German  
(F–10 Sequence and   
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

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

Learning German broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning German develops learners’:

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

German is the official language of Germany, Austria and Liechtenstein. It is also one of the official languages of Belgium, Luxembourg, Switzerland, and South Tyrol in Italy, as well as one of the national languages of Namibia. It is used in communities throughout the world. German is an official language of the European Union and one of the 3 procedural languages of the European Commission. The linguistic, cultural and philosophical influences of German-speaking communities can be seen in the arts, architecture, education, philosophy, food and viticulture. German speakers continue to contribute to engineering, environmental and scientific innovations, as well as recreational and sporting pursuits.

German-speaking migrants have made a significant contribution to shaping multicultural Australia, and the German language has been taught in many Australian schools and universities since the mid-1800s. Strong partnerships have developed to promote relationships between Australia and German-speaking communities in Europe in educational and cultural exchanges, diplomatic and research agreements, and industry, trade and commerce.

Learning German enhances students’ understanding of their own language(s) and develops their appreciation of the language and cultures of German-speaking communities. Knowledge of the German language and cultures enriches travel experiences, increases employment opportunities and promotes understanding of diverse attitudes, beliefs and values.

Learning German provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

## Aims

The 4 interrelated aims of the German language curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in German
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

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

### Sequences

German is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in German is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the German curriculum

| Strand | **Engaging with German Language and Culture (F–2 only)** | **Communicating Meaning in German** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with German language  Engaging with German culture | Interacting in German  Mediating meaning in and between languages  Creating text in German | Understanding systems of language  Understanding the interrelationship of language and culture |

#### Engaging with German Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with German language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with German culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in German

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

##### Interacting in German

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

##### Mediating meaning in and between languages

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

##### Creating text in German

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

#### Understanding Language and Culture

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

##### Understanding systems of language

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

##### Understanding the interrelationship of language and culture

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

Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In German, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

Content descriptions

In German, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in German

German is pitched to second and additional language learners, who are the dominant group of German language learners in the current Australian context.

Students of German in Victorian schools come from a range of backgrounds. Most students will be learning German for the first time, while some may have existing connections to German through early learning experiences or as background German speakers.

### German language

As German and English are both derived from the Germanic branch of the Indo-European language family, they share many similar lexical items (cognates) and grammatical features. Consequently, speakers of English have 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 (e.g. der Computer), as does English from German (e.g. kindergarten). German is a pluricentric language with different standards and regional varieties.

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

German is well known for its morphological creativity in forming long words through compounding. There are 2 different forms of address, formal and informal, dependent on the relationship between the communicators. German speakers generally rely more heavily on the use of the imperative to effect action than speakers of Australian English, thus sometimes appearing to be more direct.

Other distinctive features of German are noun gender (masculine, feminine or neuter) and the case system. Changes in the definite and indefinite articles, pronouns and adjective endings mark the 4 cases, indicating the subject, direct and indirect objects, and possession. Marking cases in this way leads to flexibility in word order, which is not possible in English. Sentences may appear long, but the case markers, along with clear and consistent punctuation rules, aid comprehension.

### Macro skills

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

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

The macro skills are strongly aligned to all 3 strands in the German curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the German curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Macro skills | | | | |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with German Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in German | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic German texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between German, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of German and English

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

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, German language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of German-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken German, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the German language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore German through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that German sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken German. They expand their repertoire of German words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of German using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written German language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that German is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with German Language and Culture

##### Sub-strand: Engaging with German language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| notice that German looks and sounds different to other languages  VC2LG2E01 | * noticing when German and English are being used in the classroom, for example, ‘sandwiching’ a word by saying it in German, then in English, and then again in German * reproducing the sounds and rhythms of German by repeating after and imitating the teacher, through choral repetition or chants * exploring the different languages spoken by members of the class, and listening to the different sounds and ways of saying common expressions such as ‘Good morning’ or ‘My name is …’ * experimenting with sounds that are unique to German, imitating the shape of the teacher’s mouth and the sounds produced * singing German songs such as an alphabet song, a counting song or a song that focuses on specific sounds * creating books to illustrate the German alphabet, for example, A = Apfel * repeating short German tongue twisters and poems out loud * noticing that the use of diacritics can change the sound of letters: Ä/ä, Ö/ö, Ü/ü * creating posters in small groups, illustrating individual letters, with special attention to diacritics and letters used in German but not English (i.e. Ä/ä, Ö/ö, Ü/ü, ß) * colouring, tracing or copying the letters, colouring outlined words of the focus letters (e.g. Fußball) and adding pictures of their own |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LG2E02 | * practising the sounds in the German alphabet through rote repetition, songs and grouped words focusing on one sound, paying special attention to the letters that are pronounced differently in German (e.g. f, v, w, j) and vowel combinations (e.g. ie, ei) * playing bingo with sounds, words or phrases * sorting flashcards with images and/or words into categories related to, for example, the sounds of different vowels, starting consonants and rhyming pairs * creating short wordlists of words grouped into like sounds and practising saying the words, noticing similarities in sounds and spelling * clapping the number of syllables in common words, for example, Mor-gen has 2 syllables, Tag has one * exploring the intonation patterns and understanding the difference between statements, questions and exclamations, for example, Du bist 6 Jahre alt. / Bist du 6 Jahre alt? / Du bist 6 Jahre alt! * transforming simple statements into questions by raising the pitch of their voice at the end, for example, Er mag Schokolade. / Er mag Schokolade? * walking around the classroom, greeting each other by shaking hands (a standard gesture upon meeting someone in a German-speaking country), asking for the other person’s name, and giving their own name * making a class video in which each student introduces themselves in German * playing Schnipp-Schnapp, the German version of the card game snap, by slapping their own card pile and saying ‘Schnapp’ when their card matches another person’s card – the fastest player takes both piles; if a player makes an incorrect call, their pile goes into the middle – when someone’s card matches the middle card, all players can call ‘Schnipp’ to gain both piles; if a card matches both another player’s and the middle card, all players can call ‘Schnipp-Schnapp’ to gain the matching piles |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LG2E03 | * recognising and responding to classroom instructions by playing Simon sagt with classroom instructions * singing the action song ‘Kopf, Schulter, Knie und Fuß’ * answering common questions in a variety of contexts, for example, the teacher asks the class; the teacher asks individual students; the students ask a peer; and the students listen to a recording of questions, and speak or record their answers, for example, Wie heißt du? Ich heiße Tom / Ich bin Tom / Mein Name ist Tom; Wo wohnst du? Ich wohne in Ballarat; Wie alt bist du? Ich bin fünf Jahre alt. * modelling the 3 forms of ‘the’ (der, die, das) by tracing dotted outlines or copying modelled language to create labels, and then using these to label classroom furniture (e.g. der Stuhl, der Tisch) and fixtures (e.g. der Fußboden, die Tür, das Fenster) * playing memory games that match words with pictures, based on target vocabulary such as simple classroom instructions and phrases, or classroom furniture * repeating common phrases such as greetings in response to the teacher’s greeting or prompt, for example, Guten Morgen; Guten Tag * stating, selecting or writing greetings appropriate for the time of day as guided by images, for example, Guten Morgen for a sunrise picture; Gute Nacht for a picture showing the moon and stars * using gestures to demonstrate understanding of given greetings for different times of day, for example, stretching and yawning to signify waking up, or putting joined hands together on their cheek and tilting the head to signal going to bed * following common classroom instructions, supported by visual cues displayed in the classroom, for example, Bücher raus; Setz dich hin |

##### Sub-strand: Engaging with German culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imagination  VC2LG2E04 | * using gestures, facial expressions and body language through games such as charades, or by incorporating them into stories, plays or songs to enhance meaning * playing and engaging with cultural items from German-speaking countries, such as euros, postcards and authentic items * identifying different parts of an item of Tracht (traditional costume); understanding the basic historical influences of Tracht (e.g. the Dirndl from the alpine regions of Bavaria in Germany, Austria, Switzerland, Liechtenstein, and South Tyrol in Italy has an apron because it was worn for work, and the apron protects the skirt from stains and dirt); watching videos about different Trachten, pasting pictures of each one onto a map of German-speaking countries and regions, and then displaying the map on the classroom wall or in their books; watching music videos of German-language singers in Tracht and discussing where they are likely to be from, based on their traditional costume * matching pictures to a word and category and discussing the clues found in compound words, for example, types of bread such as Brezel, Semmel, Brötchen, Brot, belegtes Brot, Schinkenbrot and Käsebrot * creating a circular diagram of German seasons, copying or pasting the German names of the months within each season, and then decorating each section of the diagram with typical activities associated with that season, for example, snow and ice-skates for winter (Dezember, Januar, Februar) * creating an advent calendar or a class calendar with festivities from German-speaking countries occurring in particular months; participating in and reflecting on activities that demonstrate how German children celebrate various festivals, such as dyeing hard-boiled eggs for Easter and creating an Easter tree (2D on paper or 3D with twigs); receiving lollies and chocolate in their polished shoes on 6 December, Sankt Nikolaustag; or baking Christmas cookies as a class, using simple instructions and target vocabulary in German * watching videos of traditional dancing, for example, the Schuhplattler from southern Germany and Austria, maypole dances for spring festivals and Maitag; learning the history and culture of the dances; learning Germanic folk dances with simple steps * labelling pictures of flora and fauna and identifying animals and plants from German-speaking countries * playing memory games that match words with pictures, based on target vocabulary concerning culture, such as animals (der Wolf), plants (das Edelweiß) and traditional costumes (die Tracht) from German-speaking countries * taste-testing different pretzel flavours (e.g. plain, plain with rock salt, chocolate-coated, cheesy), rating them on a continuum of how delicious they are, and then collating the responses in a simple pictograph |

#### Strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LG2C01 | * responding to Wie geht’s? with a variety of expressions (e.g. Mir geht’s gut; Mir geht’s nicht so gut; Ich bin glücklich/müde),as they enter the classroom or during a ‘one-minute challenge’ classroom activity (e.g. greeting as many people in German as they can in one minute) * engaging in verbal exchange, practising turn-taking using formulaic questions and sentence starters, for example, Wo wohnst du? Ich wohne in Melbourne. * following, creating, presenting or recording simple scripts in pairs, asking and answering questions about their name and age, where they live, their siblings and pets, and other modelled language relating to aspects of their personal world * using puppets or printouts from popular shows or cartoons to role-play greetings and exchange information, imagining themselves as the character * interpreting and sharing simple expressions and songs with friends and family, for example, singing ‘Zum Geburtstag viel Glück’and using appropriate greetings (e.g. Hallo!; Guten Abend!; Herzlichen Glückwünsch!)for different times and occasions * naming family members and friends and noticing the difference between the formal and informal such as Mama/Mutter and Oma/Großmutter * using PowerPoint slides or image flashcards to show different pictures (using taught vocabulary) to elicit responses, creating and recording simple scripts in pairs, asking and answering questions about name, age, where they live, siblings, pets, and using other modelled language relating to aspects of their personal world |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LG2C02 | * practising vocabulary, for example, practising high-frequency verbs using flashcards with images and/or written words, and using gestures to accompany the verbs where appropriate * playing simple memory games (e.g. Ich gehe einkaufen und ich kaufe …to practise vocabulary for fruit and vegetable names), or playing cards to match words or phrases with images * matching simple verbal or written statements to the relevant pictures, for example, Ich bin Maria and Ich bin zehn Jahre alt, matched to the picture of a girl * matching physical or electronic flashcards of questions to their appropriate answers * illustrating question-and-answer pairs to demonstrate the meaning of the content * completing fill-the-gap activities based on aural clues * using a scaffold to interchange sentence content (e.g. Ich mag Obst/Schokolade/Wasser), and using accompanying images to make concrete connections |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LG2C03 | * matching English and German translations of formulaic questions and answers about their personal world, for example, Wie heißt du? Ich heiße … / Ich bin … / Mein Name ist …; Wie alt bist du? Ich bin … Jahre alt. * identifying words in a variety of texts by matching images with words, for example, reading texts with pictograms to facilitate understanding of difficult or previously unseen words * responding to scaffolded questions in audiovisual texts using gestures, images, words and/or formulaic phrases * listening to and/or viewing information presented in an audio or video recording, sequencing, key information or writing the topics in order * inserting provided answers into cloze or information-gap activities * categorising simple metalanguage, for example, identifying and illustrating verbs in a text such as a simple story * responding to texts by sequencing pictures and simple text in the order that the events occurred, or by creating a storyboard to retell a story or information * identifying nouns in simple English and German stories, and then illustrating the nouns to provide a pictorial representation of the story |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in German through play, and discover how languages influence each other  VC2LG2C04 | * exploring and comparing familiar onomatopoeia in German and English, and then making the relevant noise when their teacher says the name of the animal, or listening to recordings of animals and saying their names in German * recognising that languages have loan words and that many German words are used in English (e.g. kindergarten) by creating a categories chart to list words from different languages, or playing a sorting game to sort words into their language of origin * playing Hatschi Patschi (each round can have a time/question limit), where one student asks Wie heißt du? to their classmates to identify the 3 to 5 students who were chosen as Hatschi Patschi for that round while the student was out of the room; other students reply with their own names; and students have the option to answer with various sentence starters (e.g. Ich heiße …; Ich bin …; Mein Name ist …) * matching pictures of people to statements to create a ‘family’ or group of friends, for example, Er ist fünfzig Jahre alt, matched to a picture of a man/father * viewing pictures of people and saying or writing simple statements about them, using modelled phrases |

