

## **(no-code)**

### **with others using to information in familiar about self and personal worlds**

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#### **Elaborations**

- exchanging simple formal/informal greetings, thanks and good wishes using expressions, 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 self, others and possessions, for example, Ich heiße ..., Das ist ..., Sie ist nett, Ich bin ... Jahre alt und meine Augen sind braun, Ich wohne in ..., Ich komme aus ..., Das ist mein Vater/meine Freundin/mein Handy
- sharing and comparing information about self and others in formal and informal situations, for example, Wie heißt du? Wie heißen Sie? Wie geht's? Wie geht es Ihnen? Wie alt bist du? Hast du ein Haustier? Hast du Geschwister?
- exchanging information about daily routine and life, for example, Wie kommst du zur Schule? Ich komme/fahre mit dem Bus/Auto, Wann stehst du auf? Um sechs Uhr
- expressing how they are feeling, for example, Es geht mir nicht gut, Ich bin krank, Ich bin glücklich
- sharing and comparing information with German-speaking people, about own and others' interests, using a conversation or written/digital, for example, discussing local seasons and foods or popular leisure in the area
- using appropriate and preferred forms of and greetings/salutations within different types of correspondence and social, for example, Lieber/Liebe ..., Dein/Deine/Eure ..., Guten Morgen, Herr Schiller! Hallo, Tim!
- exchanging details with peers in phone conversations, emails, messages, notes or letters in reference to times, dates and locations of, for example, Wann spielen wir? Wir spielen am Montagnachmittag in der Sporthalle. Ich gehe am Samstag zum Fußball. Kommst du mit?
- expressing likes, dislikes and preferences, for example, Ich mag Rot, Mein Lieblingsessen ist ..., Ich lese gern, Ich esse gern Pizza, aber ich esse lieber Nudeln
- practising telephone etiquette when answering phones, using their surname only, and ending phone call with Auf Wiederhören

Students learn to:

### **interact with others using modelled language to exchange information in familiar contexts and personal worlds**

(AC9LG8EC01)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional.

#### **Social management**

- Communication

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- Communication

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## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

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- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Role play – Ein dialog (A dialogue)**

### **WS03 - Partnersuche, Gefühlesuche, Personsuche (Person and feelings search)**

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LG8EC01

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC01

exchanging simple formal/informal greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation and time of day, for example, Guten Morgen! Guten Abend! Auf Wiedersehen! Tschüss! Morgen! Danke! Alles Gute zum Geburtstag! Guten Appetit! Moin! Grüezi! Servus!

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC01

introducing and describing self, others and possessions, for example, Ich heiße ..., Das ist ..., Sie ist nett, Ich bin ... Jahre alt und meine Augen sind braun, Ich wohne in ..., Ich komme aus ..., Das ist mein Vater/meine Freundin/mein Handy

##### **Continuum extract**

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC01

sharing and comparing information about self and others in formal and informal situations, for example, Wie heißt du? Wie heißen Sie? Wie geht's? Wie geht es Ihnen? Wie alt bist du? Hast du ein Haustier? Hast du Geschwister?

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC01

exchanging information about daily routine and life, for example, Wie kommst du zur Schule? Ich komme/fahre mit dem Bus/Auto, Wann stehst du auf? Um sechs Uhr

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC01

expressing how they are feeling, for example, Es geht mir nicht gut, Ich bin krank, Ich bin glücklich

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC01

##### **Continuum extract**

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC01

using appropriate and preferred forms of address and greetings/salutations within different types of correspondence and social contexts, for example, Lieber/Liebe ..., Dein/Deine/Eure ..., Guten Morgen, Herr Schiller! Hallo, Tim!

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC01

exchanging details with peers in phone conversations, emails, text messages, notes or letters in reference to times, dates and locations of activities, for example, Wann spielen wir? Wir spielen am Montagnachmittag in der Sporthalle. Ich gehe am Samstag zum Fußball. Kommst du mit?

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LG8EC01

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

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LG8EC01

practising telephone etiquette when answering phones, using their surname only, and ending phone call with Auf Wiederhören

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Resource – German language resource**

## **German**

### **Language support resource**

The German Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: German. It is optional and includes illustrative examples of language and language use.

#### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning German for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

#### **Language features and structures**

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

#### **Thematic contexts for language use**

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

## **Resource – WS01 - Role play – Ein dialog (A dialogue)**

By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate German sound patterns, intonation and rhythms, and demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

### **AC9LG8EC01**

interact with others using modelled language to exchange information in familiar contexts about self and personal worlds

### **AC9LG8EC02**

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

### **AC9LG8EC06**

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

### **AC9LG8EU01**

recognise and use features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

## **Resource – WS03 - Partnersuche, Gefühlesuche, Personsuche (Person and feelings search)**

By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

### **AC9LG8EC01**

interact with others using modelled language to exchange information in familiar contexts about self and personal worlds

### **AC9LG8EC02**

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

### **AC9LG8EU01**

recognise and use features of the German sound system, including pitch, rhythm, stress,

pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

## **AC9LG8EC02**

**develop to in , routines, tasks and responsibilities related to classroom and interests**

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### **Elaborations**

- in reference to classroom responsibilities, for example, Mach das Fenster zu, Stapelt die Stühle  
Mach das Licht aus, Auf Deutsch, bitte!
- discussing and giving opinions on aspects of school life such as timetables, , teachers and uniforms, for example, Wann haben wir montags Deutsch? Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng. Und du, findest du Mathe auch interessant?
- checking on progress using comments and such as Bist du fertig? Ich bin fertig. Verstehst du das? Ja , and responding to feedback on a written draft or class
- in class and digital games such as Leute-Lotto and Stadt, Land, Fluss , for example, Du bist dran! Ich gewinne! Du mogelst!
- following procedures and instructions together, for example, participating in class or leisure such as sport/craft/dance/cooking, Hört zu, Lies ... vor, Steht auf!

Students learn to:

**develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests**

(AC9LG8EC02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Self-management**

- Goal setting

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

#### **WS01 - Role play – Ein dialog (A dialogue)**

#### **WS03 - Partnersuche, Gefühlesuche, Personsuche (Person and feelings search)**

#### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LG8EC02

## Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### Snapshot – Communication

#### Personal and Social capability: Social management: Communication

##### Content description

AC9LG8EC02

##### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### Snapshot – Communication

#### Personal and Social capability: Social management: Communication

##### Content description

AC9LG8EC02

interacting in reference to classroom responsibilities, for example, Mach das Fenster zu, Stapelt die Stühle Mach das Licht aus, Auf Deutsch, bitte!

##### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### Snapshot – Communication

#### Personal and Social capability: Social management: Communication

##### Content description

AC9LG8EC02

discussing and giving opinions on aspects of school life such as timetables, subjects, teachers and



uniforms, for example, Wann haben wir montags Deutsch? Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng. Und du, findest du Mathe auch interessant?

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9LG8EC02

checking on progress using comments and questions such as Bist du fertig? Ich bin fertig. Verstehst du das? Ja , and responding to feedback on a written draft or class activity

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC02

checking on progress using comments and questions such as Bist du fertig? Ich bin fertig. Verstehst du das? Ja , and responding to feedback on a written draft or class activity

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC02

interacting in class activities and digital games such as Leute-Lotto and Stadt, Land, Fluss , for example, Du bist dran! Ich gewinne! Du mogelst!

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC02

following procedures and instructions together, for example, participating in class or leisure activities such as sport/craft/dance/cooking, Hört zu, Lies ... vor, Steht auf!

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **AC9LG8EC03**

**in non-verbal, spoken and written with peers to organise relating to daily life and school environment**

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### **Elaborations**

- participating in real or simulated situations such as buying a bus/cinema ticket or food, for example, Ich nehme ein Käsebrötchen, Was kostet ein Eis? Das macht 6,50 Euro.
- engaging with peers to produce a publicity flyer for an upcoming event or to promote German learning among school community members, for example, a German-speaking Community Day, a school assembly or infographic to introduce a new or improved recycling program at school
- participating in scenarios, for example, being lost and asking for and giving directions or assistance including non-verbal , Wie komme ich zum Bahnhof? Wo ist die Post? Geh nach links! Ich brauche Hilfe!
- participating in collaborative projects, for example, making and playing a vocabulary game such as Dominoes, Memory or Quartett, or producing and sharing a digital alphabet or number book for a younger
- planning for a class celebration, for example, creating an invitation or program using Wann? Was? Wer? Wo? , or a shopping list, such as for a Geburtstagsparty
- accepting or declining an invitation, for example, using a short message, Liebe/r X, danke für deine Einladung. Ich kann am Freitag nicht mitkommen. Ich habe Basketballtraining.
- collaborating with others such as a partner school to design a resource, making choices about when to use German or English depending on the , topic and nature of the , for example, maintaining a website, newsletter, blog, or secure digital space

