

(no-code)

and in familiar and some unfamiliar related to students' experiences, feelings and , their in response to others

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Elaborations

- communicating in face-to-face or secure online guided discussions with peers and German-speaking contacts, to share information and ideas about familiar and some unfamiliar topics such as clothing, housing, social and cultural practices, for example, Was trägst du zur Party? Was isst man zum Frühstück in deinem Land? Wie feierst du deinen Geburtstag?
- discussing and giving opinions on familiar topics such as school life, neighbourhood, entertainment, sport and leisure, for example, Hast du ein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe? Ich finde Sozi interessant. Und du? Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluss und einen Fußballplatz. Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst?
- participating in conversations with peers using strategies such as active , asking for , clarification and confirmation to , for example, Was denkst du? Was bedeutet das? Meinst du ...? Was habt ihr gemacht?
- giving instructions to one or more peers, for example, Gib mir das Buch!
- recounting social and cultural experiences with others, for example, Wir haben eine Reise nach Neuseeland gemacht. Und ihr? Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen.
- posing and responding to about future plans, for example, Was wirst du in den Ferien machen? Wir werden zu Hause bleiben.
- discussing and sharing learning strategies, for example, Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe.
- using textual popular with young German speakers, such as the use of , abbreviations and acronyms in messages, for example, 4u = für dich = for you, brb = bin gleich wieder da = be right back, 8ung = Achtung! sz = schreib zurück, sTn = schönen Tag noch
- contrasting aspects of past events in their everyday lives with others, for example, Du siehst sehr müde aus! Was hast du gestern gemacht? Hat der Film dir gut gefallen? Wollen wir ihn heute noch mal schauen?

Students learn to:

initiate and sustain exchanges in familiar and some unfamiliar contexts related to st experiences, feelings and views, adjusting their language in response to others

(AC9LG8C01)

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

- Communicate responsively

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 .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

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- Communication

Resources

Work Samples

WS01 - Mein haus (My house)

Snapshot – Communicate responsively

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

Content description

AC9LG8C01

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LG8C01

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

AC9LG8C01

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

AC9LG8C01

communicating in face-to-face or secure online guided discussions with peers and German-speaking contacts, to share information and ideas about familiar and some unfamiliar topics such as clothing, housing, social and cultural practices, for example, Was trägst du zur Party? Was isst man zum Frühstück in deinem Land? Wie feierst du deinen Geburtstag?

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
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- 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

AC9LG8C01

communicating in face-to-face or secure online guided discussions with peers and German-speaking contacts, to share information and ideas about familiar and some unfamiliar topics such as clothing, housing, social and cultural practices, for example, Was trägst du zur Party? Was isst man zum Frühstück in deinem Land? Wie feierst du deinen Geburtstag?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C01

discussing and giving opinions on familiar topics such as school life, neighbourhood, entertainment, sport and leisure, for example, Hast du ein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe? Ich finde Sozi interessant. Und du? Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluss und einen Fußballplatz. Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C01

participating in conversations with peers using strategies such as active listening, asking for repetition, clarification and confirmation to sustain interactions, for example, Was denkst du? Was bedeutet das? Meinst du ...? Was habt ihr gemacht?

Continuum extract

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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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C01

giving instructions to one or more peers, for example, Gib mir das Buch!

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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

AC9LG8C01

recounting social and cultural experiences with others, for example, Wir haben eine Reise nach Neuseeland gemacht. Und ihr? Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen.

Continuum extract

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- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C01

recounting social and cultural experiences with others, for example, Wir haben eine Reise nach Neuseeland gemacht. Und ihr? Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C01

posing and responding to questions about future plans, for example, Was wirst du in den Ferien machen? Wir werden zu Hause bleiben.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C01

discussing and sharing learning strategies, for example, Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe.

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

AC9LG8C01

writing texts using textual conventions popular with young German speakers, such as the use of contractions, abbreviations and acronyms in text messages, for example, 4u = für dich = for you, brb = bin gleich wieder da = be right back, 8ung = Achtung! sz = schreib zurück, sTn = schönen Tag noch

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C01

contrasting aspects of past events in their everyday lives with others, for example, Du siehst sehr müde aus! Was hast du gestern gemacht? Hat der Film dir gut gefallen? Wollen wir ihn heute noch mal schauen?