##### Sub-strand: Creating text in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using words, familiar phrases and modelled language  VC2LG2C05 | * completing cloze or information-gap activities by filling in the gaps of a conversation with words, familiar phrases and modelled language * recording provided or created conversations, asking and answering questions about various topics related to their personal world using modelled language, for example, their name and age, where they live, and their siblings and pets * creating a comic strip where characters ask and answer questions about their name and age, where they live, their siblings and pets, and using other modelled language relating to their personal world * creating a poster or profile about themselves using words, familiar phrases and modelled language, for example, Ich stelle mich vor; Ich mag… * creating simple statements about people in a picture, using modelled phrases * using cognates in English and German (e.g. fair – fair) to create original sentences * making simple evaluative statements about their favourite characters in stories, rhythms or songs, for example, Die Geschichte ist toll!; Ich mag Rotkäppchen!; Sie ist freundlich! |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of spoken German, and understand how sounds are produced  VC2LG2U01 | * comparing and contrasting the sounds of individual letters in English and German * putting a hand on their throat to identify voice-box vibrations associated with voiced (e.g. b, p) and unvoiced (e.g. t, k) consonants * practising the sound of the Umlaut letters (ä, ö, ü) through identifying that these sounds come from the front and top of the mouth, whereas other vowels (a, o, u) come from the back of the throat * practising the facial movements involved with making sound blends in German, especially with vowel sounds (e.g. ei in drei) * practising the ‘ch’ sound by identifying how ch is pronounced in different German-speaking regions and communities and listening to modelled examples * identifying that ch at the end of a word is pronounced much more strongly than ch at the beginning or in the middle of a word; revising this by sorting flashcards into 2 piles based on spelling and/or pronunciation; and then practising the words in each pile, emphasising the soft ch by whispering and the harder ch by speaking more loudly * copying words with a ‘sh’ sound, which in German are all written as sch, and comparing and contrasting cognates with English spelling (e.g. washing machine – Waschmaschine) |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LG2U02 | * practising the sounds of diphthongs (a double-vowel sound, where the sound changes from the beginning to the end) in German by listening to the beginning and ending vowels at slow speed (e.g. au = ‘aah-ooh’, as in Haus: ‘H-aah-ooh-s’; eu/äu = ‘oh-ee’, as in Häuser: ‘H-oh-ee-s-er’) * producing words and phrases in a variety of texts, for example, emphasising common sounds in alliterative sentences (e.g. Heidi hüpft hoch; Die Siegerin liest eine Liste und singt ein Lied); using cloze or information-gap activities where they insert words from (pictorial and/or written) flashcards, or working in pairs or small groups to produce sentences about a prompt * performing different actions depending on the sound heard, for example, jumping when they hear sch, or crouching when they hear ch * singing in a ‘vowel choir’, where they are grouped according to the first vowel of their name, and then guided by the teacher with hand signals to sing high (teacher’s hand above the head), low (teacher’s hand at thigh level), loudly (teacher opens arms and spreads hands wide), softly (teacher draws arms into chest), a continuous note (teacher moves hand through the air in a continuous line), a pulsing note (teacher opens and closes hand) and so on * using common adjectives for colour (e.g. rot, blau, grün, gelb) and size (e.g. groß, klein) in various contexts, such as to describe classroom items * using frequently used verbs in a variety of contexts * identifying and underlining rhyming words or graphemes in short texts or poems |
| recognise and explore how the Roman alphabet and features of language are used to construct meaning in German  VC2LG2U03 | * alphabetising a group of target words by their first letter * becoming familiar with the German alphabet, noticing similarities to and differences from English, by singing the alphabet, and discussing similarities and differences in the sounds * spelling out German words chunk by chunk to create a full word (e.g. N-a-m-e for Name) * arranging individual letters into words, for example, playing a spelling game with target words, racing to spell the word the teacher says with letter cards * arranging words into short phrases or sentences |
| identify that written and spoken German has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LG2U04 | * identifying phrases that can cause confusion, for example, Ich heiße Martin (I am called Martin) contains one verb in the German phrase and 2 in the English phrase, and a common error in translation is Ich bin heiße Martin (I am am called Martin) * using conjugations of the verb ‘to be’ – sein from English, German and/or other languages to match different pronouns (e.g. I am – ich bin; you are – du bist; he/she is – er/sie ist), modelling pronoun–verb agreement; or using pictures to illustrate the different conjugations * matching pronouns to verbs in formulaic phrases using ‘to be’ – sein, through, for example, matching flashcards, labelling pictures or filling in a table in English, German and/or other languages * creating a table with 4 columns – English, German, Other languages, Picture (to illustrate meaning) – and then writing translations of the same word in each row, noting language features, and supporting the words by associating them with visual images or categorising them with simple metalanguage, for example, putting flashcards with words/pictures into different piles depending on their part of speech; or identifying verbs in a sentence, and then creating sentences of their own using these verbs * identifying nouns in English and German texts, and then highlighting the upper-case letters of the German nouns and contrasting how the nouns are written in both languages * ordering pictures of a story into Beginning – Middle – End, and then writing the main idea underneath the picture or matching sentences from the story to each picture * continuing a story by, for example, stating what happens to different characters next or using a timeline to plot additional action before or after the story action * participating in conversations about character, plot and setting, labelling key ideas and/or annotating pictures with single words and/or short phrases * giving opinions about different texts using formulaic language, for example, Ich mag das Buch * writing short responses, including poetry, for example, writing a poem using one German word for each of the letters of their name |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how German-speaking communities are similar to or different from others  VC2LG2U05 | * noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages known to the class and ways of celebrating or talking that may not be familiar to other people * listening to the ways a word is said in different dialects (e.g. ich is pronounced ‘ick’ in Berlin, ‘isch’ in central Germany, ‘i’ in Bavaria and ‘ich’ in northern Germany, and in Switzerland it becomes very guttural, emphasising the ‘ch’ sound), and repeating the different pronunciations * listing German words that have been borrowed from other languages, especially English (e.g. fair), including many information technology (IT) words (e.g. der Computer), and noting differences in pronunciation and intonation between English and German * listening to cognates in English and German (e.g. April – April) to identify differences in intonation (i.e. which syllables are emphasised), and vowel and consonant sounds * noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the German names of landforms that also denote physical characteristics, such as der Schwarzwald * recognising that languages and communities have different protocols regarding terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with those in German and/or other languages |
| identify where German is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LG2U06 | * colouring in countries and regions on a world map where German is the official language or a co-official language (e.g. Germany, Austria, Switzerland, Belgium, Liechtenstein, Luxembourg, South Tyrol in Italy) * researching basic facts about the German-speaking diaspora in Australia, for example, the Lutherans in the Barossa Valley and the Temple Society in Melbourne and Sydney * creating simple timelines using the given information of a German-speaking community in Australia: dates of immigration, important milestones (e.g. launching a German school), and their legacy (e.g. industry, buildings, bakeries) * discussing different products we use in our everyday lives that have been made in or have their origins in a German-speaking country or region, such as pens or pencils, bakery items and cars * identifying symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by German-speaking communities in a range of contexts, for example, identifying the colours on a range of flags from different countries and communities in German, and discussing what these colours represent |

## Levels 3 and 4

### Band description

In Levels 3 and 4, German language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use German to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore German-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of German. They locate information, and respond to and create texts using written and spoken German. They access authentic and purpose-developed German-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use German to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.

Students imitate the sound combinations and rhythms of spoken German. They demonstrate their understanding that German has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in German and make comparisons between German and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LG4C01 | * communicating with their peers and the teacher using formal and informal simple greetings and formulaic expressions, for example, Wie geht’s?; Wie geht es Ihnen? * exchanging information in modelled expressions in written or spoken form about their family, hometown, pets and activities, for example, Hast du Geschwister? Ich habe einen Bruder und zwei Schwestern.; Hast du ein Haustier? Wir haben einen Hund und vier Vögel.; Wo wohnst du? Ich wohne in …; Was sind deine Hobbys? Ich mag … * using German expressions and repair strategies to support interaction with their peers and the teacher, for example, Ich verstehe; Ich weiß das nicht; Langsamer bitte; Nochmal bitte * asking and responding to questions relating to a learning activity or lesson, for example, Wie bitte?; Ich verstehe das nicht; Welche Seite?; Wie sagt man das auf Deutsch?; Bist du fertig?; Wer ist dran? Ich bin dran. * using modelled sentences to communicate about the self in descriptive language, for example, Ich habe eine Katze. Sie ist braun und frisst Fleisch. * using common responses to frequently asked questions, imitating modelled intonation and stress patterns, for example, Wie geht’s? Gut, danke.; Stimmt das? Ja, das stimmt. * commenting constructively on their own and others’ learning, for example, Super!; Tolle Arbeit!; Gut gemacht!; Danke. * apologising and making polite requests, including attracting attention and asking for assistance and permission, for example, Entschuldigung, Frau Lenz!; Hilfe bitte!; Darf ich bitte auf dieToilette gehen? * asking and responding to questions relating to concepts such as time, number, days of the week, months and seasons, for example, Wann spielst du Basketball? Am Montag.; Wer hat im August Geburtstag?; Welche Hobbys hast du?; Wann ist es kalt in Deutschland? Im Dezember, im Winter. |
| participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LG4C02 | * participating in role-played situations such as choosing a present for a friend or visiting a doctor’s clinic, for example, Alex mag Puppen. Was kostet die Puppe?; Was ist los? Mein Bein tut weh. * collaborating with peers to prepare an item to perform for an audience, for example, a German-language song or a modified fairytale play * acting out or providing illustrations for songs or stories (e.g. holding up pictures of each animal as it is mentioned), or creating a stop-motion film narrated by subtitles or purely by the action (e.g. an art gallery of students’ interpretations of Die Bremer Stadtmusikanten) * making card-matching or digital games to play with peers, using German and English words or images, for example, days of the week, months, seasons or vocabulary associated with weather * following procedures and instructions with peers, guided by the teacher, for example, how to create a Hampelmann or Lebkuchenhaus * collaborating to create a shared text in German, for example, a digital photo story after a class activity or event such as a visit to a German restaurant * interacting with others to produce classroom signs, for example, Bitte mach die Tür zu!; Hier sind die Scheren/Klebestifte/Stifte! * planning and negotiating with peers to organise a class celebration such as a traditional festival from a German-speaking country or region or an end-of-term class party, for example, Wer bringt was mit? Ich bringe … mit. * playing class games, such as listening to, then repeating, answers from previous students, and then adding their own sentence using specific structures guided by flashcards, for example, Was bringst du zur Party? Peter bringt Brot. Elsa bringt Salat und ich bringe Fisch. |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LG4C03 | * identifying points of information with some unfamiliar language in short spoken texts in German, for example, the name and number on a recorded phone message, the age of a child in an interview, or items on a recorded shopping list * constructing a timeline of the main events of a story using pictures, words and/or simple sentences or working with information to create a graph, for example, Lieblingstiere, Lieblingssport, Lieblingsserie, Lieblingsmusik * responding to an informative or imaginative text in various ways, such as describing what emotions they feel while listening to a story or song, for example, Das macht mich glücklich/traurig/nervös * collecting information from informative texts and creating a display with names and appropriate adjectives, for example, reading or listening to texts about different animal species (e.g. Der Löwe ist mutig und stark; Das Känguru ist schnell) and creating a classroom display with the information * comparing wall calendars from a German-speaking country and Australia, identifying similarities or differences in structure, public holidays, the pictorial representation of seasons, and cultural influences * identifying key information in audio or written texts, for example, listening to and/or viewing a song or music video and identifying the number or types of animals or the activities someone completes; or viewing a film poster and reflecting on their understanding using the ‘see-think-wonder’ routine, for example, identifying the title and characters, predicting the genre of the film, and then discussing or presenting this information * viewing or listening to texts related to aspects of school life, such as timetables, canteen menus, extracurricular activities and sports, and comparing information about activities and practices across cultures * locating information about a person or character from a written or spoken text, to use in a modelled format such as a Steckbrief * working in groups to obtain and use factual information from texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or calculating distances/speeds from a sports lesson * finding examples of German used at home or in the community and creating a class collection or display, for example, products, labels or words used in English-language advertisements, shop signs, recipe books or menus * classifying a range of German texts (e.g. fairytales, recipes, instructions, advertisements, greeting cards, maps or songs), according to their purpose(s) (e.g. to entertain, describe or instruct), and discussing and justifying their reasoning in English; comparing the features of different types of German and English texts such as a song, picture book, cookbook or comic, and identifying how different textual elements such as title, layout, script and images can combine to make meaning |
| develop strategies to comprehend and produce German, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LG4C04 | * learning to use a dictionary to find and understand unknown words in texts, for example, playing dictionary games to locate target words * recognising and comparing similarities and differences between ways of showing politeness or formality in German and English or other languages known to students, for example, the use of family names after Frau and Herr; responding to Danke schön with Bitte schön; using Sie in an appropriate context * reading simple texts in German and English alongside their translations, noticing similarities and differences, and identifying challenges to translations such as ‘false friends’ (e.g. das Handy = mobile phone) * recognising that there are different and/or multiple words that communicate ideas across cultures, for example, Karneval, Fasching and Fastnacht; das Christkind and der Weihnachtsmann * comparing different words with the same meaning in English, noting subtle variations in meaning (e.g. sidewalk, footpath and pavement; hiking, tramping and trekking) and similar patterns in German (e.g. süß, niedlich and hübsch) * matching parallel expressions in English and German, for example, Hi – Tag; morning tea – Kaffeepause; Bless you – Gesundheit * using cultural gestures in familiar contexts, for example, starting with your thumb when counting in German * discovering how their own language use influences expectations about German-language use, for example, wanting to use one word for ‘you’, and not expecting to capitalise all nouns |

##### Sub-strand: Creating text in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LG4C05 | * learning or revising target vocabulary by participating in a Schnitzeljagd in the schoolyard or creating an alphabet list or book with illustrations in German, for example, featuring traditions and customs from German-speaking countries and regions (e.g. L = Lederhosen), or a single topic such as animals (e.g. L = Löwe) * creating and illustrating short personal, imaginative or informative texts, such as using secure digital tools to produce Mein Traumhaus, and annotating the presentation, for example, Mein Alltag; Mein Schloss ist sehr alt, groß und schön; Es ist rosa und lila * creating and/or sharing an item (e.g. Schultüte or Zuckertüte) relating to German-speaking communities’ language and culture through the school newsletter, at a school assembly or in a display, or displaying links to digitally produced student items such as films or photo–text collages * designing simple written correspondence such as invitations or greeting cards in print or digital form, incorporating formulaic expressions, simple phrases and sentences, and modelled textual conventions, for example, an invitation to Grandparents’ Day at school * producing and presenting illustrated or multimodal texts using a modelled structure, for example, an acrostic poem based on their given name or an Elfchen (an 11-word poem with a specific structure) about a family member or pet * using modelled structures and picture prompts to retell the basic plot of a narrative or make simple summary statements, for example, Der König und die Königin sind im Schloss * creating and presenting a performance using modelled German language, for example, a puppet play involving die Maus from Die Sendung mit der Maus, meeting a current Australian fictional character, or an Igel meeting an echidna * acting out a text with a repetitive plot and/or dialogue, and adapting aspects of the story, for example, Die kleine Raupe Nimmersatt or another well-known story from German-speaking countries or regions, noting cultural references (e.g. a bread roll is called die Semmel in Bavaria or Austria, das Brötchen in northern Germany, das Rundstück in Hamburg and Schleswig-Holstein, and die Schrippe in Berlin and Brandenburg) |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LG4U01 | * recognising and using the Umlaut and Eszett to pronounce and write familiar German words, noting differences in their pronunciation, for example, words with and without an Umlaut (e.g. der Bruder vs. die Brüder) * developing pronunciation, phrasing and intonation skills by singing, reciting poetry or reading a short text aloud * understanding and practising sounds in German that are different from English sounds, for example, Wasser, where w sounds like an English ‘v’; Vater, where v sounds like an English ‘f’; other words such as ja, rot, singen, Sport and zwei * understanding that intonation patterns create different meanings between statements, questions and exclamations, for example, Du bist acht. / Du bist acht? / Du bist acht! * identifying differences in regional accents and dialects to begin understanding language variation across German-speaking communities, for example, in everyday greetings * comparing the rhythms and vocal effects in German and English versions of a favourite story such as ‘Rotkäppchen’ or in a game such as Wie spät ist es Herr Wolf? * using phonic knowledge to spell and write some unfamiliar words containing, for example, ch, r, th, u and z, and consonant clusters such as sch * applying learned memory aids such as ‘When E and I go walking, the second one does the talking’ (e.g. Reise vs. Riese) * applying spelling rules for frequently used words * listening to the way animal sounds are expressed in German (e.g. in the story ‘Die Bremer Stadtmusikanten’ or the song ‘Das kleine Küken piept’) and comparing them with English and other languages represented within the class, for example, Ein Hahn sagt: „kikeriki“; Ein Hund bellt: „wau wau“ |
| recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LG4U02 | * completing sentences that start with formulaic sentence starters, for example, adding an adjective to Der Apfel ist … * matching question-and-answer pairs to create simple conversations, for example, Wo wohnst du? Ich wohne in Shepparton. * applying punctuation in modelled writing activities, for example, full stops, exclamation marks and question marks * gaining an awareness of terms referring to quantities such as mehr, viel/e, nichts and kein/e, using singular and plural countable nouns (e.g. ein Apfel, viele Äpfel), and uncountable nouns (e.g. Wasser, Orangensaft) to demonstrate understanding * recognising that all German nouns start with upper-case letters, demonstrating understanding by highlighting nouns within a text * applying capitalisation when writing German nouns * connecting German nouns to their articles and recognising that the article applies to the concept of the noun rather than to an individual item * recognising that genders are used with nouns but not with other parts of speech * recognising that indefinite/definite articles and possessive adjectives agree with the gender of the noun they precede, for example, der Bruder, ein Bruder, mein Bruder and dein Bruder * using some adverbs to elaborate on simple statements, for example, Ich laufe schnell; Ich singe leise; Ich spreche laut |
| recognise and compare familiar German language structures and features with those of English and/or other languages, using simple metalanguage  VC2LG4U03 | * identifying German punctuation for direct speech by highlighting the speech marks within a text (e.g „Ich bin Heidi.“ or »Ich bin Heidi.«), noting that the »…« formation is commonly found in novels * translating a simple English text featuring direct speech into German, changing English punctuation for direct speech to German punctuation (e.g. He said, ‘I like chocolate.’ becomes Er sagt: „Ich mag Schokolade.“ or Er sagt: »Ich mag Schokolade.«) * comparing the pluralisation of nouns in German to English and/or other languages, for example, der Apfel / die Äpfel * understanding and using pronouns to refer to people (singular: ich, du, er, sie, es, Sie; plural: wir, ihr, Sie, sie), for example, Sie heißt Anna; Sie heißen Ben und Sarah; Das Baby ist klein. Es schläft. * comparing and matching keywords in German, English and/or other languages, for example, names for German-speaking countries and regions (e.g. Deutschland), well-known cities (e.g. Wien), animals (e.g. der Hund, die Katze), family members (e.g. die Mutter, der Bruder) and leisure activities (e.g. Musik hören, schwimmen) * comparing the features of different types of German, English and/or other language texts such as a song, picture book, cookbook or a comic, and identifying how different textual elements such as title, layout, script and images can combine to make meaning |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture  VC2LG4U04 | * viewing a map that shows Aboriginal and Torres Strait Islander languages and noticing how many languages are represented in Victoria, and then learning about the diversity of languages that students in the classroom have a connection to * identifying the Aboriginal or Torres Strait Islander Country on which they live and naming this in German, and incorporating this into their self-introduction * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * recognising that language carries cultural ideas, for example, Sommerbeginn, which is officially 1 December in Australia but 21 or 22 June in Europe; hitzefrei, or ‘heat-free’, referring to the practice of dismissing students early from school if a certain temperature is reached or forecast * exploring cultural practices and language related to foods in German-speaking countries and regions, for example, Abendbrot and Spaghettieis, or saying Guten appetit before a meal * identifying ways in which German language and culture influence the lives of Australians, for example, types of food consumed such as Sauerkraut, types of sausage, and sweets (e.g. Gummibärchen) * recognising that politeness and formality may be communicated differently in different languages, for example, the use of Frau/Herr Schmidt (Ms/Mr Smith) and the use of du/Sie to indicate the level of formality between speakers in German-speaking communities * recognising that German is the official language or a co-official language of multiple countries and regions, including Germany, Austria, Switzerland, Belgium, Liechtenstein, Luxembourg, and South Tyrol in Italy, and identifying their locations on a world map * learning about the school system in German-speaking countries, where the Grundschule is generally for Grades 1 to 4 * illustrating mythical creatures from different cultures based on verbal and/or written descriptions * recognising character traits and values and comparing them with familiar stories in English or in other languages, for example, the wolf in ‘Rotkäppchen’ as told by the Brothers Grimm in German compared to popular retellings of ‘Little Red Riding Hood’ * understanding that some English words originate from Aboriginal or Torres Strait Islander languages, such as the names of animals (e.g. ‘koala’ – der Koala from the Dharug word gula meaning ‘no water’; ‘kangaroo’ – das Känguru from the Guugu Yimithirr word gangurru), comparing them to the German words and discussing why more Australian animal words come from some areas than others |

## Levels 5 and 6

### Band description

In Levels 5 and 6, German language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in German to exchange information and ideas within their school and local environment, and engage with German-speaking communities. They work independently and in groups, with ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of German, and use simple metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in German that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their responses to context, purpose and audience.