Students learn to:

**engage in modelled non-verbal, spoken and written exchanges with peers to organise relating to daily life and school environment**

(AC9LG8EC03)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication
- Collaboration

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Social management**

- Communication
- Collaboration

### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

#### **Social management**

- Communication
- Collaboration

#### **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9LG8EC03

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
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- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LG8EC03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC03

participating in real or simulated situations such as buying a bus/cinema ticket or food, for example, Ich nehme ein Käsebrötchen, Was kostet ein Eis? Das macht 6,50 Euro.

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LG8EC03

participating in real or simulated situations such as buying a bus/cinema ticket or food, for example, Ich nehme ein Käsebrötchen, Was kostet ein Eis? Das macht 6,50 Euro.

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC03

participating in scenarios, for example, being lost and asking for and giving directions or assistance including non-verbal gestures, Wie komme ich zum Bahnhof? Wo ist die Post? Geh nach links! Ich brauche Hilfe!

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LG8EC03

participating in scenarios, for example, being lost and asking for and giving directions or

assistance including non-verbal gestures, Wie komme ich zum Bahnhof? Wo ist die Post? Geh nach links! Ich brauche Hilfe!

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LG8EC03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC03

planning for a class celebration, for example, creating an invitation or program using Wann? Was? Wer? Wo? , or writing a shopping list, such as for a Geburtstagsparty

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LG8EC03

planning for a class celebration, for example, creating an invitation or program using Wann? Was? Wer? Wo? , or writing a shopping list, such as for a Geburtstagsparty

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and

collaborative outputs

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC03

accepting or declining an invitation, for example, using a short message, Liebe/r X, danke für deine Einladung. Ich kann am Freitag nicht mitkommen. Ich habe Basketballtraining.

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LG8EC03

accepting or declining an invitation, for example, using a short message, Liebe/r X, danke für deine Einladung. Ich kann am Freitag nicht mitkommen. Ich habe Basketballtraining.

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EC03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LG8EC03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## AC9LG8EC04

**locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and**

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- 

### **Elaborations**

- identifying key expressions and detail in conversations and announcements, and using information in new ways, for example, to an interview with a German-speaking person about family and completing a family tree
- , viewing and responding to a range of simple 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 , climate and geography
- locating, collecting, classifying and summarising information from notices, timetables, interviews and announcements, and presenting findings to others, for example, a digital visual presentation, poster or wall chart
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written German
- gathering information from informative about people, time and in German-speaking communities, and using the information, for example, creating a profile or timetable/timeline to show a sequence of /events
- presenting the results of a class survey, for example, creating graphs and/or statements to report findings on topics such as the range of leisure undertaken by classmates, favourite games, television series, food, music, pets, or amount of time spent on devices
- engaging with imaginative by responding to about , events and ideas, for example, producing a profile of a or a timeline of the main events
- selecting images to illustrate a , and explaining why qualities such as colour, a symbol or emoticon reflect the content or , and affect choice, for example, Er ist sauer. Das Lied ist optimistisch/aggressiv.
- transforming a simple into another type, and applying the key features and of the second type, for example, changing a diary entry to a secure online blog
- responding to an imaginative in various ways, for example, giving opinions about the and expressing reactions to the , Ich sehe ein Mädchen. Ich finde das Mädchen sehr lustig, Das Ende ist traurig.

Students learn to:

**locate and process information and ideas in familiar spoken, written and multimodal , responding in ways appropriate to cultural context, purpose and audience**

(AC9LG8EC04)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Managing and operating**

- Select and operate tools

### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Resources**

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LG8EC04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LG8EC04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose



- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the

demands of tasks and texts

- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LG8EC04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LG8EC04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LG8EC04

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LG8EC04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LG8EC04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LG8EC04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LG8EC04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LG8EC04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LG8EC04

selecting images to illustrate a text, and explaining why qualities such as colour, a symbol or emoticon reflect the content or mood, and affect choice, for example, Er ist sauer. Das Lied ist optimistisch/aggressiv.