Continuum extract

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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 - Mein haus (My house)

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

Students apply the conventions of spoken German to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and

features to convey meaning. They comment on structures and features of German text, using metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

AC9LG8C01

initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others

AC9LG8C05

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9LG8U01

apply knowledge of conventions of spoken German to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts

AC9LG8U02

apply understanding of grammatical structures and expressions to compose and respond to texts

AC9LG8C02

collaborate in that involve the of transaction, negotiation and problem-solving to plan projects and events

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Elaborations

- transacting and negotiating in real or simulated situations such as shopping, or comparing similar offers for goods in online catalogues on German internet sites, including commenting on price, for example, Ich möchte diese Hose anprobieren. Haben Sie Größe 38? Das ist sehr preiswert.
- participating in collaborative learning experiences with peers to organise an event such as a trip to the market, weekend or a class excursion, for example, Wir können mit dem Zug oder mit dem Bus zum Markt fahren. Was wollen wir am Wochenende machen?
- promoting awareness for the school community, regarding a particular issue, event or behaviour, by working with others to posters, a blog or advertisement for topics such as Nachhaltigkeit, gesundes Essen, Sport und Bewegung
- stating a problem and asking for advice, Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?
- planning and conducting a group such as a live or digital Modeschau with a theme, for example, Sommerferien, Wintersport, damals und heute
- initiating and participating in classroom and discussions to manage shared learning experiences, for example, assigning roles to others, Patrick, du kannst den Text schreiben! Sarah, du machst die Fotos! , and commenting on the contributions and of others, for example, Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung.
- agreeing or disagreeing with a suggestion, Ja, das wäre super or Nein, das wäre blöd , and accepting or declining an offer or invitation, for example, Danke für die Einladung, aber ich habe freitagabends Klavierunterricht. Hast du am Montag Zeit?
- participating in an of opinions to form conclusions or solve issues on topics relating to their personal worlds, for example, Wohin sollen wir reisen? Welches Tier ist am coolsten? Junkfood oder gesundes Essen?
- complaining about unsatisfactory goods or services, for example, Meine Nudeln sind zu kalt! Es gibt kein heißes Wasser! Ich möchte mein Geld zurück!
- asking, giving and following directions to real or virtual locations using street maps, apps or secure digital sources, for example, Wo liegt das Schwimmbad? Es ist in der Schillerstraße. Wie komme ich am besten zum Bahnhof? Können Sie mir helfen? Ich suche ...

Students learn to:

collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events

(AC9LG8C02)

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

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Self-management

- Perseverance and adaptability

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

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

AC9LG8C02

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

AC9LG8C02

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

AC9LG8C02

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

AC9LG8C02

transacting and negotiating in real or simulated situations such as shopping, or comparing similar offers for goods in online catalogues on German language internet sites, including commenting on price, for example, Ich möchte diese Hose anprobieren. Haben Sie Größe 38? Das ist sehr preiswert.

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

AC9LG8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C02

participating in collaborative learning experiences with peers to organise an event such as a trip to the market, weekend activities or a class excursion, for example, Wir können mit dem Zug oder mit dem Bus zum Markt fahren. Was wollen wir am Wochenende machen?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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AC9LG8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C02

promoting awareness for the school community, regarding a particular issue, event or behaviour, by working with others to create posters, a blog or advertisement for topics such as Nachhaltigkeit, gesundes Essen, Sport und Bewegung

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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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG8C02

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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9LG8C02

stating a problem and asking for advice, Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?

Continuum extract

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

- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C02

stating a problem and asking for advice, Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?

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

Personal and Social capability: Social management: Collaboration

Content description

AC9LG8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C02

planning and conducting a group activity such as a live or digital Modeschau with a theme, for example, Sommerferien, Wintersport, damals und heute

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

AC9LG8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C02

initiating interactions and participating in classroom activities and discussions to manage shared learning experiences, for example, assigning roles to others, Patrick, du kannst den Text schreiben! Sarah, du machst die Fotos! , and commenting on the contributions and views of others, for example, Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung.

Continuum extract

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

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C02

agreeing or disagreeing with a suggestion, Ja, das wäre super or Nein, das wäre blöd , and accepting or declining an offer or invitation, for example, Danke für die Einladung, aber ich habe freitagabends Klavierunterricht. Hast du am Montag Zeit?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG8C02

agreeing or disagreeing with a suggestion, Ja, das wäre super or Nein, das wäre blöd , and accepting or declining an offer or invitation, for example, Danke für die Einladung, aber ich habe freitagabends Klavierunterricht. Hast du am Montag Zeit?

