, Sporthalle – Gym
• using German–English cognates to predict meaning, for example, Auto — ‘car’; Brot — ‘bread’; kalt — ‘cold’; trinken — ‘to drink’
• noting the German predilection for compound words, and collecting and analysing interesting examples, for example, Realschule, Freizeitaktivität

1.10 Share with peers and family what they can say in German, and explain aspects of German language and culture, such as the different regional greetings and other lexical items within German. [Key processes: interpreting, explaining]
• explaining that in German you must use family names after Frau and Herr, unlike the English use of just ‘Miss’ or ‘Sir’
• interpreting/ translating from German into English greetings and other learnt language items for new students or non-German speakers
• sharing an item of interest about German language and culture through the school newsletter or at an assembly
• noticing and pointing out that one German subject + verb (for example, ich tanze) can have multiple English translations: ‘I dance’, ‘I am dancing’, ‘I do dance’, I shall/will dance’ and ‘I’m going to dance’
• translating ‘it’ into German and explaining the connection to noun gender and case

1.11 Create and maintain individual and shared bilingual/multilingual texts. [Key processes: writing, translating]
• making and using individual word lists, and print and digital dictionaries
• labelling a map of German-speaking countries with the German and English names for the main cities, rivers, forests and mountains
Expressing and performing identity

1.12 Interact with others through spoken and written texts exchanging aspects of own identity such as background and memberships, reflecting on personal qualities, interests and skills in different contexts such as family, school and peer groups. [Key concepts: self, family, appearance, perceptions; Key processes: describing, analysing, comparing; Key text types: profile, graph, survey, Chinese zodiac, identity card, passport, family tree]

- exchanging information about self, including name, age, contact details, leisure activities, interests and skills
- conducting a survey among peers about an aspect of personal identity such as likes and dislikes, performing an analysis and preparing a poster and short presentation of the key findings
- annotating a family tree
- participating in a discussion in English about the impact of a school uniform on personal identity and exploring how German students might view wearing a school uniform
- providing a description of own or another’s physical appearance, including their European clothing and shoe sizes, as part of a personal profile
- eliciting and providing information about family, such as members’ names, the number of siblings, the student’s position in the family, and identifying own and family members’ heritage, for example, Ich bin Australier/-in. Mein Opa kommt aus Griechenland
- comparing the content of various texts which focus on personal identity, including examples from German-speaking countries such as a passport, identity card, Facebook page, Personalausweis, application form to participate in an exchange program
- describing self in terms of personal qualities and comparing them with different character attributes presented in the student’s star sign (Stier) or associated with their birth year (2001 Drache)

1.13 Reflect in English on the process of learning another language and German in particular, comparing the process with learning a first language and other subjects or skills. [Key concepts: language acquisition, transition, values; Key processes: reflecting, comparing, evaluating; Key text types: poster, Venn diagram, interview, profile, discussion]

- comparing own experiences of learning German or another language with peers’, and considering the impact on personal identity
- creating a class profile of a successful language learner and user
- contributing to a ‘Helpful Hints’ poster with strategies for common communication and learning challenges, such as what to do if you don’t understand something in German
- completing a Venn diagram which compares learning German with learning another subject, such as mathematics
Reflecting on intercultural language use

1.14 Participate in intercultural experiences in familiar settings, being aware of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses. [Key concepts: agreement, disagreement, comfort, discomfort; Key processes: noticing, reflecting, adjusting]

- participating in cultural experiences, such as eating at a German restaurant/café in Australia or watching a German pop group performance, soccer match or skiing competition, and reflecting on cultural similarities and differences that are manifested through language
- being aware of how own ideas and actions may be perceived by German-speakers and reflecting on implications of this, for example, in going camping all year round or taking precautions against sun damage to skin
- observing and recording aspects of language and culture that need to be modified when communicating in German, for example, the use of surnames with titles (Guten Tag, Frau Stein), and register (du/Sie)
- adjusting behaviour and ways of communicating in German according to audience and social context

1.15 Experiment with new language, noticing how German is understood in relation to own language, and using metalanguage to monitor and reflect on interactions and reactions of self and others. [Key concepts: self-awareness, assumptions, reciprocity; Key processes: identifying, questioning, reflecting; Key text types: discussion, dialogue, journal]

- monitoring changes in own perspectives and how these may influence future interactions in German
- accepting responsibility for and questioning own way of interacting with speakers of German
- reflecting on own reactions and responses to learning German, using appropriate metalanguage
- reflecting on own cultural values and evaluating how these intersect with German values

Understanding

Systems of language

1.16 Identify the similarities and differences between the phonological and orthographic systems of English and German, and begin to encode and decode German with reasonable accuracy. [Key concepts: pronunciation, intonation; Key processes: rehearsing, making connections]

- noticing and imitating distinctive sounds of spoken German, such as ch, u, r and z, including consonant clusters (sch), vowel combinations (au, ei, eu, ie), ß, and the impact of umlauts on the vowels a, o and u
• applying German capitalisation rules to nouns and noticing that the capitalisation of the formal 'you' form Sie distinguishes it from sie (they)

• learning to sing das Alphabetlied in German

• recognising and spelling own name aloud in German

1.17 Notice grammatical patterns, formulate and apply rules, and adapt modelled structures, for example, to describe people, objects, actions, events and relationships, generally in the present but with some formulaic use of structures to refer to past events. [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]

• referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, Der Mann hat einen dicken Bauch; Das Buch hat ein Happyend

• making connections and comparisons between German and English in the pluralisation of nouns, and using die for plural nouns

• noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring

• noticing how articles and pronouns change after certain verbs (Ich danke dir; Es gibt einen neuen Schüler in Klasse 8A) and after particular prepositions associated with location and destination, for example, Wir sind in der Stadt; Die Party ist bei Stefani im Garten; Wie kommst du zur Schule?

• using personal pronouns to refer to people and things

• understanding the three German pronouns for ‘you’ (du/ihr/Sie) and when to use them and some of their corresponding possessive adjectives (dein, euer)

• expressing a relationship to a person or object using possessive adjectives in nominative and accusative case, for example, Seine Familie kommt aus Somalia; Julia bekommt ihr Taschengeld am Freitag

• understanding and describing current, recurring and future actions using present tense regular and irregular verbs, including formulaic use of some separable verbs, such as aufmachen, fernsehen, mitkommen, mitnehmen, zumachen

• describing abilities and preferences using können and mögen, for example, Ich kann ein bisschen Japanisch sprechen; Uli mag gern Pommes mit tomato sauce

• noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, Er kommt um 17:15; Kommt du mit?; Ich bekomme pro Woche $10 Taschengeld

• making polite requests using ich möchte

• understanding and speaking about past events by adapting modelled sentences in the perfect tense and using war and hatte in the imperfect, for example, Ich habe meine Hausaufgaben nicht gemacht; Wir sind nach Bali geflogen; Sabine war gestern krank
• understanding directions and noticing the different forms for single and plural referents, for example, *Mach dein Buch zu, Angela! Steht bitte alle auf, (Klasse 7)!*