Students use modelled structures when creating and responding in German. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in German and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LG6C01 | * exchanging information with others in a secure, teacher-moderated online environment, in writing or face-to-face, about daily routines and leisure activities, using modelled language associated with time and sequence, for example, Was machst du am Wochenende?; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich.; Ich schwimme und surfe oft; or sharing opinions with German-speaking peers about school subjects and rules, for example, Wie findest du Mathe? Mathe ist toll.; Man muss eine Uniform tragen. Das ist doof. Was denkst du? * using communication strategies such as active listening skills and interjections (e.g. Ja, ja ich verstehe; Ach ja das stimmt; Genau), turn-taking cues, and requests for clarification or more detail to support interactions (e.g. Ich verstehe das nicht; Wie heißt das auf Englisch?) * practising modelled repair strategies, for example, Wie bitte?; Kannst du die Frage nochmal sagen?; Bitte sag das nochmal * giving and receiving instructions, for example, Mach(t) die Tür zu!; Trink(t) mehr Wasser! * describing significant people such as family members, friends and teachers, using simple descriptive and expressive modelled language, for example, Das ist meine Schwester. Sie ist sehr sportlich und intelligent. Sie spielt sehr gern Fußball und liest gern Comics. Ich habe meine Schwester lieb. * asking questions using question words to request further detail, and responding using modelled intonation and stress patterns, for example, Welche Farbe hat dein Haustier?; Wie ist es?; Wo wohnt es? * recognising subject–verb inversion of questions (e.g. Er ist zehn Jahre alt / Ist er zehn Jahre alt?) * identifying and discussing learning strengths and experiences, for example, Ich mag Deutsch. Deutsch macht Spaß. Ich lerne gern Deutsch. * apologising and expressing concern or sympathy to friends and family members, for example, Tut mir leid; Schade!; Du Arme(r)! * expressing feelings (e.g. Wie geht’s?; Es geht mir nicht gut; Ich bin krank), using adjectives such as aufgeregt, glücklich, nervös, sauer and traurig |
| participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LG6C02 | * participating in real-life or role-played transactions such as buying food from a range, for example, Ich esse Käse. Ich nehme ein Käsebrötchen.; Was kostet ein Eis? Das macht 6,50 Euro.; Gibt es Vanilla? Vanilla ist mein Lieblingseis. * organising and conducting collaborative activities such as a Deutsch macht fit session for a younger class, using language such as Lauft schnell! and Springt zehnmal! * discussing and planning collaboratively with peers to develop an activity for a school assembly, or a school/class event or performance, using language related to people, items, time and numbers to create promotional materials, for example, working collaboratively to produce a poster or video to encourage recycling (e.g. Trinkt lieber Wasser!; Recycelt alle Dosen!) or dancing the action song ‘Das Fliegerlied’ as a lunchtime flash mob * checking on peer progress using comments and questions (e.g. Bist du fertig? Ich bin fertig.; Verstehst du das? Ja.) and sharing ideas about the experience of learning and using German, identifying their own strengths and preferred learning styles, for example, Ich kann gut Deutsch sprechen * responding to feedback on a written draft or class activity by making changes to improve the product or activity * consulting online catalogues and websites, comparing prices and values, and discussing potential purchases (e.g. Das Handy ist zu teuer; Der Pullover ist preiswert) and using modelled phrases such as Der Hut sieht gut aus * stating preferences from a range of items, for example, designing outfits from a clothing catalogue (e.g. Mein Lieblingsoutfit ist lila und weiß) * asking peers to do something politely and responding to requests, for example, giving and receiving things (e.g. Gib mir bitte den Stift!; Bitte schön; Danke schön) * discussing and creating class and school rules using modelled language with the modal verbs müssen and dürfen, for example, Dürfen wir auf dem Boden sitzen?; Wir müssen immer aufpassen; Wir dürfen in der Klasse nicht am Handy sein * comparing the exchange rate of currencies, for example, converting Euro or Schweizer Franken into Australian dollars, and calculating the cost of specific items in both currencies |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LG6C03 | * viewing or reading informative texts and sequencing steps in a process, for example, watching a short video about the water cycle in German and labelling a diagram with vom Meer zum Land; Regen; Fluss; Grundwasser * viewing a news item, image or short documentary about a festival in a German-speaking country or region, such as die Basler Fasnacht or der Karneval in Köln, and describing and giving an opinion about the main aspects, for example, Ich finde die Fasnacht in Basel super. Ich mag die Masken und die Musik. * responding to a text such as a poem by selecting an appropriate image to illustrate an aspect such as the key message or mood, and explaining choices, for example, Das ist die Sonne. Die Sonne ist heiß und gelb. Die Sonne scheint im Sommer. Ich freue mich, wenn die Sonne scheint. * researching topics (eg. recycling, the water cycle, the solar system, or geographical features in German-speaking countries and regions), using a range of sources (e.g. magazine articles, books or websites), and then organising and sharing the information in print or secure digital format in modelled German texts * viewing subtitled media such as music clips or informative texts on different German-speaking communities, and identifying new vocabulary and expressions for use in shared texts * identifying information in German texts such as advertisements, dialogues, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs, leisure activities or food preferences * compiling and presenting information from a survey of peers and displaying results, for example, using graphs showing modes of transport to school (e.g. zu Fuß; mit dem Rad/Bus/Auto; mit der Bahn/Fähre), and reporting whether they are environmentally friendly * using modelled structures (e.g. Das Ende war lustig/traurig/blöd; Die Hauptperson war sehr mutig/schön/schlau) to express a personal opinion on aspects of a text such as the beginning, ending, plot and characters * producing a timeline of main events in a story or creating storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to indicate moods or feelings |
| apply strategies to interpret and convey meaning and/or intercultural understanding in German in familiar non-verbal, spoken and written contexts  VC2LG6C04 | * observing how language use reflects politeness and the closeness of social relationships, such as different levels of formality through the use of du/ihr and Sie * using common scaffolded phrases such as using Sie in short role-plays with adults outside the family, including people in a position of authority such as a teacher or doctor, for example, Guten Morgen, wie heißen Sie? * observing familiarity with friends, for example, Spitznamen and various uses of the diminutives -chen and -lein * identifying when literal translation is or is not possible, for example, in idiomatic expressions such as Bist du satt? (not voll) and Es geht mir gut (not Ich bin gut), or Ich bin krank, which literally translates to ‘I am sick’ * noticing and practising the use of German expressions and gestures when interacting with people from German-speaking communities, for example, exclamations such as Ach so!, Echt! and Doch!; pressing thumbs inside one’s fists, compared with crossing one’s fingers for good luck; and the similarity of thumbs up meaning ‘great’ or ‘good’ * using German–English cognates to predict meaning (e.g. Brot, kalt, Maske, trinken) * explaining in English the use and meaning of German expressions (e.g. Gesundheit; Hals- und Beinbruch; Toi, toi, toi!), and noting equivalents or expressions used in the same circumstances from Australia or other cultures, such as Sie spricht durch die Blume – She’s talking in a roundabout way; or noting that German, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences (e.g. Fast Food; Fairness) * creating and using bilingual resources for language learning, for example, glossaries or personal German–English and English–German wordlists with examples and explanations of parts of speech and language use * recognising long compound words, collecting and analysing interesting examples such as das Schlagzeug, babyleicht and der Seehund, and discussing strategies for understanding and translating them into English * understanding that the gender of compound nouns is determined by the last noun in the chain, for example, die See (ocean) + der Hund (dog) = der Seehund (seal) |

##### Sub-strand: Creating text in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LG6C05 | * identifying and highlighting typical features of a letter or article, labelling different sections (e.g. heading, introduction, body, conclusion, author), and then annotating a text to identify its structure and linguistic features * identifying features common to a range of text types (e.g. title, author, and main content organised into paragraphs), and then completing a jigsaw activity using features of various text types, placing fragments of the text into the correct order based on modelled examples * creating a multimedia profile for a group of young German speakers or writing a blog entry for a youth website, for example, about Freizeit, Schule or Freunde * creating a video clip to present information or ideas to a particular audience, including elements that may be unfamiliar to German-speaking students, for example, a virtual tour of the school or classroom for exchange student groups, which may also demonstrate that Australian students generally wear school uniforms * presenting about German-speaking countries and Australia, for example, population statistics and physical size, daily temperatures, types of housing, pet ownership or most popular leisure activities * recording a multimedia presentation or writing a diary about a real or imaginary trip to a German-speaking country or region, incorporating some famous places they visited and cultural experiences, for example, Das ist eine alte Kirche in Hamburg; Hier bin ich, ich esse eine Brezel * adapting a text such as a story, and presenting it to a younger audience, for example, changing the gender or age of the main character; changing the place or time of the setting; adding a new character or dilemma * role-playing characters from different areas in German-speaking communities and demonstrating regional variations in language use, for example, in greetings such as the Swiss Grüezi and Austrian or Bavarian Servus, and cultural events such as the Weihnachtsmarkt and the Christkindlmarkt * creating and performing a new version of a familiar song or poem, for example, using secure digital tools and apps for video editing and voice recording * inventing a board game focusing on key language and using expressions for playing games, for example, Du bist dran; Schade; Gut gemacht; Ich gewinne |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LG6U01 | * recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar * applying phonic and grammatical knowledge to spell, write and say unfamiliar words containing, for example, ch, j, w and z, and diphthongs such as au and eu, and ei and ie * using phrasing and intonation to link multiple sentences when reading a short text aloud or holding a reciprocal conversation with a partner * identifying differences in regional accents and dialects to begin understanding language variation across German-speaking communities, for example, watching video clips and identifying the commonalties with other geographically adjacent languages or the potentially different pronunciations of ch in different dialects (e.g. in Technologie and ich) * listening to the ways a word is said in different dialects, for example, ich is pronounced ‘ick’ in Berlin, ‘isch’ in central Germany, ‘i’ in Bavaria and ‘ich’ in northern Germany, and in Switzerland it becomes very guttural, emphasising the ‘ch’ sound * locating places on a map to identify where accents are from, while listening to one word said in different dialects * practising different intonation for statements, questions, exclamations and instructions, for example, Du trinkst Wasser. / Du trinkst Wasser? / Du trinkst Wasser! / Du, trink Wasser! * reciting well-known German tongue twisters, applying knowledge of pronunciation patterns and working on fluency, for example, Zehn Ziegen zogen zehn Zentner Zucker; Acht alte Ameisen |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LG6U02 | * applying punctuation rules, including the meaning and use of full stops and commas in ordinal and decimal numbers (e.g. die 3. Klasse; 9,50 Euro); understanding that German numbers invert the comma and full stop compared to English, for example, Es kostet €6,50 (sechs Euro fünfzig) vs. ‘It costs $6.50’; ‘10,200’ in English vs. 10.200 in German; and recognising that ordinal numbers include a full stop (e.g. ‘6th’ in English vs. 6. in German), clarifying that the full stop in the number does not mean the end of a sentence (e.g. Sankt Nikolaustag ist am 6. Dezember) * noticing distinctive punctuation features of personal correspondence in German (e.g. Lieber Klaus, followed respectively by a lower-case letter to begin the first sentence, unless the first word is a noun * referring to a person, place or object using the nominative and accusative forms of the definite and indefinite article (e.g. Ich habe einen Bruder; Der Hund hat den Ball) and when negating using kein and noting the differences in structure from English, for example, Ich habe keinen Bruder, literally, ‘I have no brother’, means ‘I don’t have a brother’ * recognising and understanding the different forms of ‘you’, such as du (singular informal), Sie (singular/plural formal) and ihr (plural informal), for example, Setz dich; Setzen Sie sich; Setzt euch; Was meint ihr? * making connections between possessive adjectives and context, for example, mein/e, dein/e, sein/e, ihr/e; Mein/Dein Bruder ist 12; Seine/Ihre Lieblingsfarbe ist blau * making comparisons using simple structures and limited forms of modal verbs mögen and können, for example, Sie mag Kricket; Ich kann gut schwimmen; Ich mag Erdbeeren lieber als Kiwis; Ich kann besser laufen als Radfahren * recognising that German time uses ‘half to’ and not ‘half past’, for example, Die Schule beginnt um halb neun (literally, ‘The school begins at half nine’, i.e. half past eight), and telling the time using the 12-hour clock and including the half hour, such as Die Schule endet um 3.30 * using prepositions such as nach and vor within formulaic expressions to indicate the timing of events, such as nach der Schuleor describing locations using simple formulaic prepositional phrases such as im Wasser, in der Luft, auf dem Land or neben dem Tisch * understanding the meaning of the conjunctions dass and weil, and noticing that the conjugated verb moves to the end of the subordinate clause when they are used, for example, Ich esse einen Apfel, weil ich Hunger habe * referring to quantities of people, objects and prices using cardinal numbers up to 100, including length/height/distance (Meter, Kilometer) and area (Quadratmeter, Quadratkilometer), decimals and common fractions, for example, 85,5 Prozent haben eine Katze; Die Tages temperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester; or 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 * describing current actions using a range of regular and irregular verbs, such as machen, kaufen, bringen, tragen, lesen, sehen, fahren and essen * describing experiences using the simple past tense of sein, for example, Ich war krank; Der Film war interessant; Es war windig * noticing that articles and pronouns change after certain verbs (Ich danke dir), and after particular prepositions associated with location, for example, Wir gehen in die Stadt; Wir sind in der Stadt * understanding questions using warum and responding with a simple sentence, for example, Warum bist du müde? Ich bin krank. * playing ‘open hide-and-seek’ where students arrange themselves on and around furniture and the seeker states modelled descriptive sentences to release them, for example, Eric sitzt am Tisch; Flora steht vor der Tafel * researching animals, plants and/or national parks from German-speaking countries and regions, and then creating alphabetical lists of them; playing games based on target vocabulary from class research, such as animals (e.g. der Wolf) and plants (das Edelweiß); arranging content from class research according to specific instructions, or building modelled texts |
| compare German language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LG6U03 | * discovering some loan words from English and/or other languages used by German speakers (e.g. das Internet; die App; Stopp!; Sorry!), and considering if they are similar to loan words from German used by English speakers * comparing familiar English texts with similar texts in German and/or other languages (e.g. video clips of songs or animated short stories), and noting key text-type conventions or ideas such as target audience and style * identifying the context, purpose and intended audience of a range of familiar texts in German and English (e.g. fairytales, sports reports or recipes), and noticing similarities and differences across the languages * noting that the word order in German instructions (e.g. recipes) often has the verb, in infinitive form, at the end of the instruction (e.g. Butter und Zucker schaumig rühren), and comparing this with English recipes, which use the imperative (e.g. Cream the butter and sugar) * reading, viewing and/or listening to different digital and other texts with a common topic, and discussing structural and linguistic similarities and differences, for example, comparing print, radio, television and social media announcements for the same event * building metalanguage to comment on grammar and vocabulary (e.g. Substantive/Nomen, Verben, Ordinalzahlen, Präpositionen, Fragewörter and groß/klein schreiben), and comparing this with equivalents in English and/or other languages * understanding the concept of regular and irregular verbs, and noticing that this is a feature of both German and English, for example, sein – ich bin (to be – I am); du bist (you are) * comparing the meaning of modal verbs (e.g. müssen, sollen, mögen, können) with English equivalents, noting the level of commitment to an action each modal verb indicates * comparing the German and Australian ways of writing a postal address, for example, the Hausnummer (house number) appears after the street name in Germany, but before the street name in Australia; the Postleitzahl (postcode) appears before the suburb/town in Germany, but after the suburb/town in Australia * providing feedback to support peers, using metalanguage, for example, editing each other’s written or spoken texts, and justifying their reasons for editing or changing textual elements |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LG6U04 | * recognising that language use can have connections to cultural practices, for example, comparing the traditional songs ‘Wie schön, dass du geboren bist’ and ‘Happy birthday to you’, and considering how birthdays are celebrated in German-speaking countries and regions or communities * understanding the required level of politeness, depending on the relationship between speakers, in a range of familiar contexts (e.g. at school, on the street or at home) * discussing situations of culturally inappropriate language, noticing what makes it inappropriate, for example, addressing an adult who is not a family member with du instead of Sie * noticing the impact of their own assumptions about people from German-speaking countries and regions, their language and culture, and considering how German speakers may also make assumptions and generalisations about Australians * identifying, in German or English, how language and culture are expressed through Aboriginal and Torres Strait Islander song, dance or artworks, considering similarities and differences with certain cultural expressions of German-speaking people or communities * identifying examples of current and historical influences of German-speaking countries and regions in the language and culture of the local and broader communities, for example, in family heritage, place names, restaurants, businesses, and food and other products * exploring how geography and language are connected to lifestyle, education and language use, for example, students’ activities during recess or lunchtime; languages learned in schools; and the German school system of Hauptschule, Realschule, Gymnasium and Gesamtschule for different educational goals or gaining an awareness of some regional variations in language, for example, in greetings such as the Swiss Grüezi and Austrian or Bavarian Servus, or the lack of the Eszett in Switzerland and Liechtenstein * recognising that texts such as stories have a social and cultural purpose, for example, the moral of a story such as ‘Die Bremer Stadtmusikanten’, and comparing personal characteristics that are depicted in texts * exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language * appreciating that gestures differ across cultures, for example, shaking hands is generally more common in German-speaking countries than in Australia and not shaking hands may be considered impolite; German-speaking people may count on their fingers from the thumb, whereas Australians tend to start with the forefinger * looking at an Aboriginal song, dance, artwork or tradition (e.g. a possum skin coat), and identifying why it is considered a significant cultural artefact that helps maintain and preserve culture; and then considering methods of preserving culture in German-speaking countries and communities, and comparing them with examples in other languages and cultures represented in the classroom |