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

AC9LG8C02

participating in an exchange of opinions to form conclusions or solve issues on topics relating to their personal worlds, for example, Wohin sollen wir reisen? Welches Tier ist am coolsten? Junkfood oder gesundes Essen?

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

AC9LG8C02

participating in an exchange of opinions to form conclusions or solve issues on topics relating to their personal worlds, for example, Wohin sollen wir reisen? Welches Tier ist am coolsten? Junkfood oder gesundes Essen?

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C02

complaining about unsatisfactory goods or services, for example, Meine Nudeln sind zu kalt! Es gibt kein heißes Wasser! Ich möchte mein Geld zurück!

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

AC9LG8C02

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- 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

AC9LG8C02

asking, giving and following directions to real or virtual locations using street maps, apps or secure digital sources, for example, Wo liegt das Schwimmbad? Es ist in der Schillerstraße. Wie komme ich am besten zum Bahnhof? Können Sie mir helfen? Ich suche ...

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

AC9LG8C02

asking, giving and following directions to real or virtual locations using street maps, apps or secure digital sources, for example, Wo liegt das Schwimmbad? Es ist in der Schillerstraße. Wie komme ich am besten zum Bahnhof? Können Sie mir helfen? Ich suche ...

Continuum extract

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

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- 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

AC9LG8C03

interpret information, ideas and opinions in a range of spoken, written and , and respond appropriately to cultural , and

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Elaborations

- locating and key information in informative and persuasive , for example, creating a summary table, locating key information and supporting details of a and the 's implied meaning
- analysing and summarising information and viewpoints, for example, information from a news report about social media, a documentary on early German settlement in Australia, or an interview with an older person who speaks German on the topic of their Kindheit und Jugend , using tools such as guided note-taking, timelines and/or concept maps
- to or about issues that concern young people such as Schule und Freunde, Soziale Medien, Jugendkultur , and sharing opinions and feelings
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written German
- gathering information from appropriate sources such as a class survey, video or interviews about a topic of interest, and reporting about the information, reflecting on their own opinion, for example, Schuluniform, beste Lebensorte, Lieblingsfreizeitsaktivitäten
- to or viewing digital and other such as songs, raps, or film and video clips, noticing ideas, comparing aspects that may be similar or different across , and making connections with own experiences
- identifying differences in , and when using in different , for example, in songs and graffiti, an online , email to the teacher, interview or essay
- collecting information on topics related to lifestyle choices, explaining changes in focus and over different periods, for example, Rauchen oder nicht?
- investigating and reporting on evidence of current and historical influences of German-speaking communities' and in the local and broader community of Australia, for example, place names such as Heidelberg, Hahndorf, Leichhardt ; food such as restaurants or bakeries; festivals and celebrations such as film festivals, community festivals, Weihnachtsmärkte , and organisations such as learning institutes, community schools and German radio stations

Students learn to:

interpret information, ideas and opinions in a range of spoken, written and multimodal and respond appropriately to cultural context, purpose and audience

(AC9LG8C03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

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

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LG8C03

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 – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LG8C03

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

AC9LG8C03

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

AC9LG8C03

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

AC9LG8C03

analysing and summarising information and viewpoints, for example, information from a news report about social media, a documentary on early German settlement in Australia, or an interview with an older person who speaks German on the topic of their Kindheit und Jugend , using tools such as guided note-taking, timelines and/or concept maps

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

AC9LG8C03

listening to or reading about issues that concern young people such as Schule und Freunde, Soziale Medien, Jugendkultur , and sharing opinions and feelings

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

AC9LG8C03

gathering information from appropriate sources such as a class survey, video or interviews about a topic of interest, and reporting about the information, reflecting on their own opinion, for example, Schuluniform, beste Lebensorte, Lieblingsfreizeitsaktivitäten

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

AC9LG8C03

Continuum extract

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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 – Develop multiple perspectives

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

Content description

AC9LG8C03

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 – Identify, process and evaluate information

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

Content description

AC9LG8C03

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

AC9LG8C03

collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods, for example, Rauchen oder nicht?