• negating verbs and adjectives using *nicht* and nouns using *kein/e*, for example, *Marcus hat keine Geschwister*

• expressing opinions using *Das ist …* and *Das finde ich …*

• describing frequency using adverbs and adverbial expressions such as *oft, manchmal, jeden Tag, ab und zu, nie*

• joining words, phrases and sentences using *und, oder, aber, dann, zuerst, später*

• understanding and using different question words and the intended/related answer, including *wann, was, welcher, wer, wie, wieviel, wie viele, wo, woher*

• understanding the question words *warum, welcher* and *wohin*

• using subject-verb inversion for questions, for example, *Hast du Geschwister?*

• locating people and objects using common prepositional phrases formulaically (*auf dem Tisch, zu Hause*) and adverbs such as *rechts, links, oben, unten, hier, dort*

• describing people, places and objects, for example, *Unsere Deutschlehrerin ist intelligent; Die Bergen in Österreich sind sehr schön; Meine Augen sind blau*

• using ordinal numbers to give the date or a birthday, for example, *Heute ist der erste Mai; Seine Mutter hat am 22. April Geburtstag*

• understanding and locating events in time (days, months, seasons), including the use of the 24-hour clock, prepositions such as *nach* and *vor*, and adverbs and formulaic expressions such as *heute, vorgestern, früher, später, am Wochenende, in den Ferien*

• referring to quantities of people and things, including money, using cardinal numbers up to a billion, as well as decimals, common fractions and negative numbers, for example, *Deutschland hat 81,9 Millionen Einwohner; Die Tagestemperatur liegt bei minus 3 Grad; Ich möchte ein halbes Graubrot*

1.18 Recognise that different types of texts, such as narratives, recounts and procedural texts, can take different forms, and explore the reasons and consequences. [Key concepts: structure, connections, function; Key processes: analysing, comparing, hypothesising; Key text types: song clip, poem, survey, advertisement]

• reading, viewing, listening to and/or performing texts with common content (such as print, radio and television advertisements for the same product) and analysing structural and linguistic differences

• transforming a text (for example, a poem) into another text type, such as a conversation or a cartoon

• surveying peers and family about their preferences for accessing text, such as reading a novel, watching a movie or listening to a *Hörbuch*
• comparing listening to a song with watching a video clip of the song, from the perspectives of the audience and the artist

1.19 Use German metalanguage to name and state the functions of some basic grammatical features and parts of speech. [Key concepts: technical language connections, function; Key processes: noticing, making connections, hypothesising, discussing]

• identifying and naming the verb and the grammatical subject and object of a sentence as a comprehension strategy, for example, *Das Kind hat einen Laptop und ein Handy*

• collecting from a text and categorising a part of speech, such as adjectives, in order to compare the representations of two different elements, such as the good and bad characters, males and females

• naming and finding in texts examples of parts of speech, such as pronouns, verbs, adjectives and prepositions, and matching them to their functions

**Variability in language use**

1.20 Recognise and use some of the common linguistic features of German that vary according to audience (the role, relationship, age, gender and background of the participants in the exchange) and context, for example, using *ihr* when addressing more than one person. [Key concepts: register, variation, place, activity]

• using appropriate forms of address and greeting for peers and teacher, depending on gender and social status of participants, and recognising the effect of inappropriate choices, for example, greeting peers with *Guten Morgen, Frau Mary!*

• observing telephone interactions from films and real life and practising telephone etiquette when answering the family landline or own mobile phone

• noticing that the teacher uses different words for ‘you’ when addressing one or more students, for example, *Was machst du, Peter? Was macht ihr, Kinder (Klasse 7)? Setz dich, Peter! Setzt euch Kinder!*

• identifying regional variations in greetings, for example, *Gruezi* in Switzerland

• following a model to write a greeting card or email including appropriate forms of salutation and signing off, for example, *Lieber/Liebe…* and *Dein/Deine …*

• comparing written and spoken modes of a particular language function such as an invitation

**Language awareness**

1.21 Explore the role of language in establishing and maintaining social relationships. [Key concepts: relationships, values, politeness; Key processes: analysing, comparing, role-playing, investigating]

• identifying, classifying and prioritising different modes of maintaining social contact with friends and family, such as texts, cards, phone calls, visits
investigating a particular speech function (such as making a request or expressing pleasure or dislike), and considering how it is realised with different interlocutors (such as strangers, acquaintances, friends and family members) and possible consequences, including compliance, giving offence or being accepted into a group

role-playing situations which require different levels of politeness depending on the context and interlocutor, such as thanking a host parent or peer for a gift, or apologising to a teacher or family member for being late

Role of language and culture

1.22 Explore and make connections between the way language and culture shape intercultural language use, examining how words, actions and expressions reflect German cultural values such as individual rights, shared social responsibility and respect for the environment. [Key concept: interconnection of language and culture; Key processes: reflecting, analysing]

- examining cultural representation in language, such as *Hals und Beinbruch*, *Mülltrennung*, (lack of) speed limits on the *Autobahn*, national flags, and the ‘visibility’ of the European Union through placement of its logo (for example, on car numberplates)
- recognising that there are different expressions that communicate ideas across cultures, for example, when describing *Brot* or school excursions (*Klassenfahrt*, *Wandertag*)
- exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and language use, for example, *Recycling*, *Kaffee und Kuchen*, *Wandern*, religious/public holidays, choice of *Fremdsprachen* offered in schools

1.23 Reflect on intracultural development, examining own attitudes and comfort/discomfort in experimenting with a new language, and evaluating how own interactions might be perceived from a German perspective. [Key concepts: cultural norms, perspectives, reciprocity; Key processes: comparing, developing reflective metalanguage]

- identifying elements of interacting, monitoring and adjusting perspective when communicating in a different language
- comparing the use of gestures and body language in German and other languages and examining those that can be easily incorporated into own interactions when communicating in German, for example, shaking hands as a common greeting, not putting hands in pockets while talking with someone (as this may be considered rude), and maintaining eye contact
- reflecting on how language choices might be interpreted by German speakers and making adjustments to help convey intended meaning, for example, only using *Wie geht’s*? when expecting a detailed answer about current medical condition and ailments
noticing tensions and gains that might arise from interactions with German speakers and considering how to respond appropriately, for example, knowing that German speakers are often direct in expressing wishes or responding to a suggestion and that they intend such forthrightness to be polite and honest