## Levels 7 and 8

### Band description

In Levels 7 and 8, German language learning builds on each student’s prior learning and experiences. Students use German to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between German, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain German-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken German and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of German text, using some metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LG8C01 | * communicating in face-to-face or secure online teacher-moderated discussions with peers and German-speaking contacts, to share information and ideas about familiar and some unfamiliar topics such as clothing, housing, famous people and inventions, folklore, social and cultural practices, for example, Was trägst du zur Party?; Was isst man zum Frühstück in deinem Land?; Wie feierst du deinen Geburtstag? * discussing and giving opinions on familiar topics such as school life, neighbourhood, entertainment, sport and leisure, and participating in role-plays, for example, Hast du ein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe? Ich finde Sozi interessant. Und du?; Ich wohne gern auf dem Land. Es gibt einen Fluss und einen Fußballplatz in der Nähe. Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst? * participating in conversations with peers using strategies such as active listening and repair strategies, for example, asking for repetition, clarification and confirmation to sustain interactions (e.g. Was denkst du?; Was bedeutet das?; Meinst du …?; Was habt ihr gemacht?) * giving instructions to a peer and demonstrating their understanding during speaking activities in pairs, for example, saying Gib mir das Buch! and their partner gives them the book * recounting social and cultural experiences with others in small groups (e.g. Wir haben eine Reise nach Neuseeland gemacht. Und ihr? Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen.), and taking notes about what they have understood * posing and responding to questions about future plans, for example, Was wirst du in den Ferien machen? Wir werden zu Hause bleiben. * brainstorming learning strategies, then discussing and sharing them in German, for example, Lerne jeden Tag zehn neue Wörter!; Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe * writing texts using textual conventions appropriate to text types popular with young German speakers, such as the use of contractions and abbreviations in text messages, for example, 4u = für dich; akla = alles klar; wmds = was machst du so?!; sz = schreib zurück; sTn = schönen Tag noch * contrasting aspects of past events in their everyday lives with others, for example, Du siehst sehr müde aus! Was hast du gestern gemacht?; Hat der Film dir gut gefallen? Wollen wir ihn heute noch mal schauen? |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LG8C02 | * transacting and negotiating in real-life or role-played situations such as shopping, or comparing similar offers for goods in online catalogues on German-language internet sites, including commenting on price, for example, Ich möchte diese Hose anprobieren. Haben Sie Größe 38?; Das ist sehr preiswert * participating in collaborative learning experiences with peers to organise an event such as a trip to the market, weekend activities or a class excursion, for example, Wir können mit dem Zug oder mit dem Bus zum Markt fahren; Was wollen wir am Wochenende machen?; asking, giving and following directions using street maps, apps or secure digital sources, for example, Wo liegt das Schwimmbad? Es ist in der Schillerstraße.; Wie komme ich am besten zum Bahnhof?; Können Sie mir bitte helfen? Ich suche … * promoting awareness for the school community regarding a particular issue, event or behaviour, by working with others to create posters, a blog or advertisement for topics such as Nachhaltigkeit, gesundes Essen and Sport und Bewegung * watching a video clip of people discussing different problems, identifying key words and phrases, and then working in pairs, stating a problem and asking for advice, employing modal verbs as appropriate, for example, Ich habe mein Passwort vergessen. Was soll ich machen?; Wie lernt man am besten Vokabeln? * planning and conducting a group activity such as a live or digital Modeschau with a theme, for example, Sommerferien; Wintersport; damals und heute * initiating interactions and participating in classroom activities and discussions to manage shared learning experiences, for example, assigning roles to others (e.g. Patrick, du kannst den Text schreiben!; Sarah, du machst die Fotos!) or commenting on the contributions and views of others (e.g. Ja, das stimmt; Sie hat Recht; Ich bin anderer Meinung) * participating in a ‘running dictation’ with words and phrases for agreeing or disagreeing with a suggestion, and then practising using the expressions to express opinions (e.g. Ja, das wäre super or Nein, das wäre blöd), stating reasons in English or German * brainstorming words and phrases for accepting or declining an offer or invitation and practising this during a class speaking activity, for example, Danke für die Einladung, aber ich habe freitagabends Klavierunterricht. Hast du am Montag Zeit? * participating in an exchange of opinions to form conclusions or solve issues on topics relating to their personal worlds, for example, Wohin sollen wir reisen?; Welches Tier ist am coolsten?; Junkfood oder gesundes Essen? * participating in a role-play making a complaint about unsatisfactory goods or services, using Sie appropriately, for example, Meine Nudeln sind zu kalt!; Es gibt kein heißes Wasser!; Geben Sie bitte mein Geld zurück! |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LG8C03 | * identifying the ways words can be misinterpreted, for example, the naming of the Barwon River (from the Wadawurrung word parwan for ‘magpie’), or the Yarra River (from the Wurundjeri term Yarro Yarro, meaning ‘it flows’) and identifying false friends or commonly misunderstood terms and phrases in German that can cause miscommunication, such as das Handy (mobile phone) * locating and interpreting key information in written or visual informative and persuasive texts (e.g. videos or interviews about a topic of interest; class surveys), and providing examples, creating a summary table and identifying the author’s implied meaning, for example, Schuluniform; beste Lebensorte; Lieblingsfreizeitsaktivitäten * analysing and summarising information and viewpoints from written and visual texts such as a news report about social media, a documentary on early German settlement in Australia, or an interview with an older person who speaks German on the topic of their Kindheit und Jugend, using tools such as guided note-taking, timelines and/or concept maps * listening to, viewing or reading about issues that concern young people such as Schule und Freunde, soziale Medien and Jugendkultur, and sharing opinions and feelings * reporting on information gathered from appropriate sources such as a class survey, video or interviews about a topic of interest, for example, commenting on group data and then stating their own opinion, with reasoning * listening to or viewing digital and other texts such as songs, raps, or film and video clips, noticing ideas, comparing aspects that may be similar or different across cultures, and making connections with their own experiences * identifying differences in register, purpose and audience when using language in different contexts, for example, the language in songs and graffiti, an online article, email to the teacher, an interview or an essay * collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods, for example, Alkohol trinken oder nicht? * investigating and reporting on evidence of current and historical influences of German-speaking communities’ language and culture in the local and broader community of Australia, for example, place names such as Heidelberg, Hahndorf and Leichhardt; food such as restaurants or bakeries; festivals and celebrations such as film festivals, community festivals and Weihnachtsmärkte; and organisations such as German language learning institutes, community schools and radio stations * noticing the Aboriginal and Torres Strait Islander origins of some place names, for example, Echuca is a Yorta Yorta word meaning ‘meeting of the waters’, and then exploring some German-language place names (e.g. der Schwarzwald) and their meanings |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LG8C04 | * interpreting and using expressions associated with politeness, social protocols and the closeness of social relationships such as different levels of formality through the use of du/ihr and Sie, and familiarity with friends, for example, Spitznamen and various uses of diminutives, such as -chen and -lein * comparing different versions of translations from online translators or reference materials and selecting the correct meanings, noting varying parts of speech while considering the need to recognise context and go beyond literal meaning * researching young people’s lifestyles across German-speaking cultures and contexts (e.g. Wintersport, Reiseziele), and comparing them to their own lifestyles, for example, In Deutschland spielen Kinder oft Fußball, aber ich spiele Kricket * comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environments, using a graphic organiser to present the information * examining culturally specific terms in German phrases and expressions, noting cultural influences, literal translations and possible equivalent terms in English and/or other languages, for example, Frühjahrsmüdigkeit; so alt wie ein Baum/Stein; einen Bärenhunger haben * translating and discussing common idiomatic expressions in both German and English, for example, Ich drücke dir die Daumen, equating to ‘I’ll cross my fingers for you’, to bring luck * illustrating the literal and figurative meanings of Redewendungen to display in the classroom * interpreting and adjusting non-verbal communication to cultural contexts and situations, for example, shaking hands to greet others; pressing thumbs to wish someone luck; adopting local expectations such as keeping to the right-hand side of the footpath/escalator and not walking on the bicycle path * creating bilingual resources appropriate to cultural contexts, for example, vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family events, explaining culturally specific elements * creating German captions, commentaries or subtitles for English multimodal texts, and vice versa * researching and explaining terms associated with practices or features of schools in German-speaking communities (e.g. die Schultüten, das Abitur, sitzenbleiben, das Notensystem) and drawing comparisons between school systems in Australia or other countries familiar to students in the class and German-speaking countries, for example, school starting age; when the academic year starts and ends; aspects of assessment and reporting such as the 1–5 marking scale; and students being streamed at the end of Grade 4 towards trades or towards academic or comprehensive schools |

##### Sub-strand: Creating text in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LG8C05 | * creating and presenting informative texts for a specific purpose and audience, such as advertising a social event in the local community or organising and presenting information to raise awareness, for example, a video advertisement, a recycling infographic, or a poster for an environmental campaign * explaining a procedure or activity in simple language, using supporting graphics, materials and gestures, for example, instructions for playing a game or sport, a cooking show segment, or fashion tips * presenting information and ideas using language appropriate to text type and context, for example, using reflective language in diary and journal entries, persuasive language in advertisements, or music lyrics and punchlines to engage with controversial ideas or provoke reactions * creating an imaginative text (e.g. picture book, puppet play, short film, song or poem), with particular themes or for imagined occasions to entertain an audience, for example, an Elfchen, a string poem or Konkrete Poesie * creating an imaginative text by extending given source material, for example, the next scene, a new character or an alternative ending for imaginative texts such as a story, drama or film script * creating an imaginative interaction incorporating communicative styles and social behaviours observed in German texts, for example, a digital persona or avatar in a German-speaking fantasy world * imagining they are the ‘characters’ in a painting, and creating a scenario and dialogue * describing an imagined experience using a familiar text type, for example, a personal diary entry describing the first day as an exchange student in a German school, or an informative guide for hosting a great birthday party * reviewing a film, computer game, novel or performance for a radio segment or for a friend * designing an informative text that introduces an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names or a history of their town |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply conventions of spoken German to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LG8U01 | * applying correct pitch and stress in context, such as expressing emotions and Schadenfreude, for example, Du bist gemein!; Das ist ausgezeichnet! * adjusting and applying intonation for statements, questions, exclamations and instructions, and practising the differences in intonation with a partner * listening to audio clips or watching video clips of conversations, recognising and reproducing rhythms in complex sentences using pauses, intonation and emphasis * exploring the German pronunciation of a range of loan words from English and other languages (e.g. Job, Restaurant, Pizza) and playing with the differences in sounds * identifying key differences and examining pronunciation variations across different German-speaking countries, regions and dialects * applying pronunciation, rhythm and pace to enhance meaning, creating effects in spoken texts (e.g. stories, poems, songs and conversations), recording themselves presenting, and then listening to or watching the recording, reflecting on what they did well and areas they could continue to practise * brainstorming how language changes for formal and informal interactions, and then listening to a conversation between different people, identifying whether the language used is formal or informal and explaining how they identified this * referring to quantities of people, time and things using cardinal numbers up to a billion (e.g. Es gibt 7,3 Millionen Einwohner) and the 24-hour clock (e.g. Das Konzert beginnt um 21.45 Uhr), for example, when playing revision games (e.g. What’s the time, Mr Wolf?, number-grouping games, number snap) or participating in role-plays and conversation activities * recognising that commas and full stops are inverted in German numbers, compared to English (e.g. ‘7.3 million residents’ becomes 7,3 Millionen Einwohner) and taking it in turns to read out numbers for a partner to write down * identifying a range of cohesive devices for linking and sequencing events and ideas, such as the adverbs dann, früher, danach and vorher; using their understanding of these devices to unjumble a text that has been divided into sections; and then reading the text aloud, emphasising the cohesive devices * linking and sequencing events and ideas using common coordinating conjunctions (e.g. und, oder, aber, denn, sondern) and common subordinating conjunctions (e.g. als, dass, obwohl, wenn, weil), usually with the subordinate clause after the main clause * understanding how prepositions in German determine the case of the noun that follows them and completing ‘spelling challenges’ in teams or oral ‘fill-the-gap challenges’ to practise using the correct cases * understanding the grammar rules ‘accusative for motion, dative for location’ for Wechselpräpositionen, and then applying this reasoning in sentences, for example, Wir gehen ins Kino vs. Wir sitzen im Kino |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LG8U02 | * noting that German grammar underwent changes in spelling and punctuation in the official Rechtschreibreform, requiring, for example, ß to be used only after long vowel sounds or diphthongs (e.g. Fußball, Spaß, weiß), except in Switzerland and Liechtenstein, which does not use the ß; and understanding that rules for German spelling continue to change, for example, the option to use the upper-case Eszett when presenting words in capitals * researching how linguistic innovations reflect the dynamic nature of German, for example, those designed to increase inclusivity of language, such as the use of gender-neutral and gender-inclusive language (e.g. Schüler\*innen or Lernende as terms for students who identify as non-binary) * applying German punctuation and spelling rules in writing and systematically editing their own and others’ written work for example, participating in ‘Find the error’ or ‘punctuation ninja’ games * applying knowledge of the German cases (nominative, accusative, dative and some genitive), and using definite and indefinite articles; personal pronouns and the indefinite pronoun man; and possessive, demonstrative and interrogative adjectives such as ihr, sein, unser, dieser, jeder and welcher * discussing, identifying and using the correct gender for different nouns, understanding that the gender is related to the concept of the noun and not an individual item, for example, playing a dictionary game to locate the words for different animals and recognising the abbreviations used to identify the gender and word classification * selecting and using the appropriate forms of personal pronouns such as du/ihr/Sie and their possessive pronoun equivalents dein/euer/Ihr, according to the audience (e.g. Sind Sie Frau Wagner?; Hast du dein Geld mit?), for example, completing fill-the-gap activities, sentence swaps, racing translations or writing personal texts and selecting the correct personal pronoun (er/sie/es/ihn) for objects that would be referred to as ‘it’ in English, for example, Woher hast du den Hut? Er ist sehr schön. Ich habe ihn bei … gekauft. * understanding the relationship between noun gender, article and case and the adjectival ending, and applying this when describing people, objects, places and events (e.g. Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt keinen Sportplatz), using an adjective cases chart for support to complete fill-the-gap activities and write short sentences describing people or familiar items * comparing sentences using positive, comparative and superlative adjectives, brainstorming possible rules to explain the changes, and then applying relevant grammatical patterns to an adjective, for example, by adding -er to the positive adjective (e.g. schwierig) for comparatives (e.g. schwieriger) and using ‘am + adjective + sten’ for superlatives (e.g. am schwierigsten) * using comparatives and superlatives to write short paragraphs making comparisons (e.g. Mit dem Bus zu fahren ist umweltfreundlich. Mit der Bahn ist umweltfreundlicher. Mit dem Fahrrad zu fahren ist am umweltfreundlichsten.), and then expressing opinions in class, or writing a letter or email to a friend to describe their family, school subjects, or favourite and least favourite foods (e.g. Deutsch ist schwieriger als Englisch aber Mathe ist am schwierigsten; Ich esse lieber Salat als Fleisch; Kaffee ist nicht so gesund wie Wasser) * using adverbs of frequency to describe events in the past (e.g. vorgestern, früher, immer, ab und zu, niemals), and then completing a ‘Find someone who …’ activity that includes statements with different adverbs of frequency * describing current, recurring and future actions using regular, irregular and modal verbs in the present tense, for example, Er sieht viel fern; Ich muss meine Hausaufgaben machen; Nächstes Jahr bekommen wir neue Laptops * identifying the rule for past participles when using regular verbs, playing a dictionary game to locate the past participles of a limited range of common irregular verbs, and then describing past actions in the present perfect tense, for example, Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank * using reflexive verbs in the present tense with their appropriate accusative reflexive pronouns to create a presentation to describe daily routines and express emotions and interests, for example, Ich wasche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien * selecting and conjugating a range of German modal verbs, playing a giant spelling game in small groups, and then paying special attention to word order when writing simple sentences using modal verbs, for example, Wir müssen eine Schuluniform tragen; Man darf hier nicht essen; Du kannst Volleyball spielen * applying understanding of a limited range of separable and inseparable verbs and creating a peer-teaching game or activity to help their classmates revise * recognising that prefixes alter the meaning of a base verb (e.g. Er kommt um 17.15 Uhr / Kommst du mit? / Ich bekomme manchmal Geld zum Geburtstag) and creating a classroom word wall to present the different verbs and prefixes covered in the topic * understanding and applying the ‘verb as second element’ and ‘subject-time-object-manner-place’ (STOMP) rules for the word order of main clauses, and then practising this word order using jumbled word activities, either individually or in groups * using accusative and dative prepositions in frequently used or familiar contexts (e.g. Ich komme aus Australien; Das Eis ist für mich; Der Junge geht zum Bahnhof) and rewriting sentences in teams, using word order to emphasise different elements |
| reflect on the structures and features of German, and compare them with English and/or other languages, using some metalanguage  VC2LG8U03 | * comparing and contrasting language use between German, English and/or other languages, in similar situations and in texts with similar content, such as advertisements for food or student blogs about school issues * understanding and describing the techniques, conventions and language elements of differing text types * understanding and observing that texts have different purposes, for example, to persuade, to inform or to entertain different audiences such as children, young people, German speakers or people living in Australia * reflecting on the interrelationship of context, purpose and audience, using knowledge of text types in German, English and/or other languages to predict the meaning of unfamiliar vocabulary in texts, for example, analysing various types of personal, informative and persuasive texts, or different samples of a particular text type, to determine the target audience(s) and producing targeted texts based on modelled examples, observing elements of text types such as layout and register * extending understanding of metalanguage to communicate in German and English about case, word order and verb tenses (e.g. der Dativ, Wechselpräpositionen, das Perfekt, Hilfsverben, trennbare Verben) * understanding that English grammar was previously more closely aligned with German grammar, and that English has changed, for example, recognising the link between ‘What thinkest thou?’ in Middle English and Was denkst du? in German * comparing language examples of a particular genre for cultural and stylistic differences, from various cultural and/or regional origins (e.g. High German, Austrian German, Swiss German and regional dialects; Australian English, US English and British English), for example, noting differences that occur when a television series is adopted by another country and culture, and making predictions as to why elements were adapted (e.g. Kommissar Rex and its international offshoots) * recognising that German word order is flexible, allowing other elements apart from the subject to begin the sentence (e.g. Langsam verstehe ich mehr Deutsch; Zu Hause ist es oft sehr laut); comparing word order with English; and then rewriting German sentences in teams, using word order to emphasise different elements * interpreting and evaluating textual conventions popular with young German speakers and making comparisons with their use in English or other known languages, such as the use of contractions and abbreviations in text messages, for example, 4u = für dich; akla = alles klar; wmds = was machst du so?!; sz = schreib zurück; sTn = schönen Tag noch * describing relationships between language, structure and textual purpose, for example, in a personal text using an informal register such as a thank-you email to a friend (e.g. Liebe Grüße; du; Dein/Deine X), and comparing this with English and other languages |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LG8U04 | * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live, and incorporating this into their self-introduction in German * participating in cultural experiences and reflecting on cultural similarities and differences that are manifested through language, for example, eating at a Swiss restaurant/café in Australia, watching a German soccer match or Austrian skiing competition, or listening to a music performance on a radio station from Liechtenstein or Luxembourg * reflecting on and explaining which aspects of culture and language use can be adopted from one culture to another, and where adjustments should be made (e.g. the German-language customs of using Sie and titles; wearing Hausschuhe; placing cash payment and receiving change on a tray rather than in the hand in a shop) and comparing these practices with those that occur in Australian settings * exploring the impact of their own assumptions about people from German-speaking communities, their language and culture, and considering how German speakers may also make assumptions and generalisations about Australians, and what these might be * identifying different situations that require different levels of politeness depending on the context and speaker, for example, thanking a host parent or a peer for a gift, or apologising to a teacher or a family member for being late * exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and language use, for example, Recycling; Kaffee und Kuchen; Wandern; Stehcafé; religious/public holidays; choice of Fremdsprachen offered in schools, at what year level it is introduced and how it is taught * discussing in English the concept of identity, and the use of gender-neutral and gender-inclusive language in German, for example, Schüler, Schüler und Schülerinnen, SchülerInnen, Schüler\*innen, Lernende * understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, social justice and social awareness, technology, language shifts and exchange, and intercultural experiences, and identifying these through topics and texts, for example, googeln, texten, chillen * comparing the use and cultural significance of gestures and body language in German and other languages, for example, not putting one’s hands in one’s pockets while talking with someone, taking one’s gloves off to shake someone’s hand, and maintaining eye contact when appropriate * identifying changes in their own ways of thinking about culture and identity, as a result of learning German |