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 – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9LG8C03

investigating and reporting on evidence of current and historical influences of German-speaking communities' language and culture in the local and broader community of Australia, for example, place names such as Heidelberg, Hahndorf, Leichhardt ; food such as restaurants or bakeries; festivals and celebrations such as film festivals, community festivals, Weihnachtsmärkte , and organisations such as language learning institutes, community schools and German radio stations

Continuum extract

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

- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Identify, process and evaluate information

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

Content description

AC9LG8C03

investigating and reporting on evidence of current and historical influences of German-speaking communities' language and culture in the local and broader community of Australia, for example, place names such as Heidelberg, Hahndorf, Leichhardt ; food such as restaurants or bakeries; festivals and celebrations such as film festivals, community festivals, Weihnachtsmärkte , and organisations such as language learning institutes, community schools and German radio stations

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- 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 – Communicate responsively

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

Content description

AC9LG8C03

investigating and reporting on evidence of current and historical influences of German-speaking communities' language and culture in the local and broader community of Australia, for example, place names such as Heidelberg, Hahndorf, Leichhardt ; food such as restaurants or bakeries; festivals and celebrations such as film festivals, community festivals, Weihnachtsmärkte , and organisations such as language learning institutes, community schools and German radio stations

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

AC9LG8C04

interpret and non-verbal, spoken and written to meaning in German in familiar and some unfamiliar cultural

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Elaborations

- and using expressions associated with politeness, social protocols and the closeness of social relationships such as different levels of formality through the use of du/ihr/Sie , and familiarity with friends, for example, nicknames, Spitznamen , and various uses of diminutives, such as -chen, -lein
- comparing different versions of from online translators or reference materials and selecting correct meanings, considering the need to go beyond literal meaning
- researching young people's lifestyles across German-speaking and , for example, Wintersport, Reiseziele, comparing information from different cultural to identify the influence of factors such as geography, climate, and social and community environments, using a graphic organiser to present the information
- examining culturally specific terms, and expressions and discussing differences and cultural influences and possible equivalent terms in English, for example, Frühjahrsmüdigkeit, so alt wie ein Baum/Stein, einen Bärenhunger haben
- and non-verbal to the cultural and situation, for example, adopting local expectations such as keeping to the right-hand side of the footpath or escalator, and not walking on the bicycle path
- translating and discussing common idiomatic expressions in both German and English, for example, Ich drücke dir die Daumen.
- creating resources appropriate to cultural , for example, vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family events, explaining culture-specific elements
- creating German captions, commentaries or subtitles for English , or vice versa
- researching and explaining terms associated with practices or features of schools in German-speaking communities and drawing comparisons with similar terms used in Australian schools, for example, sitzenbleiben, Schultüten, Abitur, aspects of assessment and reporting such as das Notensystem, der blaue Brief

Students learn to:

interpret and adjust non-verbal, spoken and written language to convey meaning in familiar and some unfamiliar cultural contexts

(AC9LG8C04)

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 .

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Managing and operating

- Select and operate tools

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LG8C04

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

AC9LG8C04

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

AC9LG8C04

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LG8C04

interpreting and using expressions associated with politeness, social protocols and the closeness of social relationships such as different levels of formality through the use of du/ihr/Sie, and familiarity with friends, for example, nicknames, Spitznamen, and various uses of diminutives, such as -chen, -lein

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG8C04

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

AC9LG8C04

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

AC9LG8C04

researching young people's lifestyles across German-speaking cultures and contexts, for example, Wintersport, Reiseziele, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environments, using a graphic organiser to present the information

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LG8C04

researching young people's lifestyles across German-speaking cultures and contexts, for example, Wintersport, Reiseziele, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environments, using a

graphic organiser to present the information

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LG8C04

examining culturally specific terms, phrases and expressions and discussing differences and cultural influences and possible equivalent terms in English, for example, Frühjahrsmüdigkeit, so alt wie ein Baum/Stein, einen Bärenhunger haben

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LG8C04

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LG8C04

translating and discussing common idiomatic expressions in both German and English, for example, Ich drücke dir die Daumen.