**Years 7 and 8 (Level 1) Achievement standard**

By the end of Level 1, learners use spoken and written German to interact with peers and adults in the domains of self, family and school. They reproduce German short and long single vowel and diphthong sounds, including Umlauts (Post/los, Bruder/Brüder, mein, die), initial consonants and blends (ja, rot, singen, Sport, Winter, zwei) and the two different pronunciations of ch (ich, auch). They understand, participate in and create a range of simple German texts (blog, email, interview, map, poem, puppet play, recipe, song, Personalausweis, Speisekarte, Stundenplan) related to their world and that of teenagers in German-speaking contexts. They use German to share aspects of their identity and that of other people, including personal details (Name, Alter, Wohnort, Herkunft, Geschwister, Geburtstag, Sternzeichen), likes and dislikes, skills, interests and physical appearance (Meine Freundin kommt aus China und spielt gern Netball; Hast du Geschwister? Ja, ich habe zwei Brüder, sie heißen Nick und Max). Learners follow and respond to routine instructions and ask questions for information, clarification or assistance (Hast du mein Buch? Wie sagt man das auf Deutsch? Hilfe, bitte!). They use German to play games, conduct surveys and perform skits, role-plays and poetry. Learners participate in real-world transactions, such as buying food, making simple arrangements (for example, to go out with friends), accepting and declining invitations, and presenting information (for example, deutsche Autos, questionnaire results, German products available in Australia, geographical features of German-speaking countries). Their German is characterised by short formulaic expressions (bis später, Ich bin dran) and individual adaptations of modelled structures (Ich möchte …), and they produce original grammatically simple sentences. They use personal pronouns, and articles (der/ein) and some possessive adjectives (mein, dein, sein, ihr) with nouns in nominative and accusative cases to refer to people, objects and relationships. Learners express present, future and some past actions and events using regular and irregular verbs, including formulaic use of common separable and inseparable verbs, and the modals können and mögen to describe abilities and preferences. They qualify meaning with reference to time, manner and place (am Montag; besser; in der Schule), and link words, phrases and sentences using aber, dann, oder, und, später and zuerst. They interact in situations that require different levels of politeness depending on the context and interlocutor, such as apologising to a teacher or family member for being late.

Learners notice grammatical patterns, and formulate and apply grammar, punctuation and spelling rules to gain meaning from, translate and create German texts. They use German and English metalanguage for the terms and functions of some basic grammatical features and parts of speech. They apply their alphabetic knowledge to assist in the encoding and decoding of German words. They make comparisons with English and other known languages to predict meaning, including analysing compound words and cognates (Bruder — ‘brother’; falsch — ‘false’; kalt — ‘cold’). Learners apply their knowledge of the structure of different text types and the interrelationship between audience, context and purpose to comprehend, compare, critique and produce German texts, such as narratives, recounts and
procedural texts. In their interactions they make and justify linguistic choices based on considerations such as mode (phone/email), relationship (teacher/peer), levels of politeness, and regional variation. Learners recognise that there are different expressions that communicate ideas across cultures, for example, when describing Brot or school excursions (Klassenfahrt, Wandertag). They reflect on their intercultural experiences (for example, a visit to a Swiss restaurant, viewing a German film or meeting an exchange student) and their own linguistic and intercultural development.

**Years 9 and 10 (Level 2)**

**Years 9 and 10 (Level 2) Band description**

This stage of learning German typically coincides with social, physical and cognitive changes associated with late adolescence. Motivation and engagement with second language experience can be impacted, both positively and negatively, by peer-group dynamics and growing social independence and responsibility as an emerging adult. The unequal relationship between learners’ social maturity and ability to communicate in their first language(s) and their German language proficiency is challenging. However, focus and motivation often are enhanced by a more established sense of themselves as language learners, and by awareness of the relevance of second language learning to career pathways and opportunities for interaction with German speakers, such as via social media and through partner school contacts and student exchanges. Increased cognitive maturity enables students to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning.

Learners interact with peers, teachers and other German speakers in immediate and local contexts relating to their social and learning worlds, and with unfamiliar German-speaking communities and cultural resources through the use of a range of physical, virtual and online environments. This is a period of language exploration and vocabulary expansion, and of experimentation with a wider range of modes of communication (for example, digital, collaborative performance and group discussions). Greater control of language structures and systems leads to increased confidence and interest in communicating in a growing range of contexts. Learners use German to initiate and maintain interactions in situations such as seeking and offering ideas and opinions; to access and exchange information; to express feelings; to participate in imaginative and creative experiences; and to develop and interpret a wider range of texts and experiences. They use German more fluently, with some degree of consciousness about language use and a beginning capability for self-correction of their German use against a stronger frame of knowledge of grammar. They demonstrate some understanding of language variation and change; of how intercultural experience, technology, media and globalisation influence language use and forms of communication.

Textual knowledge and capability build on and extend existing familiarity with text types and language functions through balancing focused attention to language forms and structures with text creation and performance. Task characteristics and conditions are more complex and challenging, providing opportunities for collaborative language planning and performance, the development of translating tools, and strategic use of language and cultural resources. Learners engage with simple fiction and nonfiction texts, which allow for
exploration of themes of personal and societal relevance (for example, identity and relationships, diversity and inclusivity, the world of work). They investigate texts with some critical analytical tools, beginning to identify literary forms and devices. They recognise ways in which language choices are influenced by audience, context and purpose, shaping perspectives and meaning; and how in turn audience, context and purpose shape these choices.

Investigation of the links between German, English and other languages they know, and cultural representation and expression, strengthens learners’ intercultural capability. The reflective and reciprocal dimension of learning German strengthens intellectual and personal flexibility. Reflecting on and explaining different viewpoints and experiences encourage analysis of their own cultural stance, behaviour and identity when moving between languages and cultures. Some of this discussion and reflection is necessarily carried out in English, but learners at this level are able to express some ideas in German.

**Years 9 and 10 (Level 2) Content descriptions and elaborations**

**Communicating**

**Socialising and taking action**

2.1 Initiate and maintain interactions with peers and adults by seeking and offering ideas, thoughts and feelings as well as factual information related to relationships, school experience, community and future plans. [Key concepts: routines, leisure, education, work]

- 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?*
- comparing own experience and knowledge of post-primary schools in Australia with typical features of a *Gymnasium, Realschule, Gesamtschule* or *Ganztagsschule* in a German-speaking country
- corresponding with peers (for example, a German exchange partner or member of another class learning German) to build a relationship and share personal information and views about their school, for example, *Ich finde meine Schule sehr gut, obwohl…*
- describing own *Wohnort* and commenting on advantages and disadvantages of living there, such as whether there are sporting and shopping facilities nearby, for example, *Ich wohne gern auf dem Land. Es gibt in der Nähe einen See und einen Fußballplatz aber kein Kino Gibt es einen Supermarkt, wo du wohnst?*
- recounting events and describing activities and personal experiences using forms of the perfect tense, for example, *Gestern Abend hat X gegen Y gewonnen (gewonnen. Hast du das Spiel gesehen?; Wir sind in den Ferien zum Strand gefahren*
- comparing own characteristics, weaknesses and strengths with those of others, and describing the ideal friend, for example, *Ich bin fleißig, unabhängig und*
abenteuerlustig. Leider bin ich aber auch stur und unordentlich; Ein guter Freund muss treu und ehrlich sein

- posing and responding to questions, such as about aspirations, for example, *Was sind deine Zukunftspläne? Nach der 12. Klasse werde ich vielleicht Betriebswirtschaft studieren. Und du, was hast du vor?*