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LG8EC04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Select and operate tools**

## **Digital Literacy: Managing and operating: Select and operate tools**

### **Content description**

AC9LG8EC04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LG8EC04

responding to an imaginative text in various ways, for example, giving opinions about the characters and expressing reactions to the text, Ich sehe ein Mädchen. Ich finde das Mädchen sehr lustig, Das Ende ist traurig.

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LG8EC04

responding to an imaginative text in various ways, for example, giving opinions about the characters and expressing reactions to the text, Ich sehe ein Mädchen. Ich finde das Mädchen sehr lustig, Das Ende ist traurig.

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society,

adapting thinking and behaviour to develop mutual understanding

## **AC9LG8EC05**

**develop and begin to apply strategies to interpret, and meaning in German in familiar**

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### **Elaborations**

- translating short personal , identifying , and orders that can be translated literally and those that cannot, for example, Guten Appetit! Guten Tag! Ohrwurm, Er kann gut singen.
- recognising that there are different and/or multiple expressions that ideas across , for example, when describing Brot, Klassenfahrt, Wandertag, Karneval, Fasching, Fastnacht
- to and viewing such as music video clips or extracts from films, sharing reactions with peers, noticing ideas and comparing aspects that may be similar or different between German-speaking communities and Australian
- translating public signs from German to English and vice versa, noticing similarities and differences, Einbahnstraße and Sackgasse
- noticing that in public announcements, compared with private conversations on the phone, certain are pronounced differently or varied slightly to ensure clarity, for example, zwei/zwo
- comparing and using different reference and tools such as lists, dictionaries and online translators to interpret and meaning according to
- using German–English to meaning, for example, Brot, kalt, Maske, trinken
- recognising that German may be formed from a combination of smaller or different parts of speech, for example, Krankenhaus – krank, Haus; spielen – Spiel
- noticing that resources, glossaries and dictionaries use grammatical explanations to categorise and inform the user of meaning, for example, using a list to action or noticing how online dictionaries denote the difference between a and to inform the user's choice

Students learn to:

**develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts**

(AC9LG8EC05)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Managing and operating**

- Select and operate tools

#### **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Resources**

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural**

#### **Content description**

AC9LG8EC05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LG8EC05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LG8EC05

translating short personal texts, identifying words, phrases and word orders that can be translated literally and those that cannot, for example, Guten Appetit! Guten Tag! Ohrwurm, Er kann gut singen.

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area



- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG8EC05

recognising that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing Brot, Klassenfahrt, Wandertag, Karneval, Fasching, Fastnacht

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG8EC05

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG8EC05

translating public signs from German to English and vice versa, noticing similarities and differences, Einbahnstraße and Sackgasse

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG8EC05

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

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LG8EC05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Select and operate tools**

#### **Digital Literacy: Managing and operating: Select and operate tools**

##### **Content description**

AC9LG8EC05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LG8EC05

using German–English cognates to predict meaning, for example, Brot, kalt, Maske, trinken

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LG8EC05

recognising that German nouns may be formed from a combination of smaller words or different parts of speech, for example, Krankenhaus – krank, Haus; spielen – Spiel

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LG8EC05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **AC9LG8EC06**

**spoken, written and , informative and imaginative using appropriate vocabulary, expressions, grammatical structures, and some textual**

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#### **Elaborations**

- presenting information in different formats for different , for example, using informative to an email to a penpal in a German-speaking country or introduce a new student to the class, and using persuasive to an advertisement for an event or present statistics related to German-speaking countries and regions
- using different modes of presentation to report on events in their personal worlds or people or places related to German-speaking communities, for example, a multimedia presentation or podcast, a flyer about a community event or digital travel itinerary
- compiling a list of and conducting an interview, for example, interviewing a German-speaking visitor about family, home, interests and abilities, and presenting the responses in Steckbrief format, podcast or newsletter
- creating a print or digital poster in German to promote travel to a significant cultural location on a First Nations , including what to see and do
- creating and telling a or description from a stimulus such as a photograph, and using secure to speech bubbles, recordings, subtitles or captions to accompany visuals
- creating and performing a short play or video clip to share with and entertain others, incorporating actions and props to enhance meaning and to entertain, for example, a song or role-play at a school assembly or open day for younger students
- and participating in imaginary , for example, a conversation between avatars or meeting a from a German story or film for the first time
- designing and making or signs for specific , noticing how meaning needs to be tailored to and cultural , for example, a big book or game for young learners of German, school signage such as Sporthalle, Bibliothek/ Bücherei
- presenting class information to German-speaking students, explaining cultural backgrounds, used in the home, interests and , and using resources such as photos, captions, quotes and symbols

Students learn to:

**create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions**

(AC9LG8EC06)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Creating and exchanging**

- Create, communicate and collaborate

## **Speaking and listening**

- Speaking

## **Writing**

- Creating texts
- Creating texts

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

## **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **WS01 - Role play – Ein dialog (A dialogue)**

### **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9LG8EC06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LG8EC06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

### **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LG8EC06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

### **Text forms and features**

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

### **Text forms and features**

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

### **Vocabulary**

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

### **Crafting ideas**

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

## **Text forms and features**

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

## **Vocabulary**

- uses complex abstractions (e.g. "economic", "sociocultural")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LG8EC06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

#### **Text forms and features**

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

#### **Vocabulary**

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

#### **Crafting ideas**

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

#### **Text forms and features**

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

#### **Vocabulary**

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the

valley")

### **Crafting ideas**

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

### **Text forms and features**

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

### **Vocabulary**

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC06

compiling a list of questions and conducting an interview, for example, interviewing a German-speaking visitor about family, home, interests and abilities, and presenting the responses in Steckbrief format, podcast or newsletter

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9LG8EC06



## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

#### **Content description**

AC9LG8EC06

designing and making bilingual texts or signs for specific audiences, noticing how meaning needs to be tailored to audience and cultural perspectives, for example, a big book or game for young learners of German, school signage such as Sporthalle, Bibliothek/ Bücherei

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC06

designing and making bilingual texts or signs for specific audiences, noticing how meaning needs to be tailored to audience and cultural perspectives, for example, a big book or game for young learners of German, school signage such as Sporthalle, Bibliothek/ Bücherei

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EC06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **AC9LG8EU01**

**recognise and use features of the German sound system, including , , , and , and demonstrate understanding of how these are represented in familiar**

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#### **Elaborations**

- practising of particular sounds, and patterns, for example, saying tongue twisters, and short poems such as Fischers Fritze fischt frische Fische, Acht alte Ameisen, Klein aber fein! Eins, zwei, Polizei
- identifying differences in and between statements, , interjections and commands, for example, Du trinkst Wasser. Du trinkst Wasser? Du trinkst Wasser! Du, trink Wasser!
- comparing and variation in some letters, for example, singing das Alphabetlied , and using the alphabet to spell German names and other
- understanding that may vary across different German-speaking communities and
- recognising that in German may differ in or follow patterns for other , for example, Handy, orange, Friseur, Restaurant
- developing an awareness of letter–sound relationships, including distinctive sounds such as those represented by the letters ch, r, th, u and z and and clusters such as sch
- comparing and applying German sounds, such as short and sounds, and , such as au, ei, eu and ie , and the impact of the Umlaut on a, o and u , and the double ss sound for ß

Students learn to:

**recognise and use features of the German sound system, including pitch, rhythm, s pronunciation and intonation, and demonstrate understanding of how these are rep contexts**

(AC9LG8EU01)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

## **Speaking and listening**

- Speaking

## **Social management**

- Communication

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Role play – Ein dialog (A dialogue)**

### **WS03 - Partnersuche, Gefühlesuche, Personsuche (Person and feelings search)**

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LG8EU01

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

#### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

#### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first

person to achieve personal connection)

- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

### **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU01

practising pronunciation of particular sounds, rhythms and intonation patterns, for example, saying tongue twisters, rhymes and short poems such as Fischers Fritze fischt frische Fische, Acht alte Ameisen, Klein aber fein! Eins, zwei, Polizei

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU01

identifying differences in intonation and rhythm between statements, questions, interjections and commands, for example, Du trinkst Wasser. Du trinkst Wasser? Du trinkst Wasser! Du, trink Wasser!

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EU01

comparing pronunciation and variation in some letters, for example, singing das Alphabetlied , and using the alphabet to spell German names and other words

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EU01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EU01

recognising that loan words in German may differ in pronunciation or follow pronunciation patterns for other languages, for example, Handy, orange, Friseur, Restaurant

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EU01

developing an awareness of letter–sound relationships, including distinctive sounds such as those represented by the letters ch, r, th, u and z and consonant blends and clusters such as sch

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

## Content description

AC9LG8EU01

comparing and applying German sounds, such as short and long vowel sounds, and diphthongs, such as au, ei, eu and ie , and the impact of the Umlaut on a, o and u , and the double ss sound for ß

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Resource – German language resource

### German

#### Language support resource

The German Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: German. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning German for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

## Resource – WS01 - Role play – Ein dialog (A dialogue)

By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate German sound patterns, intonation and rhythms, and demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this

is reflected in their own language(s), culture(s) and identity.

### **AC9LG8EC01**

interact with others using modelled language to exchange information in familiar contexts about self and personal worlds

### **AC9LG8EC02**

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

### **AC9LG8EC06**

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

### **AC9LG8EU01**

recognise and use features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

## **Resource – WS03 - Partnersuche, Gefühlesuche, Personsuche (Person and feelings search)**

By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

### **AC9LG8EC01**

interact with others using modelled language to exchange information in familiar contexts about self and personal worlds

### **AC9LG8EC02**

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

### **AC9LG8EU01**

recognise and use features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

## **AC9LG8EU02**

**develop knowledge of, and use structures and features of, the German grammatical and systems to understand and spoken, written and**

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### **Elaborations**

- comparing punctuation rules in English and German, for example, considering aspects for direct speech, understanding quotation marks for direct speech, understanding the meaning and use of full stops and commas in German ordinal or decimal numbers, die 8. Klasse, 9,50 Euro, 15.30 Uhr and using the German quotation marks correctly, „Hallo! Ich bin Peter.“
- applying German capitalisation rules to and noticing that the capitalisation of the formal 'you'

form Sie distinguishes it from sie 'she/they' form

- selecting the correct personal 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 structure rules for position, including use of some and , and noting that the conjugated will not move when is inverted, for example, Am Nachmittag spiele ich Tennis. Ich kann gut schwimmen. Hast du Geschwister?
- understanding how to textual by using elements such as coordinating , for example, und, aber, oder to link ideas and simple subordinating , for example, weil
- recognising different such as the different for 'you', for example, Was machst du, Peter? Was macht ihr, Kinder? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger!
- recognising compound , and collecting and analysing interesting examples, noting that compound take the gender of the last in the compound, for example, der Schulsport, die Realschule
- developing a basic knowledge of the German system, nominative, accusative and dative, and using definite and indefinite , personal , and possessive such as ihr, sein, unser
- describing current and recurring actions selecting and conjugating some frequently used regular and irregular , for example, Ich trinke Orangensaft, Sie isst einen Apfel

Students learn to:

**develop knowledge of, and use structures and features of, the German grammatical to understand and create spoken, written and multimodal texts**

(AC9LG8EU02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Writing**

- Grammar

#### **Social management**

- Communication

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Social management**

- Communication

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Social management**

- Communication

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication



## Resources

### Work Samples

## WS02 - Finde die Nomen! (Find the nouns!)

### Snapshot – Grammar

#### Literacy: Writing: Grammar

#### Content description

AC9LG8EU02

#### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

#### Grammatical accuracy

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

#### Group and word level

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

#### Sentence level

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

#### Whole text level

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

#### Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

#### Group and word level

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

#### Sentence level

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

#### Whole text level

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs,

and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EU02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EU02

comparing punctuation rules in English and German, for example, considering aspects for direct speech, understanding quotation marks for direct speech, understanding the meaning and use of full stops and commas in German ordinal or decimal numbers, die 8. Klasse, 9,50 Euro, 15.30 Uhr and using the German quotation marks correctly, „Hallo! Ich bin Peter.“

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LG8EU02

applying German capitalisation rules to nouns and noticing that the capitalisation of the formal ‘you’ form Sie distinguishes it from sie ‘she/they’ form

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG8EU02

applying German capitalisation rules to nouns and noticing that the capitalisation of the formal ‘you’ form Sie distinguishes it from sie ‘she/they’ form

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- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9LG8EU02

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.

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU02

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.

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU02

applying sentence structure rules for verb position, including use of some modal verbs and questions, and noting that the conjugated verb will not move when subject is inverted, for example, Am Nachmittag spiele ich Tennis. Ich kann gut schwimmen. Hast du Geschwister?

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU02

understanding how to create textual cohesion by using elements such as coordinating conjunctions, for example, und, aber, oder to link ideas and simple subordinating conjunctions, for example, weil

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9LG8EU02

recognising different registers such as the different words for 'you', for example, Was machst du, Peter? Was macht ihr, Kinder? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger!

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU02

recognising different registers such as the different words for 'you', for example, Was machst du, Peter? Was macht ihr, Kinder? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger!

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU02

recognising compound words, and collecting and analysing interesting examples, noting that compound nouns take the gender of the last noun in the compound, for example, der Schulsport, die Realschule

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU02

developing a basic knowledge of the German case system, nominative, accusative and dative, and using definite and indefinite articles, personal pronouns, and possessive adjectives such as ihr, sein, unser

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG8EU02

describing current and recurring actions selecting and conjugating some frequently used regular and irregular verbs, for example, Ich trinke Orangensaft, Sie isst einen Apfel

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Resource – WS02 - Finde die Nomen! (Find the nouns!)**

By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

### **AC9LG8EU02**

develop knowledge of, and use structures and features of, the German grammatical and writing systems to understand and create spoken, written and multimodal texts

### **AC9LG8EU03**

compare German language structures and features with English, using familiar metalanguage

## **AC9LG8EU03**

### **compare German and features with English, using familiar**

- 
- 

#### **Elaborations**

- recognising and explaining to others, aspects of German and that are interesting and/or different when compared with English, for example, answering telephone with surname
- understanding the concept of regular and irregular, for example, spielen and lesen, and noticing that this is a feature of both German and English and other such as French, Italian and Spanish
- recognising that in German a + can have multiple English, for example, wir spielen can mean we play, we are playing, we do play, we shall/will play and we're going to play, and applying this understanding when formulating own German
- identifying and analysing the, intended and key features of familiar such as signs, instructions, postcards, advertisements, songs and conversations in German, and comparing these with in English
- comparing German and English written and spoken modes of a particular function, noticing used and varying levels of formality, for example, an invitation
- comparing pluralisation of in German and English, for example, die for and differing ending patterns in German, for example, Maus, Mäuse; Katze, Katzen, and in English
- understanding that English used to be more closely aligned with German, and that English has

changed, for example, recognising the link between the Middle English “What thinkest thou?” and Was denkst du?

- recognising that are dynamic and borrow and adapt and expressions from each other, for example, English has borrowed the German Hamburger, kaputt, Kindergarten and Glockenspiel and German has borrowed the English das Internet, die App, joggen, shoppen, Stopp! and Sorry! , and comparing how these are pronounced by German and English speakers
- noticing that German and English share many , for example, Computer, Bus, Taxi and Auto , and understanding that this is a result of historical events, as well as the evolving nature of
- comparing the concept of in , and vocabulary in German-speaking communities, with similar in the use of English within and beyond Australia

Students learn to:

**compare German language structures and features with English, using familiar met**

(AC9LG8EU03)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

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#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Resources**

#### **Work Samples**

### **WS02 - Finde die Nomen! (Find the nouns!)**

#### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LG8EU03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LG8EU03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LG8EU03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG8EU03

understanding the concept of regular and irregular verbs, for example, spielen and lesen , and noticing that this is a feature of both German and English and other languages such as French, Italian and Spanish

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG8EU03

recognising that in German a subject+verb can have multiple English translations, for example, wir spielen can mean we play, we are playing, we do play, we shall/will play and we're going to play, and applying this understanding when formulating own German sentences

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LG8EU03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
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### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LG8EU03

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### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LG8EU03

comparing pluralisation of nouns in German and English, for example, die for plural nouns and differing ending patterns in German, for example, Maus, Mäuse; Katze, Katzen, and in English

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### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LG8EU03



understanding that English grammar used to be more closely aligned with German grammar, and that English has changed, for example, recognising the link between the Middle English “What thinkest thou?” and Was denkst du?

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG8EU03

recognising that languages are dynamic and borrow and adapt words and expressions from each other, for example, English has borrowed the German words Hamburger, kaputt, Kindergarten and Glockenspiel and German has borrowed the English words das Internet, die App, joggen, shoppen, Stopp! and Sorry! , and comparing how these words are pronounced by German and English speakers

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

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noticing that German and English share many words, for example, Computer, Bus, Taxi and Auto , and understanding that this is a result of historical events, as well as the evolving nature of languages

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## AC9LG8EU04

recognise how is shaped by (s), (s), , and

- 
- 

### Elaborations

- exploring the impact of own assumptions about people from German-speaking countries, their and , and considering how German speakers may similarly make assumptions and generalisations about Australians
- observing between German-speaking people in different , noticing and recording elements that reflect cultural or behaviours, such as associated with politeness or emotion, gift-giving customs, or ways of showing collective or approval, for example, applauding by rapping on surface or stating bitte schön, Entschuldigung, Wie schön!, Ich danke dir!
- understanding their own heritage and reflecting on their , and the role of their background in shaping , for example, annotating a family tree with information about family members, highlighting significant places or spoken using such as Ich bin Australier/-in. Mein Opa kommt aus Griechenland.
- examining, in German or English, how First Nations Australians' have strong connections to locations and how these can be compared with variations across German-speaking countries and regions
- comparing the use and cultural significance of and in German and other and selecting those that can be easily incorporated into when communicating in German, for example, shaking hands as a common greeting and maintaining eye contact when appropriate
- reflecting on choices made when using German to with others, considering the relationship between , and behaviour, and comparing these with English and other , for example, considering the use of family names with titles, Guten Tag, Frau Stein and formal/informal du/ihr/Sie
- participating in cultural experiences and reflecting on cultural similarities and differences, for example, eating at a German/Swiss/Austrian restaurant or café in Australia or watching a German music , soccer match or skiing competition
- participating in guided discussion and comparing aspects of that may be important across , for example, state, country, ethnic group, , religion, age, preferred gender, and position in family, Heimatland, Festtage
- investigating connections between and significant cultural or practices in Australia and German-speaking communities, for example, individual rights, shared social responsibility, respect for the environment, anti-racism
- examining examples of cultural representation in , symbols and behaviour, for example, die Märchenstraße , lack of speed limits on the Autobahn , national and state flags or coats of arms, and the visibility of the European Union through placement of its logo such as on car numberplates
- exploring how origin, geography and religion are directly connected to lifestyle, daily practices and use, for example, Recycling, Kaffee und Kuchen, Wandern , religious/public holidays, choice of Fremdsprachen offered in schools
- gaining an awareness of some regional variations in , for example, in greetings such as the Swiss Grüezi and Austrian or Bavarian Servus or the lack of the in Switzerland and Liechtenstein

Students learn to:

**recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and va**

(AC9LG8EU04)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

#### Social awareness

- Empathy

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

## **Social awareness**

- Empathy

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

## **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

## **Social awareness**

- Empathy

## **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Resources**

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9LG8EU04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9LG8EU04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those

that have remained the same, drawing on examples from within, between and across cultural groups

- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9LG8EU04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9LG8EU04

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### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

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### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

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AC9LG8EU04

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acknowledging the influence empathy has on developing social awareness

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9LG8EU04

observing interactions between German-speaking people in different contexts, noticing and recording elements that reflect cultural attitudes or behaviours, such as language associated with politeness or emotion, gift-giving customs, or ways of showing collective appreciation or approval, for example, applauding by rapping on surface or stating bitte schön, Entschuldigung, Wie schön!, Ich danke dir!

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### **Snapshot – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

### **Content description**

AC9LG8EU04

understanding their own heritage and reflecting on their culture, language and the role of their background in shaping identity, for example, annotating a family tree with information about family members, highlighting significant places or languages spoken using modelled language such as Ich bin Australier/-in. Mein Opa kommt aus Griechenland.

### **Continuum extract**

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### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LG8EU04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

## **perspectives**

### **Content description**

AC9LG8EU04

reflecting on choices made when using German to interact with others, considering the relationship between language, culture and behaviour, and comparing these with English and other languages, for example, considering the use of family names with titles, Guten Tag, Frau Stein and formal/informal register du/ihr/Sie

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### **Snapshot – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

### **Content description**

AC9LG8EU04

participating in guided discussion and comparing aspects of identity that may be important across cultures, for example, state, country, ethnic group, language, religion, age, preferred gender, and position in family, Heimatland, Festtage

### **Continuum extract**

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### **Snapshot – Empathy**

## **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9LG8EU04

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### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

### **Content description**

AC9LG8EU04

examining examples of cultural representation in language, symbols and behaviour, for example, die Märchenstraße, lack of speed limits on the Autobahn, national and state flags or coats of arms, and the visibility of the European Union through placement of its logo such as on car numberplates

### **Continuum extract**

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### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

### **Content description**

AC9LG8EU04

exploring how origin, geography and religion are directly connected to lifestyle, daily practices and language use, for example, Recycling, Kaffee und Kuchen, Wandern , religious/public holidays, choice of Fremdsprachen offered in schools

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