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG8C04

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LG8C04

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LG8C04

researching and explaining terms associated with practices or features of schools in German-speaking communities and drawing comparisons with similar terms used in Australian schools, for example, sitzenbleiben, Schultüten, Abitur, aspects of assessment and reporting such as das Notensystem, der blaue Brief

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

AC9LG8C05

and present spoken, written and , informative and imaginative for specific , selecting vocabulary, expressions, grammatical structures, features and appropriate to type and

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Elaborations

- creating and presenting informative for a specific and , such as to advertise a social event in the local community or organising and presenting information to raise awareness, for example, a video advertisement, a recycling infographic, or a poster for an environmental campaign
- explaining a procedure or using simple and supporting graphics, materials and , for example, how to play a game or sport, a cooking show segment, or fashion tips
- presenting information and ideas using appropriate to type and , for example, using reflective in diary and journal entries, persuasive in advertisements, or music lyrics and punchlines to with controversial ideas or provoke reactions
- 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 an imaginative such as a picture storybook, puppet play, short film, song or poem, with

particular themes or for imagined occasions, to entertain an , for example, Elfchen , a string poem or Konkrete Poesie , creating the next scene, a new or an alternative ending for imaginative such as a story, drama or film

- creating an imaginative incorporating communicative styles and social behaviours observed in German , for example, a digital persona or avatar in a German-speaking fantasy world or imagining they are the ‘ in a painting and creating a scenario and dialogue
- describing an imagined experience using a familiar type, for example, a diary entry describing the first day as an student in a German school, or a guide for a great birthday party
- reviewing a film, computer game, novel or for a radio segment or for a friend

Students learn to:

create and present spoken, written and multimodal, informative and imaginative texts for a range of purposes, selecting vocabulary, expressions, grammatical structures, features and language appropriate to text type and context

(AC9LG8C05)

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

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

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.

Generating

- Create possibilities

Social management

- Communication

Generating

- Create possibilities

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Mein haus (My house)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LG8C05

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

AC9LG8C05

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

AC9LG8C05

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

AC9LG8C05

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

AC9LG8C05

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

AC9LG8C05

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

AC9LG8C05

presenting information and ideas using language appropriate to text type and context, for example, using reflective language in diary and journal entries, persuasive language in advertisements, or music lyrics and punchlines to engage with controversial ideas or provoke reactions

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 possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LG8C05

creating an imaginative text such as a picture storybook, puppet play, short film, song or poem, with particular themes or for imagined occasions, to entertain an audience, for example, Elfchen , a string poem or Konkrete Poesie , creating the next scene, a new character or an alternative ending for imaginative texts such as a story, drama or film script

Continuum extract

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

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C05

creating an imaginative text such as a picture storybook, puppet play, short film, song or poem, with particular themes or for imagined occasions, to entertain an audience, for example, Elfchen , a string poem or Konkrete Poesie , creating the next scene, a new character or an alternative ending for imaginative texts such as a story, drama or film script

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 possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LG8C05

Continuum extract

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

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of

creative ways

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8C05

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

AC9LG8C05

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

AC9LG8C05

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

AC9LG8U01

apply knowledge of of spoken German to enhance , and to respond to and in familiar and some unfamiliar

-
-

Elaborations

- applying correct and in , such as expressing emotions and Schadenfreude, for example, Du bist gemein! Das ist ausgezeichnet! Ha, ha, er hat verloren.
- recognising and reproducing in using pauses, and emphasis
- exploring the German of a range of from English and other , for example, Job, Restaurant, Pizza
- and applying for statements, , exclamations and instructions
- identifying key differences and examining variations across different German-speaking countries, regions and
- applying , and to enhance meaning, and creating effects in spoken such as stories, poems, songs and conversations

Students learn to:

**apply knowledge of conventions of spoken German to enhance fluency, and to resp
texts in familiar and some unfamiliar contexts**

(AC9LG8U01)

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

Resources

Work Samples

WS01 - Mein haus (My house)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LG8U01

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

AC9LG8U01

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

AC9LG8U01

applying correct pitch and stress in context, such as expressing emotions and Schadenfreude, for example, Du bist gemein! Das ist ausgezeichnet! Ha, ha, er hat verloren.