2.2 **Participate in classroom activities, giving and following instructions and advice, suggesting, asking questions for clarification, and reflecting on ways of thinking and learning.** [Key processes: participating, giving and following instructions, advising, describing]

- stating a problem and asking for advice, for example, *Ich habe mein Passwort vergessen. Was soll ich machen?*; *Wie lernt man am besten Vokabeln?*
- discussing and sharing learning strategies, for example, *Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe*

2.3 **Plan and complete a range of tasks, make arrangements and negotiate with peers to take individual and/or collective action.** [Key processes: discussing, making decisions and arrangements, negotiating]

- accepting or declining an offer or invitation, for example, *Danke für die Einladung, aber ich habe freitagabends Judo*
- sharing suggestions with peers to organise class events, such as a German Kabarett, for example, *Wer organisiert die Musik?*; *Wir können Poster machen*
- agreeing or disagreeing with a suggestion, for example, *Gute Idee!*; *Das ist/wäre super/blöd!*
- planning and conducting a live or online Modeschau with a theme such as *Sommerferien, Wintersport, ‘Damals und heute’*

2.4 **Participate in spoken and written transactions with regard to relationships, and to purchase goods and services.** [Key processes: participating, transacting, negotiating, commenting]

- transacting and negotiating in real or simulated situations such as shopping, including commenting on price, for example, *Ich möchte diese Hose anprobieren. Haben Sie Größe 38?*; *Das ist sehr preiswert*
- comparing similar offers and completing an online order, for example, for a pair of shoes or the latest mobile phone
- writing to an online teenage magazine or blog to ask for or give advice on a relationship problem, for example, *Du sollst mit deinem Freund sprechen*
- discussing and negotiating a resolution to a problem with a parent, sibling or classmate, such as having to share a room or locker, for example, *Was soll ich tun? Ich kann es nicht haben, wenn …*
- complaining about a cancelled concert and asking for a refund or substitute tickets for another event
Obtaining and using information

2.5 Listen to, view and read a range of digital and print texts on youth issues to access, analyse and record factual information, feelings and opinions in spoken and written form. [Key processes: processing visual information, recording, analysing, transposing, comparing, connecting; Key text types: advertisement, brochure, article, television program, blog, documentary]

- using print and online resources such as dictionaries, grammar references and encyclopaedias to research information to support opinions
- viewing a television news item or promotional video (for example, about new social media or conditions of part-time work) to extract key information using tools such as a guided note-taking sheet and/or concept map
- examining some German school reports and comparing relative levels of achievement in different subjects (1 = sehr gut, 2 = gut, and so on)
- reading and locating specific details in a Lebenslauf, also noticing the format and comparing this with features of an Australian CV

2.6 Reorganise, summarise and present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, and apply conventions of text types. [Key processes: reorganising, summarising, transposing, selecting, applying]

- compiling and comparing information from a range of spoken or written reports on Schüleraustausch or Arbeitspraktikum experiences, for example, in table form
- using information and opinions expressed in an interview to write a journal entry describing a typical day and working conditions in a particular Beruf
- creating a variety of texts such as posters, advertisements, websites and magazine articles, using visual images and/or music to enhance meaning for a target audience
- experimenting with language appropriate to text type, for example, using persuasive language to create an advertisement for clothing or a trip to a German-speaking country

Responding to and expressing imaginative experience

2.7 Summarise or reinterpret the content of imaginative texts (including excerpts) to demonstrate understanding, and express opinions about key messages, plot and character development and cultural perspectives using evidence from the text to support views. [Key concepts: plot, character, perspective; Key processes: expressing, evaluating, recounting; Key text types: art, poetry, song, film excerpt, short story, fairy tale, sociogram, letter, television guide entry, television episode]

- creating a sociogram illustrating how the main character of a text links with other characters
- reviewing a film or performance for a radio segment
- summarising a film or a television episode for a television guide
- role playing an interview with a character from a text, such as a short story or episode from a television series
- using social media to communicate with a music or movie star
- comparing Australian and German-speaking examples of a particular genre for cultural and stylistic differences, such as the German and Australian versions of ‘Top Gear’, or ‘Lindenstraße’ and ‘Home and Away’
- retelling a text from the perspective of one of the minor characters

2.8 Write, reinterpret or perform a short piece or section of imaginative text. [Key concepts: imagination, audience; Key processes: performing, discussing, interpreting, experimenting; Key text types: lyrics, poem, puppet play, diary entry]

- creating a text to entertain a younger audience, such as a picture storybook, puppet play or short film
- using a familiar text type such as a diary entry to describe an imaginative experience, for example, their first day as an exchange student in a German school, or a ‘recipe’ for a great birthday party
- creating a poem using a given format, such as Haiku, a string poem or Konkrete Poesie
- dramatising a text, for example, performing a poem, or imagining they are the ‘characters’ in a painting and creating a dialogue
- writing an alternative ending to a narrative, or creating and performing a new verse to a song
- altering one or more aspects of an imaginative text (such as setting or main character) to create own text

Moving between/Translating

2.9 Recognise that there are not always equivalent expressions for cultural items specific to a community, explain possible reasons for this, and reflect on own experience of moving between languages and cultures, identifying some of the challenges and adjustments required. [Key concepts: culture, equivalence, nation, sensitivity and empathy, taboo]

- comparing, analysing and explaining some German and English idiomatic expressions, for example, Er hat einen Vogel (‘He’s crazy’); Kuhdorf (‘one-horse town’)
- translating and discussing common idiomatic expressions in both German and English, for example, Ich drücke dir die Daumen (‘I’ll keep my fingers crossed for you’)
2.10 Interpret and/or translate for different audiences terms associated with German and/or Australian culture and explain values and traditions reflected in the language. [Key processes: interpreting, translating, explaining, referencing]

- translating into English a public notice or advertisement for an event in a German-speaking country, for example, Flohmarkt
- explaining the meaning and significance of ‘Year 10 social’, ‘casual clothes days’ or ‘BYO (food/chair)’
- comparing and finding equivalent similes and metaphors in German and English, suggesting possible reasons for differences, for example, so alt wie ein Baum/Stein (‘as old as the hills’); einen Bärenhunger haben (‘to be as hungry as a horse’); ‘to have more front than Myer’ (ein Frechdachs sein)
- converting Australian and European clothing and shoe sizes
- explaining aspects of assessment and reporting in German schools, for example, das Notensystem, die mündliche Note, der Blaue Brief, sitzenbleiben

2.11 Create texts considering what does not translate easily and suggesting reasons for this, and evaluate effectiveness of customised tools such as print glossaries and online translators [Key processes: writing, translating, explaining, considering validity of different meanings, comparing, evaluating]

- creating English captions, commentaries or subtitles for German multimodal texts
- discussing problems associated with online translators by comparing different versions of translations and suggesting reasons for mistranslations

Expressing and performing identity

2.12 Reflect on the reciprocal nature of identity, express different aspects of personal identity in various contexts and describe how significant people and events have contributed to own identity. [Key concepts: self, values, representation; Key processes: observing, discussing, analysing; Key text types: CV, timeline, (auto)biography, interview, photos]