## Levels 9 and 10

### Band description

In Levels 9 and 10, German language learning builds on each student’s prior learning and experiences. Students use German to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with speakers of German locally and globally through authentic community and moderated, secure online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their peers and teachers.

Students access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, teacher-moderated social media and other multimodal texts. They expand their knowledge of spoken and written German language structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in German in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken German to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse German texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning German to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LG10C01 | * sharing and discussing personal information and views face-to-face or in secure, teacher-moderated online discussions about familiar and unfamiliar topics such as family, friends, school, leisure activities and cultural practices, for example, Was findest du bei Freunden wichtig?; Sollen alle Schulen eine Schuluniform einführen?; Was lernt man, wenn man Sport treibt?; Als Sie jünger waren, haben Sie …? * exchanging information and opinions with peers about a range of social and cultural issues, for example, communicating in a secure, teacher-moderated digital environment about die Schule der Zukunft or the causes and effects of Jugendarbeitslosigkeit, and giving reasons for their opinions * initiating and sustaining conversation by using strategies such as active listening, asking for repetition, clarification or confirmation, and expressing agreement or surprise, for example, Was sagt ihr dazu?; Ich bin damit einverstanden; Ist das dein Ernst?; Wie meinen Sie das? * appealing to an audience (e.g. Rettet die Regenwälder! Kauft Fairtrade Kleidung!) when writing or presenting persuasive texts, such as a speech about the environment * contrasting aspects of everyday life, past and present, and discussing reasons for these contrasts, for example, Heute haben wir das Internet. Damals gab es nur die Post. Jetzt kann man schneller miteinander kommunizieren. * discussing future plans such as further education and travel, for example, Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich reisen, wenn ich genug Geld habe. * interacting with peers to express their individual learning goals and learning strategies, comparing experiences and challenges (e.g. Am schwierigsten finde ich die deutsche Grammatik. Und du? Ich sehe deutsche Filme, um meine Aussprache zu verbessern.), and monitoring their progress towards achieving these goals (e.g. Heute habe ich gelernt, dass …) * communicating using conventions popular with young German speakers, such as the use of interjections, contractions and abbreviations in messages, for example, Komm’ doch mal her! hdgdl (i.e. Hab’ dich ganz doll lieb) * reviewing each other’s work constructively and responding to feedback, providing and justifying comments on general and specific points, for example, Ich finde deinen Artikel sehr informativ und überzeugend, weil du viele Unterschiede und Ähnlichkeiten erwähnt hast |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LG10C02 | * role-playing formal and informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about Ausgehen, Freunde or Noten in der Schule, or negotiating chores or part-time work hours * communicating a daily news segment or a topical issue of the day/week, via secure, teacher-moderated social media or other format, noting the ease of use and level of success in imparting information * reflecting on the advantages and disadvantages of various communication methods with peers, using appropriate terms to introduce and summarise judgements (e.g. Zuerst …; Ich finde, dass …; Auf der einen Seite …; Auf der anderen Seite …; Es ist notwendig, dass wir …; Zum Schluss …) * creating a collaborative project using appropriate terms to introduce, identify and summarise, for example, presenting information about methods of communication such as via secure social media or a daily news segment, using appropriate expressions (e.g. Wie ihr alle wisst …; Es ist notwendig, dass wir …; Wollt ihr nicht auch, dass …?) * organising a forum to raise awareness of environmental, social or ethical issues, for example, persuading fellow students to act in a more environmentally friendly or socially aware manner (e.g. regarding globale Erwärmung, Nachhaltigkeit, Diskriminierung), and agreeing, disagreeing or posing an alternate view about a suggestion or opinion (e.g. Ich bin damit einverstanden; Wie wär’s mit …) * asking for advice on issues in formal and informal contexts related to family, friends or school and suggesting possible solutions to others’ problems during partner work or role-plays, for example, Du solltest mit deinem Freund sprechen, weil …; Was raten Sie mir? * participating in a persuasive interaction or discussion, for example, a simulated Vorstellungsgespräch with a prospective employer outlining their suitability for a part-time job * viewing a news clip or part of an informative video and using what was introduced in the clip/video as a prompt for discussion, starting with summarising, and then providing their own opinion and justifying this opinion |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LG10C03 | * identifying and explaining how texts reflect different perspectives, interpretations and priorities by comparing a range of written and visual materials related to a topic of global significance such as Umweltprobleme, Armut or Obdachslosigkeit * evaluating content about the same geographic region in a range of viewed texts, noting areas of emphasis and how content is presented, for example, a tourist brochure for the Black Forest, a video advertisement for extreme sports in the Black Forest, stock market graphs on the income and expenditure of Black Forest industries, or video blog recounts of visitors to the Black Forest * comparing and responding to different perspectives of an event (e.g. celebration, concert or film) or a topical issue (e.g. Tierrechte, Jugendprobleme, Globalisierung, soziale Medien) through a thinking routine such as a ‘circle of viewpoints’, identifying differing opinions or viewpoints about the event or issue * comparing and responding to different text types on the same topic (e.g. how Klimawandel is presented in social media posts, online forums, political speeches and television documentaries), noting different perspectives (e.g residents of low-lying islands who are affected by rising sea levels, governments of countries that are asked to pay compensation, administrators of the International Monetary Fund) * expressing emotion in response to a range of digital and other texts such as short stories, poems, cartoons, films and songs, and identifying how mood is created and narrative is developed through language and expression, for example, Wenn ich das Gedicht lese, fühle ich mich … * listening to or viewing texts, collating and synthesising language and etiquette for visitors to a German-speaking community, to create a digital bilingual survival guide providing advice for specific scenarios, for example, am Markt; bei einer Party; im Klassenzimmer * researching a topic, historical events or personal information and analysing key information, for example, investigating the life of a famous person or interviewing an older German speaker to identify the key influences (people and events) on a person’s identity, using questions such as Warum sind Sie nach Australien eingewandert? Was bedeutet Heimat für Sie? * identifying and annotating both culturally specific and universal features in texts to form comparisons, for example, analysing advertisements produced in different countries for Stellenangebote or an item such as a mobile phone, soft drink or fast food, and considering why particular images, colours, music or textual features have been selected * summarising and presenting information on topics or themes studied in other curriculum areas, using preferred modes of presentation, for example, using charts, diagrams, recorded spoken commentary or demonstration to explain historical events, ecosystems or recycling * listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person and discussing their opinions and ideas in German, creating their personal profile and presenting it to the class |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LG10C04 | * interpreting expressions used in media and pop culture to adjust politeness, establish the closeness of character relationships and connect to a target audience, for example, the use of du or Sie in advertisements or between television presenters * discussing problems associated with online translators, by comparing different versions of translations and suggesting reasons for differences and mistranslations, considering the need to go beyond literal meanings * researching young people’s lifestyles across German-speaking cultures and contexts, comparing and translating information from different cultural contexts based on the influence of factors such as geography, and social and community environment, and conveying meaning to the audience, for example, Jugendprobleme; Leben im Alltag * comparing and analysing German and English idiomatic expressions and culturally specific terms, finding ways to convey the meaning and cultural significance, for example, paraphrasing and explaining the potential for misunderstanding, Ich verstehe nur “Bahnhof”, wenn ich überhaupt nichts verstehen kann. Auf Englisch sagen wir … * viewing a short video clip without sound and observing the non-verbal communication; using this information to brainstorm the context and content of the interaction, and replaying the clip to check their understanding; or viewing the first 5 minutes of a German-language film (with or without English subtitles), and making predictions about the main characters, plot and setting * interpreting and adjusting non-verbal communication to the cultural context and social situation, for example, removing one’s shoes when entering a house or following recycling rules when participating in an exchange situation * viewing excerpts of German/English subtitled films, evaluating the effectiveness of the translations, and explaining aspects of culture, including the reasoning(s) behind the use of the perfect tense in German spoken dialogue and the simple past tense in German written subtitles * interpreting spoken, written or digital texts to identify cultural and factual information (e.g. regional news headlines, local community announcements, advertisements, notices in public spaces), and responding to short-answer questions in German * examining German versions of English texts such as traditional tales and legends, advertisements, songs and jokes, and analysing linguistic and cultural differences, and translation challenges and solutions, for example, analysing an imaginative story highlighting the descriptive language and literary devices used in reference to a character, place or event to consider how they are portrayed * examining texts with easily recognisable language features, noticing differences or similarities in imagery or focus that might be culturally significant, for example, noticing differences and similarities between songs, recipes or podcasts in German and English |