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

AC9LG8U01

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

AC9LG8U01

exploring the German pronunciation of a range of loan words from English and other languages, for example, Job, Restaurant, Pizza

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

AC9LG8U01

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

AC9LG8U01

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

AC9LG8U01

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 - Mein haus (My house)

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

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

AC9LG8C01

initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others

AC9LG8C05

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9LG8U01

apply knowledge of conventions of spoken German to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts

AC9LG8U02

apply understanding of grammatical structures and expressions to compose and respond to texts

AC9LG8U02

apply understanding of grammatical structures and expressions to compose and respond to

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-

Elaborations

- noting that German underwent changes in spelling and punctuation in the official Rechtschreibreform , requiring, for example, ß to be used only after sounds or , such as Fußball, Spaß, weiß , except in Switzerland and Liechtenstein, which do not use the ß
- applying German punctuation and spelling rules in and systematically editing their own and others' written work
- applying knowledge of the German system (nominative, accusative, dative and some genitive), and using definite and indefinite , personal , including man , and possessive, demonstrative and interrogative such as ihr, sein, unser, dieser, jeder and welcher
- selecting and using the appropriate forms of personal such as du/ ihr/ Sie , and its possessive equivalents dein/ euer/ Ihr , according to the , for example, Sind Sie Frau Wagner? Hast du dein Geld mit? and 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.
- understanding the relationship between gender, and the adjectival ending, and applying this when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring, Es gibt keinen Sportplatz.
- making comparisons, including the superlative, for example, Deutsch ist schwieriger als Englisch aber Mathe ist am schwierigsten, Ich esse lieber Salat als Fleisch, Kaffee ist nicht so gesund wie Wasser
- using of frequency to describe events in the past, for example, vorgestern, früher, immer, ab und zu, niemals
- referring to quantities of people, time and things using cardinal numbers up to a billion and the 24-hour clock, for example, Es gibt 7,3 Millionen Einwohner, Das Konzert beginnt um 21.45 Uhr
- describing current, recurring and future actions using regular, irregular and in the present , and past actions using a limited range of common in present perfect , for example, Er sieht viel fern. Ich muss meine Hausaufgaben machen. Nächstes Jahr bekommen wir neue Laptops. Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank.
- using reflexive in present with their appropriate accusative reflexive to describe daily routines and express emotions and interests, for example, Ich wasche mich morgens, Interessierst du dich für Geschichte? Wir freuen uns auf die Ferien
- selecting and conjugating a range of German , for example, Wir müssen eine Schuluniform tragen, Man darf hier nicht essen, Du kannst Volleyball spielen
- applying understanding of a limited range of separable and inseparable and recognising that the alters the meaning of the base , for example, Er kommt um 17.15 Uhr, Kommst du mit?, Ich bekomme manchmal Geld zum Geburtstag
- understanding and applying the ' as second element' and 'subject-time-object-manner-place' (STOMP) order rules for main and realising that German order is flexible, allowing other elements apart from the to begin the , for example, Langsam verstehe ich mehr Deutsch, Zu Hause ist es oft sehr laut.
- understanding and using , including dative and accusative in high-frequency , for example, Ich komme aus Australien, Das Eis ist für mich, Der Junge geht zum Bahnhof , and understanding the meaning of and how to use Wechselprepositionen , for example, Wir gehen ins Kino, Wir sitzen im Kino
- linking and sequencing events and ideas using a range of cohesive devices, including such as dann, früher, danach, vorher and coordinating such as und, oder, aber, denn, sondern , and common subordinating such as als, dass, obwohl, wenn, weil , usually with the subordinate after the main

Students learn to:

apply understanding of grammatical structures and expressions to compose and re

(AC9LG8U02)

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

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

Social management

- Communication

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 - Mein haus (My house)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LG8U02

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

AC9LG8U02

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

AC9LG8U02

noting that German grammar underwent changes in spelling and punctuation in the official Rechtschreibreform, requiring, for example, ß to be used only after long vowel sounds or diphthongs, such as Fußball, Spaß, weiß, except in Switzerland and Liechtenstein, which do not use the 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
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG8U02

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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

AC9LG8U02

applying knowledge of the German case system (nominative, accusative, dative and some genitive), and using definite and indefinite articles, personal pronouns, including man , and possessive, demonstrative and interrogative adjectives such as ihr, sein, unser, dieser, jeder and welcher

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

AC9LG8U02

selecting and using the appropriate forms of personal pronouns such as du/ ihr/ Sie , and its possessive adjective equivalents dein/ euer/ Ihr , according to the audience, for example, Sind Sie Frau Wagner? Hast du dein Geld mit? and selecting the correct personal pronoun for 'it', er/sie/es/ihn , for objects, for example, Woher hast du den Hut? Er ist sehr schön, Ich habe ihn bei ... gekauft.