- comparing texts describing different people in different situations (a film star, a footballer, a wanted criminal) and analysing the language and content choices with regard to physical appearance
- watching a sporting event such as a football game in Australia and Germany and comparing crowd behaviour and appearance
- role-playing a situation where two friends are deciding what to wear to a function such as a school social
- discussing what they would wear as an Australian to an international students day function held in Switzerland
- analysing images of German school students, determining what the ‘unofficial’ dress code is and imagining what they would wear to school
- role-playing an interview for a part-time job, such as babysitter for a Swiss family, barista in a German restaurant, or tour guide
• researching the life of a famous person and evaluating the key influences (people and events) on that person’s identity
• creating a timeline of major milestones for self or another individual of personal significance

2.13 Reflect on and problematise the impact of using another language on one’s sense of self and culture, and identify and articulate emerging intercultural capabilities and their value. [Key processes: reflecting, explaining, connecting; Key text types: journal, video clip]

• maintaining a journal documenting and reflecting on significant cultural, intercultural and language experiences
• explaining to a German-speaking visitor an aspect of Australian culture, such as attending an Australian Rules football game or a barbecue
• role-playing a conversation between a German speaker and an Australian about an aspect of German life, such as the German school system, a German school report or car travel
• providing advice for people in situations where it is difficult to make oneself understood clearly or to understand the other interlocutor
• making video clips of cultural bloopers an Australian visitor to a German-speaking country might make, and vice versa
• creating a persuasive text about the benefits of knowing another language

Reflecting on intercultural language use

2.14 Participate in intercultural experiences in diverse settings, being aware of audience and taking responsibility for shared understanding by considering the role and impact of own language and culture. [Key concepts: impact, reciprocity; Key processes: questioning assumptions, evaluating, taking responsibility]

• reflecting on and explaining aspects of language and culture that need to be modified when communicating in German, evaluating how own language choices may be perceived by German speakers and making adjustments to enhance meaning, for example, the overuse of ‘polite’ phrases such as Können Sie mir bitte … ? Aber meiner Meinung nach … in German, rather than expressing wishes or responding to a suggestion in a more direct manner
• interacting with German peers, considering how own cultural practices, values and body language may be interpreted, for example, through personal and family habits and behaviours such as showering daily or not turning off lights when leaving a room
• considering how they will engage with or respond to common topics of conversation such as politics and environmental issues in exchanges with German peers
2.15 Evaluate role of own language and culture in limiting or enhancing meaning in intercultural exchanges, analysing responses and reactions of others and questioning own assumptions, attitudes and practices. [Key concept: reciprocity; Key processes: self-reflection, analysing, challenging, evaluating; Key text types: interview, journal, learning log, portfolio]

- evaluating own experiences of using and learning German and other languages across diverse contexts over time, for example, through keeping a reflective journal based on questions such as: Wann und warum benutze ich Englisch/Deutsch/Xxx? Wie fühlte ich mich früher und jetzt als Englisch-, Deutsch-, Xxsprechende(r)? Warum ist es wichtig, dass ich eine neue Sprache lerne?
- analysing own reactions to the language and cultures of German-speaking countries and monitoring changes in thinking and interacting, for example, changes following the viewing of a film or television program, or a partner-school joint project or visit
- challenging own assumptions and offering different perspectives to new situations/learning/language
- establishing a deeper understanding of diversity and reflecting on what own experience of linguistic and cultural diversity means for them

Understanding

Systems of language

2.16 Articulate and apply German spelling and punctuation rules, and notice and explore variation in phonological aspects of colloquial German such as the use of contractions, for example, Ich hab keine Lust or Mach’s gut! [Key concepts: context, clause, rhythm; Key processes: analysing, imitating, experimenting]

- comparing punctuation rules in English and German, considering aspects such as the distribution and functions of commas, and the use of German quotation marks for direct speech
- applying German punctuation and spelling rules to own writing and learning to systematically edit own and others’ written work
- listening to and/or viewing excerpts of authentic German conversations, noting examples of contractions and analysing the contexts and impact of their use

2.17 Notice grammatical patterns, formulate and apply rules, and adapt modelled structures to describe, situate and link people, objects and events in place and time, including present, past and future. [Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]

- specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, personal pronouns (including man), and demonstrative and interrogative adjectives such as dieser, jeder, welcher
• noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt hier keinen Sportplatz

• showing a relationship using possessive adjectives in nominative, accusative and dative cases

• selecting the correct personal pronoun for 'it' (er/sie/es) for objects, for example, Woher hast du die Jacke? Sie ist sehr schön

• describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs, for example, Unser Sohn liest keine Bücher mehr. Er sieht lieber fern; Ich muss meine Hausaufgaben machen

• describing past events and experiences in present perfect and/or simple past tense using a limited range of common verbs

• using reflexive verbs in present tense with their appropriate reflexive pronouns to describe daily routines and express emotions and interests, for example, Ich dusche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien

• noticing subject-verb inversion in declarative sentences, for example, Am Wochenende spielt Michael Cricket bei seinem Sportclub

• linking and sequencing events and ideas using a range of cohesive devices, including adverbs (for example, dann, früher, danach, vorher) and common conjunctions (for example, als, dass, obwohl, wenn, weil), usually with the subordinate clause after the main clause

• expressing opinions using for example, meiner Meinung nach; Ich glaube, dass; Wir sind dagegen/dafür

• asking and answering questions using a range of interrogatives, including warum to elicit reasons and wozu to clarify purpose

• understanding and using dative and accusative prepositions with their core meanings, for example, Ich komme aus Australien; Der Pulli ist aus Wolle; Das Eis ist für mich

• describing destinations using prepositions, including Wechselpräpositionen, for example, Wir fahren nach Adelaide; Sie sind in die Schweiz geflogen; Der Junge geht zum Bahnhof.

• making comparisons, for example, Der BMW ist schneller als der Porsche; Der VW ist am billigsten; Der Audi ist so gut wie ein Mercedes

• using appropriate units of measurement for area, height/length, temperature, time and velocity
2.18 Apply knowledge of the interrelationship of audience, context and purpose in the identification, comprehension and creation of texts, including simple narratives, recounts, expositions and persuasive texts. [Key text types: diary entry, fairy tale, letter]

- drafting a written text using the structural headings of the text type as a planning tool
- using knowledge of text types and their purpose to predict the meaning of unfamiliar vocabulary
- understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (an editorial, a blog)

2.19 Begin to recognise and use metalanguage to describe the organisation of the German grammar system [Key concepts: technical language connections, function; Key processes: defining, comparing, analysing]