##### Sub-strand: Creating text in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LG10C05 | * presenting information in a range of informative or persuasive texts such as advertisements or slogans, using visual images and/or sound effects to enhance meaning for different target audiences and cultural contexts, for example, an advertisement for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region (e.g. Farmarbeit in Queensland; Kindermädchen im Outback; Küchenhilfe an der Südküste) * explaining a procedure or activity using stimulus material with supporting graphics and gestures, for example, a video describing the process of recycling a plastic bottle, a cooking show segment or a fitness routine * creating a presentation, comparing different perspectives of the same event or a topical issue such as Generationenbeziehungen, Nachhaltigkeit or gesundes Essen; or creating texts with various settings, characters and events, such as animated stories, games or short films, selecting appropriate vocabulary, expressions, grammatical structures, and a range of features and conventions to engage different audiences * describing an imagined experience, for example, a social media post describing their first day as an exchange student in a German-speaking community or composing a journal entry from the perspective of a teenager living in a different time and/or place such as im Jahr 2050; in der BRD und/oder DDR in den 70er Jahren, vor der Wiedervereinigung * creating a print or digital advertisement or travel brochure in German for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear * composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, for example, creating performances that reflect significant German-speaking communities or Australian celebrations or historical events, for example, Tag der Deutschen Einheit, Schweizer Bundestag, Nationalfeiertag in Österreich, Maifeiertag, Sonnenwende, National Sorry Day, Anzac Day * creating visual displays of information for a specific purpose or to engage different audiences, selecting expressions, grammatical structures and visual aids appropriate to the text type, for example, an infographic or advertisement highlighting features of lifestyle or experiences of German-speaking people such as educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager * viewing an example of Aboriginal and/or Torres Strait Islander artwork, and then writing the script of a speech that introduces the artist to a group of German speakers * applying for opportunities such as student exchange programs or scholarships, giving details of education, work experience, skills and interests, for example, creating a Lebenslauf or writing a formal letter to apply for a position, using appropriate language conventions such as Sehr geehrte/r …; Mit freundlichen Grüßen; Ich bin für diese Position geeignet, da ich … * listening to or reading Aboriginal or Torres Strait Islander stories in English or German, for example, ‘The story of Tidilick’ from the Brataualung clan of the Gunaikurnai people, and creating a profile of the story in German, for example, noting the protagonists, context, meaning and effect on the reader, or summarising the plot for a German-speaking audience, considering ways to use visuals to aid understanding * creating an imaginative interaction, incorporating communicative styles and social behaviours observed in German language texts and selecting appropriate language and grammatical structures, for example, creating a scenario and dialogue between ‘characters’ in a painting; recreating an imaginative written text (e.g. a short story, song or poem) to entertain an audience; writing the next scene, introducing a new character and their perspective; or creating an alternative ending * writing a journal entry, or contributing to a school newsletter in German, reflecting on the impact of a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken German to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LG10U01 | * listening to and/or viewing excerpts of authentic German conversations in familiar and some unfamiliar contexts, and identifying and applying variations such as contractions or differences in pronunciation (e.g. zwei/zwo; nein/nee/nö) * recognising and using repetition, pauses and intonation to signal clause sequence and emphasis * examining the role of pronunciation, pitch, rhythm, stress and pace in enhancing meaning and recreating effects such as mood or suggesting relationships, in familiar and unfamiliar spoken texts such as exclamations, emotions and humour in stories, poems, songs and conversations * comparing features of German in a range of spoken texts when watching short video clips, for example, reflecting on national/regional variations and the use of dialects in formal and informal contexts and, when appropriate, applying key differences and pronunciation variations to extend fluency, such as Kartoffel, which is termed Krombeere in Schwäbisch, Gummel in Schweizerdeutsch, and Erdapfel in Österreichisch * analysing and comparing the use of contractions in German, English and other languages, noting when apostrophes are used in the written form, for example, Mach’s gut and common contractions with ‘the’ (e.g. in + dem = im; an + dem = am), and applying these contractions in spoken German interactions * using interjections and modal particles in colloquial spoken German to indicate agreement, contradiction or disbelief, such as ja, wohl, doch, mal, so, echt and halt * using a range of expressions for indefinite quantities (e.g. einige, manche, mehrere) in a short conversation * applying appropriate pauses and pace of delivery to convey meaning, emphasis, feelings and emotion, and to create effects in spoken texts, for example, recording themselves presenting a speech or participating in a conversation, and reflecting on how they could improve or adjust the delivery of information * using the different imperative forms of verbs for peers and adults (e.g. Spiel/Spielt/Spielen wir!; Spielen Sie mit!; Sei/Seid/Seien Sie willkommen!) and revising this by adopting different roles and practising using the appropriate form * constructing discussion points in an argument by using sentence starters (e.g. Zuerst, Zweitens, Zum Schluss) and connecters (e.g. danach, außerdem, auf der anderen Seite) * responding to spontaneous questions from their teachers or peers on a range of topics, for example, answering questions such as Was hast du am Wochenende gemacht?; Was machst du am Wochenende?; Warum lernst du Deutsch?; Was machst du gern? |
| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LG10U02 | * applying knowledge of the German case system (nominative, accusative, dative and some genitive) to articles, common demonstratives, and possessives followed by adjectives, to specify and describe people, places and objects, for example, completing fill-the-gap or sentence-unjumbling activities, or writing sentences and texts * understanding and applying the different uses of the possessive apostrophe in English, German and other languages, for example, using puppets or pictures of people or animals with their names on separate flashcards, building sentences indicating possession, and then inserting an oversized apostrophe and an s to demonstrate and emphasise when this punctuation is used * recognising instances of possession and the use of the genitive case mainly in written texts, noting that the possessive form is used for particular people and the genitive for non-specific people, by sorting stimulus pictures into mind maps (e.g. Omas Leben in the mind map of the possessive structure; die Rolle der Frau and der Gebrauch des Genitivs in the mind map of the genitive case), and playing games where one form is changed into the other (e.g. Omas Plätzchen sind lecker changes to Die Plätzchen der alten Frau sind lecker) * recognising the use of the increasingly common ‘von + dative case + noun’ as an alternative to genitive case by sorting sentences into relevant columns of a table (e.g. das Haus von meinen Eltern in the dative column, and das Haus meiner Eltern in the genitive column) * noticing that relative pronouns have gender and case that are usually the same as definite articles; understanding the difference in function, by reading a text and highlighting the relative pronouns; and specifying examples of texts where students could use them, for example, Der Mann, der am Tisch sitzt, ist Koch; Das ist der Beruf, den ich am interessantesten finde * modifying meaning through the use of adverbs and adverbial phrases, for example, Das haben sie schon gemacht; Lauft so schnell wie möglich zum Supermarkt! * describing current, recurring and future actions using verbs in the present tense, for example, Wenn man die Haushaltsgeräte ausschaltet, spart man viel Energie; In der Zukunft werde ich mehr Sport treiben * describing past actions using a range of common regular and irregular verbs in the present perfect and simple past tenses, for example, Letzte Woche habe ich meinen Arm gebrochen; Als ich ein Kind war, bekam ich viele Geschenke zu Weihnachten * using common reflexive verbs, including some transitive and intransitive verbs, modal verbs, verbs with separable and inseparable prefixes, and verbs with a dative reflexive pronoun and a noun as direct object, for example, Man soll gesundes Essen auswählen, um Gesundheitsprobleme zu vermeiden; Das Gemälde hat mir gut gefallen; Ich wasche mir die Hände * understanding and using common subjunctive forms, the Konjunktiv II, such as hätte and wäre and ‘würde + infinitive’ (e.g. Wenn ich reich wäre, würde ich ein schnelles Auto kaufen; Er tut so, als ob er keine Zeit hätte), by creating and playing a game of snakes and ladders, where they complete a sentence using the Konjuktiv II * connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses, and noticing the word order, for example, Um Geld zu haben, muss man einen Job finden; Entweder werde ich Klempner oder Elektriker * understanding the difference between interrogatives that incorporate a preposition and refer to people and those that refer to objects, using wo-compounds for objects (e.g. Mit wem gehst du zur Party?; Worüber schreibst du deinen Englischaufsatz?) and working in pairs to check a partner’s understanding * noticing and experimenting with compound forms such as common da(r)- and wo(r)-constructions (e.g. Was machst du damit?; Woran erinnerst du dich?), and competing against a partner to see who can come up with the most questions using this construction * understanding and using the accusative, dative and 2-way prepositions accurately with regard to case and meaning, including a limited range of common idiomatic prepositional phrases, for example, singing a 2-way preposition song and then completing fill-the-gap activities, before creating their own sentences, for example, Meine Eltern sind mit 21 aus Deutschland ausgewandert; Er denkt oft an seine Kindheit |
| reflect on and evaluate German texts, using metalanguage to analyse language structures and features  VC2LG10U03 | * identifying and evaluating how grammatical choices, words and images in German, English and/or other languages combine in a text to achieve particular intentions and effects, for example, viewing advertisements and identifying the positioning of the reader by the use of personal pronouns, imperative/interrogative verb forms, emotive language and aspirational images * discussing knowledge of text structure, organisation and the interrelationship of context, purpose and audience and identifying strategies to use this knowledge to assist in the comprehension of texts in German, English and/or other languages * reading a text and annotating the structure and organisation to identify the context, purpose and audience, and then using this information to assist in creating original texts in German, for example, a persuasive letter to the editor for a local newspaper, an entertaining dialogue for children or adolescents * investigating contemporary texts in German, English and/or other languages such as popular films, short stories, poetry or drama performances, using metalanguage to discuss language and features and to identify themes and issues * extending understanding of metalanguage to communicate in German and English about case, verb tenses and moods, referencing comparisons to other languages as appropriate, for example, highlighting grammatical structures (e.g. Genitiv, Imperfekt, Konjunktiv II) in different colours * reflecting on ways in which the level of formality in a text in German, English and/or other languages may be decreased, such as by using contractions and slang, or increased, by applying key features such as formal register and particular subordinate clauses, in a range of texts (e.g. a conversation or email), noting layouts, structures and registers appropriate to different text types and purposes * recognising ways in which written language in German, English and/or other languages is different from spoken language, for example, being more planned, precise, elaborated and complex; or using interrelated clauses and supporting detail in paragraphs * identifying and commenting on techniques and linguistic choices in German, English and/or other languages, which build action, develop character and position the reader, using modelled descriptive and analytic language |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LG10U04 | * reflecting on cultural similarities and differences that are manifested through language, culture and history, for example, watching videos and then explaining aspects of cultural experiences (e.g. the origin and significance of traditional and modern festivals); or participating in excursions or international exchange experiences to locations of cultural and historic relevance, and discussing the similarities and differences, and how these shape identity * reflecting on and explaining aspects of language and cultural behaviour, evaluating how their own language choices may be perceived by German speakers and making adjustments to enhance meaning, for example, discussing the overuse of ‘polite’ phrases such as Können Sie mir bitte …? and Aber meiner Meinung nach … rather than expressing wishes or responding to a suggestion in a more direct manner * reflecting on learning and using German to connect across communities and cultures, explaining how language can be affected by breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and the insights gained * reflecting on the impacts of learning German on their assumptions about language, culture or identity, and their own communicative and cultural behaviours, and how these may be interpreted by others, for example, Früher dachte ich, dass die Schweizer … Jetzt verstehe ich, dass … * analysing how language use and culture reflect and construct relationships, practices and attitudes, including expressions and concepts in German, such as the changing use of the familiar and formal forms, the impacts of migration, and the increasing use of words from other languages in German, for example, by analysing texts from different people and identifying language use that reflects identity * analysing and discussing how the linguistic diversity of the German language reveals cultural diversity, and reflecting on how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * exploring the reciprocal nature of intercultural communication, responding to differences in perceptions, understandings or behaviours, for example, reading texts and identifying the attitudes to interruptions, personal space and physical contact, and adjustments of formality in different cultures * examining how language can reinforce stereotypes such as those related to gender, and how changes in language occur over time to combat this, for example, investigating the dynamic nature of language related to gendered terms such as die Krankenschwester, der Krankenpfleger, die Krankenpflegerin; die Stewardess, der Flugbegleiter, die Flugbegleiterin * considering how language indicates respect, values and attitudes, and can be inclusive or restricting, through a range of texts, for example, the use of titles or given names (e.g. Herr Doktor Schmidt / Herr Schmidt / Georg), or different words for the same person (e.g. foreigner/immigrant/refugee) in texts with different audiences and purposes; and access to community information for non-English speakers * listening to and/or reading examples of an Acknowledgement of Country in German and creating their own version that names the local Country for a German-speaking audience |

# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of German language, and this will be influenced by their prior experiences of language learning. Students use German to describe their personal worlds and to interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated content from blogs, and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between German, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use German to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in German or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in spoken German to develop fluency. They demonstrate understanding that German has conventions for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in German

##### 7–10 Sequence sub-strand: Interacting in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LG8CM01 | * exchanging simple formal/informal greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation and time of day, for example, Guten Morgen!; Guten Abend!; Auf Wiedersehen!; Tschüss!; Morgen!; Danke!; Alles Gute zum Geburtstag!; Guten Appetit!; Moin!; Grüezi!; Servus! * introducing and describing themselves, others, and their possessions and relationships, working in pairs (e.g. Ich heiße …; Das ist …; Sie ist nett; Ich bin … Jahre alt und meine Augen sind braun; Ich wohne in ….; Ich komme aus …; Das ist mein Vater / meine Freundin / mein Handy), for example, completing an information-gap activity, listening to their partner’s responses and completing the missing information on their worksheet * sharing and comparing information about themselves and others in formal and informal situations (e.g. Wie heißt du?; Wie heißen Sie?; Wie geht’s?; Wie geht es Ihnen?; Wie alt bist du?; Hast du ein Haustier?; Hast du Geschwister?), for example, participating in role-plays * exchanging information about their daily routine and life (e.g. Wie kommst du zur Schule? Ich fahre mit dem Bus/Auto.; Wann stehst du auf? Um sechs Uhr.), for example, participating in a ‘Find someone who …’ activity * expressing how they are feeling when their name is called on the roll, for example, Es geht mir nicht gut; Ich bin krank; Ich bin glücklich * sharing and comparing information with German-speaking people about their own and others’ interests, using a conversation or written/secure digital communication, for example, discussing local seasons and foods or popular leisure activities in the area * using appropriate and preferred forms of address and greetings/salutations within different types of correspondence and social contexts, for example, Lieber/Liebe …; Dein/Deine …; Guten Morgen, Herr Schiller!; Hallo, Tim! * exchanging details with peers in phone conversations, emails, text messages, notes or letters about the time, date and location of an activity, for example, Wann spielen wir? Wir spielen am Montagnachmittag in der Sporthalle.; Ich gehe am Samstag zum Fußball. Kommst du mit? * expressing likes, dislikes and preferences, for example, Ich mag rot; Mein Lieblingsessen ist …; Ich lese gern; Ich esse gern Pizza, aber ich esse lieber Nudeln * practising phone etiquette by answering a real or imagined phone call by stating their family name only, and ending the call with Auf Wiederhören |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LG8CM02 | * responding to classroom instructions, for example, Mach das Fenster zu; Stapelt die Stühle; Mach das Licht aus; Auf Deutsch, bitte! * discussing aspects of school life such as timetables, subjects, teachers and uniforms, for example, Wann haben wir montags Deutsch? * giving their opinions on aspects of school life such as timetables, subjects, teachers and uniforms, for example, Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng. Und du, findest du Mathe auch interessant? * discussing progress by asking and answering questions during a class activity, for example, Bist du fertig? Ich bin fertig.; Verstehst du das? Ja. * interacting in class activities and digital games such as Leute-Lotto and Stadt, Land, Fluss, for example, Du bist dran!; Ich gewinne!; Du mogelst! * following procedures and instructions (e.g. Hört zu; Lies … vor; Steht auf!), for example, participating in class or leisure activities such as sport, craft, dance or cooking |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LG8CM03 | * participating in real-life or role-played situations such as buying a bus/cinema ticket or food, for example, Ich nehme ein Käsebrötchen; Was kostet ein Eis?; Das macht 6,50 Euro * engaging with peers to produce a bilingual publicity flyer for an upcoming event or performance to promote German language learning among school community members, for example, a German-speaking community day, a language school assembly, or an infographic to introduce a new or improved recycling program at school * participating in scenarios such as being lost and asking for directions, and giving directions or assistance, including non-verbal gestures, for example, Wie komme ich zum Bahnhof?; Wo ist die Post?; Geh nach links!; Ich brauche Hilfe! * participating in collaborative projects, for example, making and playing a vocabulary game such as Domino, Memory or Quartett, or producing and sharing a digital alphabet or number book for a younger audience * planning for a class celebration, for example, creating an invitation or program using Wann?; Was?; Wer?; Wo?, and then accepting or declining an invitation, for example, using a short message (e.g. Liebe/r X, danke für deine Einladung. Ich kann am Freitag nicht mitkommen. Ich habe Basketballtraining.), or indicating with hand gestures (thumbs up for yes, thumbs down for no) whether they are accepting or declining an invitation, based on short responses such as Danke für deine Einladung. Ich kann am Freitag nicht mitkommen. * writing a shopping list, such as for a Geburtstagsparty * demonstrating their understanding of texts by drawing items written in German (e.g. animals, party items, hobbies) * indicating from a continuum of faces (sad face for don’t like; one smiley face for like; 3 smiley faces for favourite) whether speakers like or don’t like something, such as a school subject (e.g. Ich habe Mathe nicht gern – sad face; Ich mag Englisch – one smiley face; Deutsch ist mein Lieblingsfach – 3 smiley faces) or food (e.g. Er isst gern Spaghetti – one smiley face; Sein Lieblingsessen ist Pizza – 3 smiley faces; Er isst nicht gern Gemüse – sad face) * collaborating with others such as students from a partner school to design a bilingual resource, making choices about when to use German or English depending on the context, audience, topic and nature of the interaction, for example, maintaining a website, newsletter, blog or secure digital communication space * holding up their fingers to indicate numbers from zero to 10 that are presented on flashcards or stated in simple sentences (e.g. Meine Schwester ist acht Jahre alt – 8 fingers) |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LG8CM04 | * identifying key expressions and details in conversations and announcements, and using information in new ways, for example, listening to or viewing an interview with a German-speaking person about family and then creating their family tree * reading, viewing and responding to a range of simple texts such as promotional brochures, signs and websites, to obtain and compile information about places, lifestyles and events, for example, information related to homes, schools, leisure activities, climate and geography * locating, collecting, classifying and summarising information from notices, timetables, interviews and announcements, and presenting the findings to others, for example, in a digital visual presentation, poster or wall chart * gathering information from informative texts about people, time and activities in German-speaking communities, and using the information, for example, creating a profile or timetable/timeline to show a sequence of activities/events * presenting the results of a class survey, for example, creating graphs, making a video and/or writing statements to report their findings on topics such as the range of leisure activities undertaken by classmates; favourite games, television series, food or music; pets; or the amount of time spent on devices * engaging with imaginative texts by responding to questions about characters, events and ideas, for example, producing a profile of a character or a timeline of the main events * selecting images to illustrate a text, and explaining why qualities such as colour and a symbol or emoji reflect the text’s content/mood and affect choice, for example, Er ist sauer; Das Lied ist optimistisch/aggressiv * transforming a simple text into another text type, applying key features and conventions of that text type, for example, changing a diary entry to a secure online blog; changing an advertisement into a narrative * responding to an imaginative text in various ways, such as giving opinions about the characters and expressing reactions to the text, for example, Ich sehe ein Mädchen; Ich finde das Mädchen sehr lustig; Das Ende ist traurig * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying false friends or commonly misunderstood terms and phrases in German that can cause miscommunication |
| develop and apply strategies to interpret and respond to German texts, and to convey meaning and intercultural understanding in German in familiar contexts  VC2LG8CM05 | * translating short personal texts, identifying words and phrases that can be translated literally and those that cannot, noting the word order, for example, Guten Appetit!; Guten Tag!; Ohrwurm; Er kann gut singen * recognising that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing Brot; Klassenfahrt and Wandertag; Karneval, Fasching and Fastnacht * listening to and viewing German performances such as music video clips or extracts from films, sharing reactions with peers, noticing ideas and discussing cultural aspects that may be interesting * translating public signs from German to English and vice versa, noticing similarities and differences, for example, Einbahnstraße (one-way street) and Sackgasse (dead end, literally ‘sack alley/lane’) * noticing that in public announcements, compared with private conversations on the phone, certain words are pronounced differently or varied slightly to ensure clarity, for example, zwei/zwo * comparing and using different reference and translation tools such as wordlists, dictionaries and online translators to interpret and convey meaning according to context * using German–English cognates to predict meaning (e.g. Brot, kalt, Maske, trinken) * recognising that German compound nouns are formed from a combination of smaller words or different parts of speech, for example, das Krankenhaus (hospital) is made up of krank (sick) and das Haus (house); understanding that the gender of compound nouns is determined by the last noun in the chain, for example, die See (ocean) + der Hund (dog) = der Seehund (seal); collecting and analysing interesting examples such as das Schlagzeug, babyleicht and der Seehund; and discussing how best to translate them into English * noticing that bilingual resources, glossaries and dictionaries use grammatical explanations to categorise words and inform users of their meaning, or noticing how online dictionaries denote the difference between a noun and verb to assist in word selection * understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences (e.g. Fast Food, Fairness), technological terms (e.g. der Computer) and inclusive language (e.g. Guten Morgen, liebe Lernende) |

##### 7–10 Sequence sub-strand: Creating text in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LG8CM06 | * presenting information in different formats for different audiences, for example, using a personal text to write an email to a penfriend in a German-speaking country or to introduce a new student to the class * presenting information in different formats for different audiences, for example, writing an informative text to present statistics related to German-speaking countries and regions or writing a persuasive text to advertise an event * using different modes of presentation to report on events in their personal worlds, or people or places related to German-speaking communities, such as a multimedia presentation or podcast, a flyer about a community event or a digital travel itinerary * compiling a list of questions and conducting an interview, for example, interviewing a German-speaking visitor about their family, home, interests and skills, and presenting the responses in a Steckbrief format, podcast or newsletter * creating and presenting an imaginative story or description from a stimulus such as a photograph, and using secure digital tools to create speech bubbles, voice recordings, subtitles or captions to accompany the visuals * creating a short play or video clip to share with and entertain others, incorporating actions and props to enhance meaning and to entertain, for example, singing a song or performing a role-play at a school assembly or open day for younger students * composing and participating in imaginary interactions, for example, meeting a character from a German-language story or film for the first time * designing and making bilingual texts or signs for specific audiences, noticing how meaning needs to be tailored for varied audiences and cultural perspectives, for example, a ‘Big Book’ or game for young learners of German; school signage such as Sporthalle and Bibliothek/Bücherei * presenting class information to German-speaking students, explaining cultural backgrounds, languages used in the home, interests and hobbies, behavioural expectations, and values, using resources such as photos, captions, quotes and symbols |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken German to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LG8UL01 | * practising the pronunciation of particular sounds, rhythms and intonation patterns, for example, reciting tongue twisters, rhymes and short poems such as Fischers Fritze fischt frische Fische; Acht alte Ameisen; Klein aber fein!; ‘Eins, zwei, Polizei’ * identifying differences in intonation and rhythm between statements, questions, interjections and commands, and, in pairs, practising saying and identifying these, for example, Du trinkst Wasser. / Du trinkst Wasser? / Du trinkst Wasser! / Du, trink Wasser! * comparing pronunciation and variation in some letters, for example, singing ‘das Alphabetlied’; using the alphabet to spell German names and other words; recognising that loan words in German may differ in pronunciation or follow the pronunciation patterns of other languages (e.g. Handy, Orange, Friseur, Restaurant); and discussing the linguistic and historical origins of these words * viewing short video clips, recognising and understanding that pronunciation may vary across different German-speaking communities and dialects * comparing a map of Aboriginal and Torres Strait Islander languages with German-speaking countries, noting that the boundaries for languages do not necessarily relate directly to state borders or other modern geopolitical divisions * developing an awareness of letter–sound relationships, including distinctive sounds, such as those represented by the letters ch, r, th, u and z and consonant blends and clusters (e.g. sch), and practising spelling words with these sounds * recognising that the Eszett, ß, lengthens the preceding vowel * comparing and applying German sounds, such as short and long vowel sounds (e.g. Maße/Masse) with the support of images to demonstrate underlying concepts * practising the sounds of diphthongs (au, eu) in German by listening to the beginning and ending vowels at slow speed * distinguishing common vowel combinations (e.g. ei, ie) and diphthongs (e.g. au, eu) by listening to groups of words, and then placing them in the correct columns of a table based on the sounds heard from the teacher or in an audio clip * recognising that the pronunciation of the Umlaut letters ä, ö and ü is distinct from the pronunciation of a, o and u * practising the sounds of the Umlaut letters ä, ö and ü by identifying that they come from the front and top of the mouth, whereas the vowels a, o and u come from the back of the throat * performing different actions depending on the sound heard, for example, jumping when they hear sch and crouching when they hear ch * singing in a ‘vowel choir’, where students are grouped according to the first vowel in their name and guided by the teacher with hand signals to sing high, low, loudly, softly, a continuous note or a pulsing note * understanding that the 4 distinctive letters in the German alphabet, ä, ö, ü and ß, are additional to the 26 letters shared with the English alphabet |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LG8UL02 | * understanding that German numbers invert the comma and full stop compared to English, for example, Es kostet €6,50 (sechs Euro fünfzig) vs. ‘It costs $6.50’; In Melbourne leben 5,1 Millionen Menschen in German vs. ‘5.1 million people live in Melbourne’ in English; and playing bingo (with numbers spoken in German, using Komma and Punkt to indicate punctuation) * comparing punctuation rules in English and German, for example, considering aspects for direct speech; understanding quotation marks for direct speech; understanding the meaning and use of full stops and commas in German ordinal or decimal numbers (e.g. die 8. Klasse; 15.30 Uhr) and using the German quotation marks correctly, „Hallo! Ich bin Peter.“ * identifying German punctuation for direct speech through highlighting the speech marks within a text (e.g. „Ich bin Heidi.“ or »Ich bin Heidi.«) * translating a simple English text into German, changing English punctuation for direct speech to German punctuation, and then transcribing a simple German text from indirect speech to direct speech, adding punctuation for direct speech * applying German capitalisation rules to nouns and pronouns and noticing that the capitalisation of the formal ‘you’ form, Sie, distinguishes it from the sie (she/they) form; selecting the correct personal pronoun for ‘it’ (er/sie/es/ihn) for objects, for example, Woher hast du den Hut? Er ist sehr schön. Ich habe ihn bei … gekauft. * applying sentence structure rules for verb position, including the use of some modal verbs and questions, and noting that the conjugated verb will not move when the sentence does not start with the subject (e.g. Am Nachmittag spiele ich Tennis; Ich kann gut schwimmen), for example, working in pairs to unjumble sentences (colour-coded for additional support, with verbs in green, nouns in red, etc.) * applying subject–verb inversion to form questions without question words by highlighting the verbs in a statement, noting that the verb is always in the second position, and then arranging colour-coded words (e.g. verbs in green, nouns in red) into statements and questions, and matching given statements and questions to pictures or verbal cues (e.g. Du hast Geschwister. – Hast du Geschwister?) * understanding how to create textual cohesion by using elements such as coordinating conjunctions (e.g. und, aber, oder) to link ideas, for example, combining 2 simple sentences to make one complex sentence; separating a complex sentence into 2 simple sentences by identifying the conjunction * using elements such as simple subordinating conjunctions (e.g. weil) to create textual cohesion, noting the change in word order (the conjugated verb goes to the end), by combining 2 simple sentences to make one complex sentence; or separating a complex sentence into 2 simple sentences by identifying the conjunction and rearranging the word order of the subordinate clause * recognising different registers such as the different words for ‘you’ (e.g. Was machst du, Peter?; Was macht ihr, Kinder?; Setz dich, Peter!; Setzt euch Kinder!; Kommen Sie bitte herein, Herr Berger!) by ticking the correct box in a table, or changing a given sentence to match the context and register of images * developing a basic knowledge of the German case system through modelling of simple ‘subject + verb, + object’ sentences to indicate ‘nominative + verb + accusative’, for example, Ich mag Deutsch; Wir essen Spaghettieis * incorporating the dative case through commonly used phrases such as Wie geht es dir? and Mir geht es gut * identifying definite and indefinite articles in simple sentences or texts and using them in their own writing, for example, highlighting the indefinite article in a paragraph about a pet, and then using this modelled language to write a paragraph about their own pet * using personal pronouns (e.g. er, sie, es) and possessive adjectives (e.g. ihr, sein, unser) through modelled sentences in which the pronoun replaces the noun (e.g. Das Haus ist groß / Ein Haus ist groß / Ihr Haus ist groß; Der Hund ist klein / Er ist klein / Mein Hund ist klein; Eric isst ein Brezel. Sein Brezel ist lecker.) * describing current and recurring actions, selecting and conjugating some frequently used regular and irregular verbs (e.g. Ich trinke Orangensaft; Sie isst einen Apfel), by matching captions to pictures, completing cloze or information-gap activities, selecting pronoun–verb combinations from conjugation tables and creating their own sentences, or other activities focusing on pronoun–verb agreement |
| compare the structures and features of German with English and/or other languages using some metalanguage  VC2LG8UL03 | * recognising and explaining aspects of German language and culture that are interesting and/or different when compared with texts in English and/or other languages, for example, answering the phone with their name * understanding the concept of regular and irregular verbs (e.g. spielen and lesen), and noticing that this is a feature of both German and English as well as other languages such as Italian and Spanish * consolidating pronoun–verb agreement by competing against a partner to match cards with singular and plural verb conjugations to their relevant pronouns, and then identifying the conjugation pattern * recognising that in German a ‘subject + verb’ construction can have multiple English translations (e.g. wir spielen can mean ‘we play’, ‘we are playing’, ‘we do play’, ‘we shall/will play’ and ‘we’re going to play’) by translating simple stories and identifying various contexts in which each translation would be most appropriate, and then formulating German sentences that reflect the multiple translation options in English and/or other languages * identifying and analysing the purpose, intended audience and key features of familiar texts such as signs, instructions, postcards, advertisements, songs and conversations in German, and comparing these with texts in English * comparing written and spoken modes of a particular language function in German, English and/or other languages, noticing the language structures used and the varying levels of formality, for example, in an invitation * comparing the pluralisation of nouns in German, English and/or other languages, for example, the use of die for all plural nouns, regardless of the gender of singular nouns, and differing ending patterns for plurals (e.g. Maus, Mäuse; Katze, Katzen; game, games; child, children); practising singular and plural nouns by working with a partner to match words to pictures and then identifying the rule * understanding that English grammar was previously more closely aligned with German grammar, and that English has changed over time, for example, recognising the link between ‘What thinkest thou?’ in Middle English and Was denkst du? in German, and recognising that German continues to evolve, just as English and other languages do, by researching or discussing examples of how language has changed over time * recognising that languages are dynamic and borrow and adapt words and expressions from each other (e.g. English has borrowed from German for hamburger, kaputt, kindergarten and glockenspiel; German has borrowed from English for das Internet, die App, joggen, shoppen, Stopp! and Sorry!); comparing how these words are pronounced by speakers of German, English and/or other languages; and noticing that German and English share many words (e.g. Computer, Bus, Taxi, Auto), and recognising that this is a result of historical events, as well as the evolving nature of language * comparing the concept of diversity in accents, dialects and vocabulary in German-speaking communities, as well as in the use of English and/or other languages within and beyond Australia |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LG8UL04 | * exploring the impact of their own assumptions about people from German-speaking countries and regions, their language and their culture, and considering how German speakers may similarly make assumptions and generalisations about Australia and people living in Australia * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * observing interactions between German-speaking people in different contexts, noticing and recording elements that reflect cultural attitudes or behaviours, such as language associated with politeness or emotion, gift-giving customs, or ways of showing collective appreciation or approval, for example, applauding by rapping on the surface of a table or stating Bitte schön; Entschuldigung; Wie schön!; Ich danke dir!, or reflecting on the relationship between language, culture and behaviour, and comparing these with English and other languages, for example, considering the use of family names with titles (e.g. Guten Tag, Frau Stein and formal/informal register du/ihr/Sie) * understanding their own cultural and linguistic heritage and its role in shaping identity, for example, annotating a family tree with information about family members, highlighting significant places or languages spoken using modelled language such as Ich bin Australier/-in. Mein Opa kommt aus Griechenland * comparing the use and cultural significance of body language, including gestures in German and other languages, and selecting those that can be easily incorporated into interactions when communicating in German, for example, shaking hands as a common greeting, and maintaining eye contact when appropriate * participating in cultural experiences and reflecting on cultural similarities and differences, for example, eating at a German/Swiss/Austrian restaurant or café in Australia or watching a German music performance, soccer match or skiing competition; or examining examples of cultural representation in language, symbols and behaviour, such as die Märchenstraße, the lack of speed limits on the Autobahn, national and state flags or coats of arms, and the visibility of the European Union through placement of its logo (e.g. on car numberplates) * participating in a guided discussion and comparing aspects of identity that may be important across cultures, such as state, country, ethnic group, language, religion, age, preferred gender, position in family, Heimatland and Festtage * investigating connections between language and significant cultural values or practices in Australia and German-speaking communities, such as individual rights, shared social responsibility, respect for the environment, and anti-racism * exploring how origin, geography and religion are directly connected to lifestyle, daily practices and language use, for example, Recycling; Kaffee und Kuchen; Wandern; religious/public holidays; or the choice of Fremdsprachen offered in schools, at what year level it is introduced and how it is taught * identifying and locating countries and regions on a world map where German is the official language or a co-official language (i.e. Germany, Austria, Switzerland, Belgium, Liechtenstein, Luxembourg and South Tyrol), and gaining an awareness of some regional variations in language, for example, in greetings such as the Swiss Grüezi and Austrian or Bavarian Servus, or the lack of the Eszett in Switzerland and Liechtenstein |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, German language learning builds on each student’s prior learning and experiences. Students use German to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of German in local and global settings through authentic community and moderated, secure online events. They continue to receive guidance, modelling, feedback and support from their peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and teacher-moderated social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain German to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in German or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written German to create texts.

Students apply features and conventions of spoken German to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of German texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning German, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in German

##### 7–10 Sequence sub-strand: Interacting in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LG10CM01 | * participating in conversations with peers, using strategies such as asking for repetition, clarification and confirmation to sustain interactions, for example, Was denkst du?; Was bedeutet das?; Meinst du …? * recounting events and describing activities and personal experiences from the past, for example, Gestern Abend hat Bayern-München gegen Mainz gewonnen. Hast du das Spiel gesehen?; Wir sind in den Ferien zum Strand gefahren * discussing and giving opinions on lifestyle by describing their own Wohnort and commenting on the advantages and disadvantages of living there, such as whether there are sporting or shopping facilities nearby, for example, Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluss und einen Fußballplatz. Leider haben wir kein Kino.; Gibt es einen Supermarkt, wo du wohnst?; Es ist ein Vorteil, dass … * posing and responding to questions about their future plans and aspirations, for example, Was wirst du in den Ferien machen? Wir werden zu Hause bleiben.; Was sind deine Zukunftspläne? Nach der 12. Klasse werde ich vielleicht Betriebswirtschaft studieren. Und du, was hast du vor? * stating a problem and asking for advice, for example, Ich habe mein Passwort vergessen. Was soll ich machen?; Ich möchte einen Nebenjob finden. Wie kann ich meine Eltern überreden? * participating in scenarios or interactions related to travelling or living in a German-speaking country, alternating between formal and informal language depending on the context, for example, using Sie when speaking with host parents on first meeting, and using du with host students or children in the family * participating in and responding to written or secure, teacher-moderated online correspondence, for example, through online penfriends, digital communications or video responses * using descriptive and expressive language to participate in role-plays such as job interviews, conversations giving advice about health-related topics, discussing and expressing opinions about the environment or interviewing a celebrity, and justifying personal positions on these matters |
| use German language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LG10CM02 | * participating in an exchange of opinions or a guided debate to give opinions, form conclusions or solve issues relating to their personal worlds, for example, Wohin sollen wir reisen?; Soll Sport ein Pflichtfach sein?; Wo ist das Leben am besten, in der Stadt oder auf dem Land? * exchanging personal information, views and opinions, for example, in secure, teacher-moderated digital communications or conversations with peers about their school, family, friends and lifestyle (e.g. Meiner Meinung nach ist meine Schule sehr gut, obwohl …; Ich komme gut mit meinem Bruder aus, weil …; Ich denke, dass Sport sehr wichtig für die Gesundheit ist) * discussing and sharing ideas, for example, learning strategies such as Lerne jeden Tag zehn neue Wörter! and Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe * comparing aspects of their personal worlds to form an opinion, for example, using comparatives and superlatives such as Ich höre gern klassische Musik, aber ich höre lieber Rockmusik; Am liebsten höre ich Rap. Rap ist schneller und am coolsten. * using a range of interrogatives, including warum to elicit reasons and wozu to clarify purpose, and using different forms of questions to confirm or clarify understanding, for example, Kommst du zur Party? vs. Du kommst zur Party, oder? * negotiating differences between personal opinions, for example, designing the ideal home (e.g. types of shared spaces, outdoor areas, number of bedrooms/bathrooms) or creating a debate on the advantages and disadvantages of participating in team sports |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LG10CM03 | * completing tasks involving real or role-played transactions such as shopping for clothes or comparing similar offers for goods in online catalogues on German-language websites, for example, Ich möchte diese Hose anprobieren. Haben Sie Größe 38?; 30 Euro? Das ist sehr preiswert. * sharing posters, infographics or multimedia presentations with peers to invite feedback, concern or support for social or environmental issues such as Diskriminierung, Entwaldung and Tierschutz * discussing and negotiating a resolution to a problem, for example, a disagreement with a parent, sibling or classmate about having to share a room or device (e.g. Was soll ich tun? Ich kann es nicht haben, wenn …), or making a complaint about unsatisfactory goods or services (e.g. Ich habe eine vegetarische Pizza bestellt, aber …; Die Hose ist die falsche Größe. Ich möchte mein Geld zurück.) * participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, Ja, das stimmt; Sie hat Recht; Ich bin anderer Meinung * questioning and reflecting on reasons, justifications and impacts for individual or collective action, for example, personal care, environmental/social activism or future plans (e.g. Warum nehmen die Kinder an einer Aktion teil?; Warum muss man jeden Tag viel Wasser trinken?; Warum sparst du dein Geld?) and responding with um … zu …; damit * sharing suggestions with peers to organise an event, holiday or reservation such as for a Konzert and agreeing or disagreeing with a suggestion, for example, Gute Idee; Das ist/wäre super/blöd! * organising and conducting an interview with a family or community member in English about their life and then summarising the information in German, for example, Er ist in Berlin geboren. Als er zehn Jahre alt war, ist er nach Australien gekommen. Er ist mit seiner Familie nach Melbourne gekommen. * checking on each other’s progress using comments and questions such as Bist du damit einverstanden? Ich stimme zu.; Meinst du das? Ja, das meine ich.; and responding to feedback on a written draft or class activity * responding with appropriate gestures to controversial statements (e.g. Handys sollen im Klassenzimmer erlaubt sein) to demonstrate agreement or disagreement with other students’ statements, for example, frowning or making a thumbs-down gesture to indicate Ich stimme nicht zu, smiling or making a thumbs-up gesture to indicate Ich stimme zu, making a neutral face or holding the thumb or palm flat to indicate no opinion or Ich sehe das anders |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LG10CM04 | * examining and interpreting idiomatic expressions, including those that cannot be translated literally, for example, Du spinnst! Ich habe die Nase voll! * reading tourist brochures and websites detailing lifestyles in diverse locations in German-speaking communities, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, audience and significance * listening to and viewing short informative texts such as television news segments or documentaries (e.g. Deutsche Welle), and using tools such as guided note-taking or a concept map to extract key information to use in a summary, infographic, article or promotional/informative video * listening to, reading or viewing interviews with people (e.g. sports stars, musicians, environmentalists or politicians), and summarising and recording information and opinions, for example, writing a journal entry or blog describing a typical day or working conditions in a particular profession * responding to a stimulus such as a documentary or article on global issues and using descriptive and expressive language to exchange views, for example, Klimawandel, soziale Medien or Jugendkultur * gathering information from appropriate sources about a topic of interest and reporting about the information, reflecting on their own opinion, for example, the use of technology, healthy lifestyles, or aspects of life in German-speaking communities, such as sporting clubs, travel, and holiday destinations * listening to, reading and viewing German or English texts with German subtitles such as songs, stories, television programs and films, and responding by expressing opinions or by modifying key aspects, for example, creating a new scene, continuing the story, recreating a video clip using parody, role-playing an interview with a character, or retelling or performing the text from the perspective of one of the minor characters * writing a review in German of a film, television series or performance for an entertainment guide * investigating and reporting on evidence of current and historical influences of the language and culture of German-speaking communities on the local and broader community of Australia, for example, food, restaurants and bakeries; place names (e.g. Heidelberg, Hahndorf, Leichhardt); festivals and celebrations (e.g. film festivals, community festivals, Oktoberfest and Weihnachtsmärkte) and organisations (e.g. German language learning institutes, community schools and radio stations) |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LG10CM05 | * examining culturally specific terms, developing appropriate explanations, and discussing possible equivalent terms in English (e.g. Pfandflaschen, Arbeitsgemeinschaften, Fernweh, Schlager) * comparing contemporary music from German-speaking countries and regions by reading music websites or online magazines, viewing video clips and listening to music, and identifying similarities and differences in expression, themes and styles of performance * creating a print or digital advertisement or travel brochure in German for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, and what to bring and wear * translating public signs, notices and slogans, and considering reasons for any similarities or differences, for example, comparing road signs in Germany such as Nur bei Grün den Kindern ein Vorbild with road signs in Australia; or discussing loan words in colloquial language use in German-speaking communities and comparing them with Australian expressions, for example, Ich habe das downgeloadet; Chill mal! * viewing an example of Aboriginal and/or Torres Strait Islander artworks, and then writing the script of a speech introducing the artist to a group of German speakers * using print and online resources such as dictionaries, grammar references and encyclopedias to support comprehension and research, and discussing issues associated with using reference materials and online translation tools, comparing different versions of a translated text and suggesting reasons for differences and mistranslations; or analysing the translation of Australian English terms, noting that translation equivalence is not always possible, for example, ‘schoolies’ and ‘school formal’ * listening to or reading Aboriginal or Torres Strait Islander stories in English or German, for example, ‘The story of Tidilick’ from the Brataualung clan of the Gunaikurnai people, and creating a profile of them in German, for example, noting the protagonists, context, meaning and effect on the reader or summarising the plot for a German-speaking audience, considering ways to use visuals to aid understanding * compiling and comparing information and views/opinions from a range of spoken or written reports, such as interviews and evaluation forms related to a Schüleraustausch or Arbeitspraktikum * comparing German and English versions of texts with easily recognisable language features, such as love songs or recipes, noticing differences or similarities in imagery or focus that might be culturally significant * writing a journal entry or a contribution for a school newsletter in German, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place and, with permission, referring to cultural knowledge of the site’s significance |

##### 7–10 Sequence sub-strand: Creating text in German

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LG10CM06 | * presenting information in a range of informative texts such as advertisements or brochures, for example, a brochure for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, for example, Farmarbeit in Queensland; Kindermädchen im Outback; Küchenhilfe an der Südküste * explaining a procedure or activity using simple imperatives and supporting graphics, materials and gestures, for example, instructions for playing a game or sport, a cooking show segment, or fashion tips * completing an application form such as an online application for services or for opportunities in student exchange programs or scholarships, explaining reasons for applying * writing a journal entry or contributing to a school newsletter in German, reflecting on the impact of a visit to an Aboriginal or Torres Strait Islander Country or Place and, with permission, referring to cultural knowledge of the site’s significance * describing an imagined experience using a familiar text type, for example, writing a diary entry describing the first day as an exchange student in a German school, presenting a step-by-step checklist for a great birthday party, or creating a guide to local tourist attractions * creating an imaginative interaction incorporating communicative styles and social behaviours observed in German-language texts and selecting appropriate language and grammatical structures (e.g. a digital persona or avatar in a German-speaking fantasy world), or creating a scenario and dialogue between ‘characters’ in a painting * creating an imaginative text such as a picture book, puppet play, short film, song or poem with particular themes or for imagined occasions, to entertain an audience, for example, an Elfchen, a string poem or Konkrete Poesie * constructing texts, applying knowledge of textual conventions popular with young German speakers, for example, using contractions and abbreviations in text messages and informal emails, sz = schreib zurück; lg = liebe Grüße; hdl = hab’ dich lieb |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken German to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LG10UL01 | * examining the role of pronunciation, rhythm and pace in enhancing meaning and creating effects (e.g. mood) in spoken texts such as oral stories, poems, songs and conversations * applying correct pitch and stress in context, for example, in exclamations or when expressing emotions and Schadenfreude, for example, Du bist gemein!; Das ist ausgezeichnet!; Haha, er ist gegen die Wand gelaufen! * listening to and/or viewing excerpts of authentic German conversations in familiar and some unfamiliar contexts, noting examples of contractions and the impact of their use * identifying and examining key pronunciation variations across different German-speaking communities and dialects * recognising and applying rhythms in complex sentences, using pauses and intonation to signal clause sequence and emphasis * integrating conversation tags at the end of German sentences or questions for particular purposes, such as adding oder? at the end of a statement to ask for agreement from the listener (e.g. Du bist müde, oder?) * incorporating common terms in spoken German, such as doch and echt to add emphasis * presenting the same information to peers (using informal ‘you’) and teachers (using formal ‘you’), for example, a report on an event, or describing symptoms to a doctor (formal) and a sibling (informal) * applying appropriate pauses and pace of delivery to convey meaning, emphasis, feelings and emotion, and to create effects in spoken texts, for example, recording themselves presenting a speech or participating in a conversation, and reflecting on how they could improve or adjust the delivery of information * constructing discussion points in an argument by using sentence starters (e.g. Zuerst, Zweitens, Zum Schluss) and connectors (e.g. danach, außerdem, auf der anderen Seite) * understanding that the perfect tense is predominantly used in spoken German and the simple past tense is predominantly used in written German, with exceptions for frequently used verbs such as sein (e.g. Ich war gestern in der Schule) and sentences that would otherwise have more than 2 verbs (e.g. Ich bin schwimmen gegangen stated as Ich schwamm), for example, discussing what was done on the weekend or where they went on the holidays |
| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LG10UL02 | * applying German punctuation and spelling rules in writing and systematically editing their own and others’ written work while understanding that language is dynamic, and that German words and spelling rules continue to change for example, noting that German grammar underwent changes in spelling and punctuation in the official Rechtschreibreform, requiring, for example, ß to be used only after long vowel sounds or diphthongs (e.g. Fußball, Spaß, weiß), except in Switzerland and Liechtenstein, where the Eszett is not used * researching how linguistic innovations reflect the dynamic nature of German, for example, those designed to increase inclusivity of language, such as the use of gender-neutral and gender-inclusive language (e.g. Schüler\*innen or Lernende for students who identify as non-binary) * understanding and applying the ‘verb as second element’ and ‘subject-time-object-manner-place’ (STOMP) word-order rules for main clauses, and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, Langsam verstehe ich mehr Deutsch; In der Schule gibt es viele Umweltaktionen * linking and sequencing events and ideas using a range of cohesive devices, including adverbs (e.g. dann, früher, danach, vorher), coordinating conjunctions (e.g. und, oder, aber, denn, sondern) and common subordinating conjunctions (e.g. als, dass, obwohl, wenn, weil), usually with the subordinate clause after the main clause * understanding and giving instructions using the imperative mood, applying the different forms for singular/plural addressees and formal/informal register, for example, Mach dein Buch zu, Angela!; Freunde, helft mir!; Hilf mir!; Machen Sie das Fenster bitte zu, Frau Berger!; Spielen wir Tennis! * describing current, recurring and future actions by selecting and conjugating regular, irregular, modal and other verbs, for example, Ich mache meine Hausaufgaben; Er sieht viel fern; Man darf hier nicht essen; Wann stehst du jeden Tag auf?; Wir werden nächstes Jahr in der 10./11. Klasse sein * recognising that the prefix of separable and inseparable verbs alters the meaning of the base verb, for example, Er kommt um 17.15 Uhr an; Kommst du mit?; Ich bekomme manchmal Geld zum Geburtstag * applying knowledge of the German case system (nominative, accusative, dative and some genitive), and using definite and indefinite articles, personal pronouns including man, and possessive, demonstrative and interrogative adjectives such as ihr, sein, unser, dieser, jeder and welcher * understanding the relationship between the gender of nouns and pronouns, article, case and adjectival endings, and applying knowledge of adjectival ending patterns when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt kein großes Einkaufszentrum in dieser Stadt * describing past events and experiences in the present perfect and/or simple past tense using a limited range of common verbs, for example, Ich bin gestern Skateboard gefahren; Als Kind trank ich gern Milch * using reflexive verbs in the present tense with their appropriate reflexive pronouns to describe daily routines and express emotions and interests, for example, Ich wasche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien; Erinnerst du dich an …? * understanding and using prepositions, including dative and accusative prepositions in high-frequency contexts, for example, Ich komme aus Australien; Das Eis ist für mich; Der Junge geht zum Bahnhof * understanding the meaning and application of Wechselpräpositionen, for example, Wir gehen ins Kino; Sie wohnen in der Schweiz * remembering when to use accusative prepositions, dative prepositions and Wechselpräpositionen by learning helpful mnemonics and songs * understanding the grammatical patterns for creating comparisons (e.g. sicherer) and superlatives (e.g. am sichersten) from adjectives (e.g. sicher), including common irregular adjectives (e.g. hoch – höher – am höchsten; gut – besser – am besten), and then using a range of comparative and superlative structures (e.g. Ich esse lieber Salat als Fleisch; Welches Auto ist am sichersten?; Kaffee ist nicht so gesund wie Wasser) in written and spoken texts |
| reflect on and evaluate German texts, using metalanguage to discuss language structures and features  VC2LG10UL03 | * extending their understanding of metalanguage to communicate in German, English and/or other languages about case, word order, verb tenses and moods, for example, Dativ, Wechselpräpositionen, das Imperfekt, der Imperativ, Hilfsverben, trennbare Verben * applying knowledge of the interrelationship of context, purpose and audience, using their knowledge of text types to predict the meaning of unfamiliar vocabulary in texts * identifying how grammatical choices, words and images combine in a text to achieve intentions and effects, for example, the positioning of the reader in advertisements using personal pronouns, imperative/interrogative verb forms, and emotive language and images * analysing structural and linguistic differences through reading, viewing, listening to and/or performing texts with common content, for example, print, radio and television advertisements for the same product * understanding, creating or transforming texts with different purposes to persuade or to entertain different audiences (e.g. children, German speakers, people living in Australia), using different text formats, for example, creating an infographic, advertisement or brochure * analysing differences in register and style when using language in different contexts, for example, watching video clips showing introductions, greetings and farewells in different situations, or noticing the use of Jugendsprache or Denglish in songs, graffiti and text messages * interpreting, evaluating and explaining textual conventions popular with young German speakers, such as the use of contractions, and abbreviations in text messages, for example, 4u = für dich; akla = alles klar; wmds = was machst du so?; sz = schreib zurück; sTn = schönen Tag noch * analysing linguistic choices in a range of texts, for example, addressing potential conflict involving an apology and outcome, dealing with a contentious issue, expressing agreement and disagreement in different ways (e.g. Ich bin nicht damit einverstanden; Das stimmt nicht ganz; Ich sehe das anders) |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LG10UL04 | * reflecting on the impact of learning German on their own assumptions about German language, culture and identity, for example, through personal journals and group discussions * analysing how language use and culture reflect and construct relationships, practices and attitudes, including expressions and concepts in German, for example, the changing use of the familiar and formal forms, the impacts of migration and the increasing use of loan words * considering how the experience of learning a new language impacts their awareness of their own communicative and cultural behaviours and how these may be interpreted by others * listening to and/or reading examples of an Acknowledgement of Country in German and creating their own version that names the local Country for a German-speaking audience * considering the interaction of German and other languages within constantly changing environments due to globalisation, technology, language shifts and language/cultural exchange * analysing and discussing the interconnected nature of the linguistic and cultural diversity of German-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * considering how language reflects values and attitudes such as respect and equality, and includes and excludes, for example, the use of titles or first names (e.g. Herr Doktor Schmidt / Herr Schmidt / Georg), or the gendered nature of professional titles (e.g. der Lehrer, die Lehrerin, die Lehrkraft, das Kindermädchen), which are increasingly changing in line with contemporary global trends * researching the diaspora of German-speaking communities, for example, the Lutherans in the Barossa Valley and the Temple Society in Melbourne/Sydney and creating timelines based on research about the selected Australian German-speaking community, noting dates of immigration, important milestones (e.g. launching a German school) and their legacy (e.g. industry, buildings) |