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

AC9LG8U02

selecting and using the appropriate forms of personal pronouns such as du/ ihr/ Sie , and its possessive adjective equivalents dein/ euer/ Ihr , according to the audience, for example, Sind Sie

Frau Wagner? Hast du dein Geld mit? and selecting the correct personal pronoun for 'it', er/sie/es/ihn , for objects, for example, Woher hast du den Hut? Er ist sehr schön, Ich habe ihn bei ... gekauft.

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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

AC9LG8U02

understanding the relationship between word gender, article and case and the adjectival ending, and applying this when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring, Es gibt keinen Sportplatz.

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

AC9LG8U02

making comparisons, including the superlative, for example, Deutsch ist schwieriger als Englisch aber Mathe ist am schwierigsten, Ich esse lieber Salat als Fleisch, Kaffee ist nicht so gesund wie Wasser

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

AC9LG8U02

using adverbs of frequency to describe events in the past, for example, vorgestern, früher, immer, ab und zu, niemals

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

AC9LG8U02

referring to quantities of people, time and things using cardinal numbers up to a billion and the 24-hour clock, for example, Es gibt 7,3 Millionen Einwohner, Das Konzert beginnt um 21.45 Uhr

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

AC9LG8U02

describing current, recurring and future actions using regular, irregular and modal verbs in the present tense, and past actions using a limited range of common verbs in present perfect tense, for example, Er sieht viel fern. Ich muss meine Hausaufgaben machen. Nächstes Jahr bekommen wir neue Laptops. Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank.

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

AC9LG8U02

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

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

AC9LG8U02

selecting and conjugating a range of German modal verbs, for example, Wir müssen eine Schuluniform tragen, Man darf hier nicht essen, Du kannst Volleyball spielen

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

AC9LG8U02

applying understanding of a limited range of separable and inseparable verbs and recognising that the prefix alters the meaning of the base verb, for example, Er kommt um 17.15 Uhr, Kommst du mit?, Ich bekomme manchmal Geld zum Geburtstag

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

AC9LG8U02

understanding and applying the 'verb as second element' and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, Langsam verstehe ich mehr Deutsch, Zu Hause ist es oft sehr laut.

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

AC9LG8U02

understanding and using prepositions, including dative and accusative prepositions in high-frequency contexts, for example, Ich komme aus Australien, Das Eis ist für mich, Der Junge geht zum Bahnhof , and understanding the meaning of and how to use Wechselprepositionen , for example, Wir gehen ins Kino, Wir sitzen im Kino

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

AC9LG8U02

linking and sequencing events and ideas using a range of cohesive devices, including adverbs such as dann, früher, danach, vorher and coordinating conjunctions such as und, oder, aber, denn, sondern , and common subordinating conjunctions such as als, dass, obwohl, wenn, weil , usually with the subordinate clause after the main clause

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

AC9LG8U03

reflect on similarities and differences between German and English and features, using

-
-

Elaborations

- comparing and contrasting German and English use in similar situations and in with similar

content, such as advertisements or student blogs about school issues

- reflecting on the interrelationship of , and , using knowledge of in German and English to the meaning of unfamiliar vocabulary in , for example, analysing types of personal, informative and persuasive , or different samples of a particular type, to determine the targeted (s), and describing the techniques and
- understanding and observing that have different , for example, to persuade, to inform or to entertain different such as children, young people, German speakers, people living in Australia
- extending understanding of to in German and English about , order, , for example, Dativ, Wechselprepositionen, das Perfekt, Hilfsverben, trennbare Verben
- 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?
- comparing German and Australian English examples of a particular for cultural and stylistic differences, for example, iconic television series such as a crime series
- and evaluating textual popular with young German speakers and making comparisons with their use in English, for example, the use of , abbreviations and acronyms in messages, 4u = für dich = for you, brb =bin gleich wieder da = be right back, 8ung = Achtung! sz = schreib zurück, sTn = schönen Tag noch
- describing relationships between , structure and textual , for example, in a personal using informal such as a thank-you email to a friend, Liebe Grüße; du; Dein(e) X and comparing this with English

Students learn to:

reflect on similarities and differences between German and English language structure using metalanguage

(AC9LG8U03)