- explaining an aspect of German grammar such as ‘case’ or ‘gender’ to a non-German speaker in English
- providing simple definitions and examples for some grammatical features and parts of speech, for example, Adjektiv — das Wort beschreibt ein Hauptwort/Nomen, zum Beispiel ‘schön’; Man benutzt das Imperfekt für die Vergangenheit. Ein Beispiel ist ‘Ich spielte früher Klarinette’
- comparing a common feature of grammar in German and English, such as the construction of a past tense, using a Venn diagram, for example, overlap in the use of the auxiliary haben/‘have’ in constructing the perfect tense
- creating and explaining the use of an imaginary machine which performs a grammatical function such as transforming present tense utterances into their perfect tense forms

Variability in language use

2.20 Identify and use in familiar modelled spoken and written texts linguistic features of German which vary according to culture and depend on audience, context and purpose. [Key concepts: register, variation, place, activity, values, constraints and possibilities]

- listening to different regional dialects and accents, and identifying key differences
- using some contractions and slang in an informal conversation or email
- applying key features such as appropriate layout and structure, formal register and embedded clauses in a job application letter
- discussing the differences in register and style when using language in different contexts, for example, through a set of video clips showing introductions, greetings and farewells in different situations, or through youth language in songs and graffiti
• using appropriate register and conventions to produce spoken or written texts for real and simulated situations, such as a job interview or an email complaining about faulty goods

• comparing German and English language use in similar situations and in texts with similar content, for example, clothing or job advertisements, or student blogs about school issues

**Language awareness**

2.21 Explore and reflect on the relationship between language(s) and power, considering for example how language can be used to include or exclude, to persuade, and to resolve or escalate conflict. [Key concepts: conflict, power, politeness; Key processes: analysing, comparing, role-playing]

• role-playing situations of potential conflict involving an apology and acceptance of an apology, such as complaining about poor service or faulty goods, or apologising for forgetting someone’s birthday

• discussing a contentious issue and expressing agreement and disagreement, for example, *Ich bin nicht damit einverstanden; Das stimmt nicht ganz; Spinnst du?*

• discussing naming conventions and how they can be used to include or exclude people, such as different words for the same entity, for example, boat person/foreigner/immigrant/refugee/queue jumper, or the use of titles or first names (*Herr Doktor Schmidt, Herr Schmidt, Georg*)

**Role of language and culture**

2.22 Analyse how language use and culture reflect and construct relationships, practices and attitudes, including notions in German related to education, social equality, national identity and commitment to world peace. [Key processes: analysing, reflecting, cultural analysis]

• identifying specific expressions related to cultural concepts, for example, *Ausbildung/Erziehung, Nationalismus/Heimat*

• describing and challenging stereotypes, such as those related to *Ausländer* in German-speaking countries and those within Germany, for example, *Nord–Süd/Ost–West* identity

• analysing how language reflects cultural practices, beliefs and attitudes, such as social and political engagement through the relationships between German-speaking countries and the European Union, in particular with regard to regional, national and supranational identity

2.23 Reflect on and document intracultural development, evaluating how attitudes may have changed over time as a result of intercultural experiences, and examine own willingness to take responsibility to achieve mutual understanding. [Key concepts: values, change; Key processes: analysing, reflecting, documenting]

• reflecting on and describing intercultural learning, for example, *Früher dachte ich als Australier, dass …; Jetzt verstehe ich, wie …*
• evaluating and monitoring changes in perspective when communicating in a different language
• reflecting on how own language choices might be interpreted by German speakers and making adjustments to help convey intended meaning, for example, more often using \textit{du/wir/sie} or (\textit{alle}) \textit{Leute} rather than the generalised pronoun \textit{man} or a passive construction, the equivalents of which are more commonly used in English

**Years 9 and 10 (Level 2) Achievement standard**

By the end of Level 2, students use spoken and written German to interact with peers and adults in the domains of school and local and global communities. They understand, participate in and create a range of German texts (advertisement, article, diary entry, documentary, email, fan letter, short story, song, text message, website, \textit{Lebenslauf, Modeschau}) related to their past, present and future worlds and those of youth in German-speaking contexts, for example, concerning relationships, the world of work, future plans, technology and the environment. They use German to initiate and maintain interactions, including to strengthen relationships, for example, through corresponding with peers (\textit{Wir sind in den Ferien oft zum Schwimmbad gegangen. Was hast du gemacht?; Ich finde meine Schule gut, und du? Wie findest du deine Schule?}). They describe and give opinions on aspects of their lives and others’, such as \textit{Wohnort} (Ich wohne gern auf dem Land, obwohl …) and aspirations (Sie wird nach der 12. Klasse hoffentlich Betriebswirtschaft studieren). Students state problems and ask for advice or clarification (Ich habe mein Passwort vergessen. Was soll ich machen?; Wie lernt man die deutschen Verben?), recommend ways to solve problems (Du sollst mit deinem Freund sprechen), and negotiate resolutions to disagreements, for example, about sharing a room or locker (Ich bin dagegen, weil …; Spinnst du? Ich stimme zu, aber nur wenn du …). They participate in simulated and real-world transactions, such as shopping or making a phone call to complain about a cancelled concert; organise with peers to take individual and/or collective action (Wer organisiert die Musik? Wir können Poster machen); and discuss and share learning experiences (Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe).

Students generate original language in familiar contexts. They specify and describe people, places and objects by applying knowledge of the case system (nominative, accusative, dative) to articles, pronouns (including \textit{man}) and demonstrative and interrogative adjectives such as \textit{dieser}, \textit{jeder} and \textit{welcher}. They make comparisons (\textit{Der …ist schneller als der …}), and notice relationships between gender, article, case and the adjectival endings (Mein neuer Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring). They describe current, recurring and future actions with a variety of regular and irregular verbs, including modal, separable and inseparable verbs. They use common reflexive verbs in the present tense to describe daily routines and express emotions and interests (Ich dusche mich morgens; Interessierst du dich für Geschichte?). They describe past events and experiences using \textit{Perfekt} and \textit{Imperfekt} tenses of a limited range of common verbs. Students modify meaning through the use of adverbs and adverbial phrases (Wir haben das schon am Montag mit Frau Rolf gemacht), and connect and contrast ideas, events and actions using a
variety of conjunctions and cohesive devices (als, dass, obwohl, wenn, weil; dann, früher, danach, vorher).

Students reflect on the reciprocal nature of identity, considering how they act in various contexts and how significant people and events have contributed and continue to contribute to their identity. They develop their capacity to act as cultural mediators through analysing ideas and information, for example, to create an advertisement for an event in a German-speaking country (Flohmarkt) or explaining the significance of ‘casual clothes day’ or ‘BYO (food/chair)

Students use mainly English to analyse and explain grammatical patterns, with some limited German metalanguage for simple definitions of parts of speech and grammatical features (Adjektive beschreiben etwas; Man benutzt das Imperfekt für die Vergangenheit). They apply grammar, punctuation and spelling rules to gain meaning from, translate and create a range of common texts for purposes such as argument, description, entertainment, narration and persuasion. Students use their knowledge of the interrelationship between audience, context, purpose and text type to gain meaning from, craft, summarise and reinterpret German texts.

In their interactions students demonstrate intercultural capabilities, making and justifying linguistic choices based on multiple considerations, including features of text types, register and regional/national variation. Students use English to discuss the relationship between language and power, considering for example how language can be used to include or exclude, such as using different words for the same person (Herr Doktor Schmidt/Herr Schmidt/Georg). They describe and problematise stereotypes, such as those related to ‘foreigners’ and asylum seekers in German-speaking countries and in Australia. Students discuss in English and/or German how their language choices might be interpreted by German speakers and make adjustments to help convey intended meaning, for example, using the generalised pronoun man rather than du/wir/sie or (alle) Leute, the equivalents of which are more commonly used in English. They also reflect on how cultural practices, values and body language may be interpreted, for example, personal and family habits and behaviours in relation to environmental consciousness, such as showering daily or (not) turning off lights when leaving a room. . Students challenge their own assumptions about new ideas and experiences, reflecting on their intercultural learning (Ich dachte vorher als Australier, dass …; Ich verstehe jetzt, wenn …), for example, changes in perspective following the viewing of a film or television program related to Ausbildung/Erziehung or Nationalismus/Heimat, or a partner-school joint project or student exchange.
Australian Curriculum: Languages
German
Draft Years 7–10 (Year 7 entry) Scope and Sequence

May 2013

http://consultation.australiancurriculum.edu.au
## Communicating

<table>
<thead>
<tr>
<th>Years 7 and 8 (Level 1)</th>
<th>Years 9 and 10 (Level 2)</th>
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<tbody>
<tr>
<td><strong>Socialising and taking action</strong></td>
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</tr>
<tr>
<td>Socialise and interact with teacher and peers to exchange greetings, good wishes and factual information about self, family, home, school and interests, and compare likes and dislikes.</td>
<td>Initiate and maintain interactions with peers and adults by seeking and offering ideas, thoughts and feelings as well as factual information related to relationships, school experience, community and future plans.</td>
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<tr>
<td>[Key concepts: identity, relationship, community]</td>
<td>[Key concepts: routines, leisure, education, work]</td>
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<tr>
<td>Follow and respond to instructions for classroom activities, and develop classroom language.</td>
<td>Participate in classroom activities, giving and following instructions and advice, suggesting, asking questions for clarification, and reflecting on ways of thinking and learning.</td>
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<tr>
<td>[Key processes: following instructions, participating, clarifying, commenting]</td>
<td>[Key processes: participating, giving and following instructions, advising, describing]</td>
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<tr>
<td>Participate in shared class experiences and carry out spoken and written exchanges.</td>
<td>Plan and complete a range of tasks, make arrangements and negotiate with peers to take individual and/or collective action.</td>
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<tr>
<td>[Key processes: following instructions, performing, planning and participating, inviting, accepting, declining]</td>
<td>[Key processes: discussing, making decisions and arrangements, negotiating]</td>
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<tr>
<td>Participate in guided situations and online simulations to carry out simple transactions to purchase goods and services.</td>
<td>Participate in spoken and written transactions with regard to relationships, and to purchase goods and services.</td>
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<td>[Key processes: participating, transacting, expressing preferences]</td>
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<tr>
<td><strong>Obtaining and using information</strong></td>
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<tr>
<td>Locate and record topic, gist and specific points of factual information in simple spoken and written texts relating to own world and that of teenagers in German-speaking contexts.</td>
<td>Listen to, view and read a range of digital and print texts on youth issues to access, analyse and record factual information, feelings and opinions in spoken and written form.</td>
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<tr>
<td>[Key processes: listening/reading for gist and details, locating, understanding, recording, describing, ordering/matching; Key text types: photo captions, survey, map, table, interview, letter, blog]</td>
<td>[Key processes: processing visual information, recording, analysing, transposing, comparing, connecting; Key text types: advertisement, brochure, article, television program, blog, documentary]</td>
</tr>
</tbody>
</table>
### Present factual information in modelled spoken and written texts relating to own world and that of teenagers in German-speaking contexts.

[Key processes: using, presenting, tabulating, writing, representing, categorising]

### Reorganise, summarise and present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, and apply conventions of text types.

[Key processes: reorganising, summarising, transposing, selecting, applying]

### Responding to and expressing imaginative experience

#### Years 7 and 8 (Level 1)

- View, listen to, perform and/or read a range of short imaginative texts, and show understanding by identifying the key elements or events in the text, make connections with own experience and express emotions evoked by the characters or themes of the text.
  
  [Key concepts: genre, plot, character, emotion; Key processes: analysing, identifying, comparing; Key text types: poem, song, simple or modified narrative, timeline]

- Modify or adapt an aspect of a familiar text to create a short text reflecting own imaginative experience.
  
  [Key concepts: imagination, perspective; Key processes: creating, performing, evaluating, modifying; Key text types: poem, song, profile, role-play, children’s book, skit]

#### Years 9 and 10 (Level 2)

- Summarise or reinterpret the content of imaginative texts (including excerpts) to demonstrate understanding, and express opinions about key messages, plot and character development and cultural perspectives using evidence from the text to support views.
  
  [Key concepts: plot, character, perspective; Key processes: expressing, evaluating, recounting; Key text types: art, poetry, song, film excerpt, short story, fairy tale, sociogram, letter, television guide entry, television episode]

- Write, reinterpret or perform a short piece or section of imaginative text.
  
  [Key concepts: imagination, audience; Key processes: performing, discussing, interpreting, experimenting; Key text types: lyrics, poem, puppet play, diary entry]

### Moving between/translating

#### Years 7 and 8 (Level 1)

- Recognise that German and English share many cognates, and notice that although German and other languages may have similar words such as placenames, including for countries and cities, they may be pronounced and/or written differently.
  
  [Key concepts: interconnections, similarities, differences]

#### Years 9 and 10 (Level 2)

- Recognise that there are not always equivalent expressions for cultural items specific to a community, explain possible reasons for this, and reflect on own experience of moving between languages and cultures, identifying some of the challenges and adjustments required.
  
  [Key concepts: culture, equivalence, nation, sensitivity and empathy, taboo]
| Years 7 and 8  
| (Level 1) | Years 9 and 10  
| (Level 2) |
|---|---|
| **Share with peers and family what they can say in German, and explain aspects of German language and culture, such as the different regional greetings and other lexical items within German.**  
[Key processes: interpreting, explaining] | **Interpret and/or translate for different audiences terms associated with German and/or Australian culture and explain values and traditions reflected in the language.**  
[Key processes: interpreting, translating, explaining, referencing] |
| **Create and maintain individual and shared bilingual/multilingual texts.**  
[Key processes: writing, translating] | **Create texts considering what does not translate easily and suggesting reasons for this, and evaluate effectiveness of customised tools such as print glossaries and online translators**  
[Key processes: writing, translating, explaining, considering validity of different meanings, comparing, evaluating] |

**Expressing and performing identity**

| | **Interact with others through spoken and written texts exchanging aspects of own identity such as background and memberships, reflecting on personal qualities, interests and skills in different contexts such as family, school and peer groups.**  
[Key concepts: self, family, appearance, perceptions; Key processes: describing, analysing, comparing; Key text types: profile, graph, survey, Chinese zodiac, identity card, passport, family tree] | **Reflect on the reciprocal nature of identity, express different aspects of personal identity in various contexts and describe how significant people and events have contributed to own identity.**  
[Key concepts: self, values, representation; Key processes: observing, discussing, analysing; Key text types: CV, timeline, (auto)biography, interview, photos] |
| | **Reflect in English on the process of learning another language and German in particular, comparing the process with learning a first language and other subjects or skills.**  
[Key concepts: language acquisition, transition, values; Key processes: reflecting, comparing, evaluating; Key text types: poster, Venn diagram, interview, profile, discussion] | **Reflect on and problematise the impact of using another language on one’s sense of self and culture, and identify and articulate emerging intercultural capabilities and their value.**  
[Key processes: reflecting, explaining, connecting; Key text types: journal, video clip] |
<table>
<thead>
<tr>
<th>Years 7 and 8</th>
<th>Years 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Level 1)</strong></td>
<td><strong>(Level 2)</strong></td>
</tr>
<tr>
<td><strong>Reflecting on intercultural language use</strong></td>
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<tr>
<td>Participate in intercultural experiences in familiar settings, being aware of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.</td>
<td>Participate in intercultural experiences in diverse settings, being aware of audience and taking responsibility for shared understanding by considering the role and impact of own language and culture.</td>
</tr>
<tr>
<td>[Key concepts: agreement, disagreement, comfort, discomfort; Key processes: noticing, reflecting, adjusting]</td>
<td>[Key concepts: impact, reciprocity; Key processes: questioning assumptions, evaluating, taking responsibility]</td>
</tr>
<tr>
<td>Experiment with new language, noticing how German is understood in relation to own language, and using metalanguage to monitor and reflect on interactions and reactions of self and others.</td>
<td>Evaluate role of own language and culture in limiting or enhancing meaning in intercultural exchanges, analysing responses and reactions of others and questioning own assumptions, attitudes and practices.</td>
</tr>
<tr>
<td>[Key concepts: self-awareness, assumptions, reciprocity; Key processes: identifying, questioning, reflecting; Key text types: discussion, dialogue, journal]</td>
<td>[Key concept: reciprocity; Key processes: self-reflection, analysing, challenging, evaluating; Key text types: interview, journal, learning log, portfolio]</td>
</tr>
<tr>
<td>Understanding</td>
<td>Years 7 and 8 (Level 1)</td>
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<tr>
<td><strong>Systems of language</strong></td>
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<tr>
<td><strong>Identify the similarities and differences between the phonological and orthographic systems of English and German, and begin to encode and decode German with reasonable accuracy.</strong></td>
<td><strong>Articulate and apply German spelling and punctuation rules, and notice and explore variation in phonological aspects of colloquial German such as the use of contractions, for example, <em>Ich hab keine Lust</em> or <em>Mach’s gut!</em></strong></td>
</tr>
<tr>
<td>[Key concepts: pronunciation, intonation; Key processes: rehearsing, making connections]</td>
<td>[Key concepts: context, clause, rhythm; Key processes: analysing, imitating, experimenting]</td>
</tr>
<tr>
<td><strong>Notice grammatical patterns, formulate and apply rules, and adapt modelled structures, for example, to describe people, objects, actions, events and relationships, generally in the present but with some formulaic use of structures to refer to past events.</strong></td>
<td><strong>Notice grammatical patterns, formulate and apply rules, and adapt modelled structures to describe, situate and link people, objects and events in place and time, including present, past and future.</strong></td>
</tr>
<tr>
<td>[Key concepts: order, connections, gender; Key processes: noticing patterns, making connections]</td>
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</tr>
<tr>
<td><strong>Recognise that different types of texts, such as narratives, recounts and procedural texts, can take different forms, and explore the reasons and consequences.</strong></td>
<td><strong>Apply knowledge of the interrelationship of audience, context and purpose in the identification, comprehension and creation of texts, including simple narratives, recounts, expositions and persuasive texts.</strong></td>
</tr>
<tr>
<td>[Key concepts: structure, connections, function; Key processes: analysing, comparing, hypothesising; Key text types: song clip, poem, survey, advertisement]</td>
<td>[Key text types: diary entry, fairy tale, letter]</td>
</tr>
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<td><strong>Use German metalanguage to name and state the functions of some basic grammatical features and parts of speech.</strong></td>
<td><strong>Begin to recognise and use metalanguage to describe the organisation of the German grammar system.</strong></td>
</tr>
<tr>
<td>[Key concepts: technical language connections, function; Key processes: noticing, making connections, hypothesising, discussing]</td>
<td>[Key concepts: technical language connections, function; Key processes: defining, comparing, analysing]</td>
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<td><strong>Variability in language use</strong></td>
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<td>Recognise and use some of the common linguistic features of German that vary according to audience (the role, relationship, age, gender and background of the participants in the exchange) and context, for example, using <em>ihr</em> when addressing more than one person.</td>
<td>Identify and use in familiar modelled spoken and written texts linguistic features of German which vary according to culture and depend on audience, context and purpose.</td>
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<tr>
<td>[Key concepts: register, variation, place, activity]</td>
<td>[Key concepts: register, variation, place, activity, values, constraints and possibilities]</td>
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<tr>
<td><strong>Language awareness</strong></td>
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<td>Explore the role of language in establishing and maintaining social relationships.</td>
<td>Explore and reflect on the relationship between language(s) and power, considering for example how language can be used to include or exclude, to persuade, and to resolve or escalate conflict.</td>
</tr>
<tr>
<td>[Key concepts: relationships, values, politeness; Key processes: analysing, comparing, role-playing, investigating]</td>
<td>[Key concepts: conflict, power, politeness; Key processes: analysing, comparing, role-playing]</td>
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<td><strong>Role of language and culture</strong></td>
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<td>Explore and make connections between the way language and culture shape intercultural language use, examining how words, actions and expressions reflect German cultural values such as individual rights, shared social responsibility and respect for the environment.</td>
<td>Analyse how language use and culture reflect and construct relationships, practices and attitudes, including notions in German related to education, social equality, national identity and commitment to world peace.</td>
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<tr>
<td>[Key concept: interconnection of language and culture; Key processes: reflecting, analysing]</td>
<td>[Key processes: analysing, reflecting, cultural analysis]</td>
</tr>
<tr>
<td>Reflect on intracultural development, examining own attitudes and comfort/discomfort in experimenting with a new language, and evaluating how own interactions might be perceived from a German perspective.</td>
<td>Reflect on and document intracultural development, evaluating how attitudes may have changed over time as a result of intercultural experiences, and examine own willingness to take responsibility to achieve mutual understanding.</td>
</tr>
<tr>
<td>[Key concepts: cultural norms, perspectives, reciprocity; Key processes: comparing, developing reflective metalanguage]</td>
<td>[Key concepts: values, change; Key processes: analysing, reflecting, documenting]</td>
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