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG8U03

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

AC9LG8U03

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

AC9LG8U03

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

AC9LG8U03

Continuum extract

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- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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- 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

responsively

Content description

AC9LG8U03

extending understanding of metalanguage to communicate in German and English about case, word order, verb tenses, for example, Dativ, Wechselprepositionen, das Perfekt, Hilfsverben, trennbare Verben

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

AC9LG8U03

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

AC9LG8U03

interpreting and evaluating textual conventions popular with young German speakers and making comparisons with their use in English, for example, the use of contractions, abbreviations and acronyms in text messages, 4u = für dich = for you, brb =bin gleich wieder da = be right back, 8ung = Achtung! sz = schreib zurück, sTn = schönen Tag noch

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

AC9LG8U03

interpreting and evaluating textual conventions popular with young German speakers and making comparisons with their use in English, for example, the use of contractions, abbreviations and acronyms in text messages, 4u = für dich = for you, brb =bin gleich wieder da = be right back, 8ung = Achtung! sz = schreib zurück, sTn = schönen Tag noch

Continuum extract

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- 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

AC9LG8U03

describing relationships between language, structure and textual purpose, for example, in a personal text using informal register such as a thank-you email to a friend, Liebe Grüße; du; Dein(e) X and comparing this with English

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

AC9LG8U04

reflect on and explain how is shaped by (s), (s), , and

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-

Elaborations

- participating in cultural experiences and reflecting on cultural similarities and differences that are manifested through , for example, eating at a Swiss restaurant/café in Australia, watching a German soccer match or Austrian skiing competition, or to a music on a radio station from Liechtenstein or Luxembourg
- reflecting on and explaining which aspects of and use can be comfortably adopted and where adjustments should be made, for example, the use of Sie and titles, wearing of Hausschuhe , placing payment and receiving change on a tray rather than in the hand in a shop
- exploring the impact of own assumptions about people from German-speaking communities, their and , and considering how German speakers may also make assumptions and generalisations about Australians
- examining, in German or English, how First Nations Australians' have strong connections to locations, and how these can be compared with variation across German-speaking countries and regions
- identifying different situations that require different levels of politeness depending on the and speaker, for example, thanking a host parent or a peer for a gift, or apologising to a teacher or a family member for being late
- exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and use, Recycling, Kaffee und Kuchen, Wandern, Stehcafé , religious/public holidays, choice of Fremdsprachen offered in schools
- discussing in English the issue of and gender-inclusive in German, for example, Schüler, Schüler und Schülerinnen, SchülerInnen/ Lernende
- understanding that German, like all , is constantly expanding to include new and expressions in response to changing environments, due to globalisation, technology, shifts and , and experiences, for example, googeln, texten, chillen
- comparing the use and cultural significance of and in German and other , for example, not putting hands in pockets while talking with someone, and maintaining eye contact when appropriate

- identifying changes in own ways of thinking about and , as a result of learning German

Students learn to:

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values

(AC9LG8U04)

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 .

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

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.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Draw conclusions and provide reasons

Engaging with cultural and linguistic diversity

- Communicate responsively

Navigating intercultural contexts

- Consider responses to intercultural contexts

Navigating intercultural contexts

- Consider responses to intercultural contexts

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG8U04

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

AC9LG8U04

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

AC9LG8U04

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

AC9LG8U04

Continuum extract

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

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- 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

AC9LG8U04

reflecting on and explaining which aspects of culture and language use can be comfortably adopted and where adjustments should be made, for example, the use of Sie and titles, wearing of Hausschuhe, placing payment and receiving change on a tray rather than in the hand in a shop

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Snapshot – Communicate responsively

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

Content description

AC9LG8U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG8U04

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LG8U04

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- 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

AC9LG8U04

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

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

AC9LG8U04

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

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Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9LG8U04

discussing in English the issue of identity and gender-inclusive language in German, for example, Schüler, Schüler und Schülerinnen, SchülerInnen/ Lernende

Continuum extract

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

- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Communicate responsively

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

Content description

AC9LG8U04

discussing in English the issue of identity and gender-inclusive language in German, for example, Schüler, Schüler und Schülerinnen, SchülerInnen/ Lernende

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- 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 – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts

Content description

AC9LG8U04

understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing environments, due to globalisation, technology, language shifts and exchange, and intercultural experiences, for example, googeln, texten, chillen

Continuum extract

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

- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts

Content description

AC9LG8U04

Continuum extract

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

- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses