(no-code)

and in familiar and some unfamiliar to ideas, opinions and experiences about their own and others' personal worlds

•

•

Elaborations

• participating in conversations with peers, using strategies such as asking for , clarification and confirmation to , for example, Was denkst du? Was bedeutet das? Meinst du …?

• recounting events and describing and personal experiences from the past, for example, Gestern Abend hat Bayern-München gegen Mainz gewonnen. Hast du das Spiel gesehen? Wir sind in den Ferien zum Strand gefahren.

• discussing and giving opinions on lifestyle by describing own Wohnort and commenting on advantages and disadvantages of living there such as whether there are sporting or shopping facilities nearby, for example, Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluss und einen Fußballplatz, Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst? Es ist ein Vorteil, dass ...

• posing and responding to about future plans and aspirations, for example, Was wirst du in den Ferien machen? Wir werden zu Hause bleiben. Was sind deine Zukunftspläne? Nach der 12. Klasse werde ich vielleicht Betriebswirtschaft studieren. Und du, was hast du vor?

• stating a problem and asking for advice, for example, Ich habe mein Passwort vergessen. Was soll ich machen? Ich möchte einen Nebenjob finden. Wie kann ich meine Eltern überreden?

• participating in scenarios or related to travelling or living in a German-speaking country, alternating between formal and informal depending on the , for example, using Sie when with host parents on first meeting, using du with host partners or children in the family

• participating and responding in written or secure online correspondence, for example, through online penpals, digital or video responses

Students learn to:

initiate and sustain interactions in familiar and some unfamiliar contexts to exchang opinions and experiences about their own and others' personal worlds

(AC9LG10EC01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples
WS01 - Role play - Gesundheit (Bless you)
Snapshot – Interacting
Literacy: Speaking and listening: Interacting
Content description

AC9LG10EC01

Learning progression extract

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

• 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

AC9LG10EC01

Continuum extract

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

• 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

AC9LG10EC01

participating in conversations with peers, using strategies such as asking for repetition, clarification and confirmation to sustain interactions, for example, Was denkst du? Was bedeutet das? Meinst du …?

Continuum extract

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

• 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

AC9LG10EC01

recounting events and describing activities and personal experiences from the past, for example, Gestern Abend hat Bayern-München gegen Mainz gewonnen. Hast du das Spiel gesehen? Wir sind in den Ferien zum Strand gefahren.

Continuum extract

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

AC9LG10EC01

discussing and giving opinions on lifestyle by describing own Wohnort and commenting on advantages and disadvantages of living there such as whether there are sporting or shopping facilities nearby, for example, Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluss und einen Fußballplatz, Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst? Es ist ein Vorteil, dass ...

Continuum extract

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

AC9LG10EC01

posing and responding to questions about future plans and aspirations, for example, Was wirst du in den Ferien machen? Wir werden zu Hause bleiben. Was sind deine Zukunftspläne? Nach der 12. Klasse werde ich vielleicht Betriebswirtschaft studieren. Und du, was hast du vor?

Continuum extract

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

AC9LG10EC01

stating a problem and asking for advice, for example, Ich habe mein Passwort vergessen. Was soll ich machen? Ich möchte einen Nebenjob finden. Wie kann ich meine Eltern überreden?

Continuum extract

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

AC9LG10EC01

participating in scenarios or interactions related to travelling or living in a German-speaking country, alternating between formal and informal language depending on the context, for example, using Sie when speaking with host parents on first meeting, using du with host partners or children in the family

Continuum extract

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

AC9LG10EC01

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Resource – German language resource

German

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures

• Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

Resource – WS01 - Role play - Gesundheit (Bless you)

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

Students apply features of the German sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and

cultural identity, and draw on their experience of learning German, to discuss how this learning influences their ideas and ways of communicating.

AC9LG10EC01

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds

AC9LG10EC02

use German language in exchanges to question, offer opinions and compare and discuss ideas

AC9LG10EC06

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

AC9LG10EU01

apply features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts

AC9LG10EU02

select and use structures and features of the German grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

AC9LG10EC02

use German in to , offer opinions and compare and discuss ideas

•

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Elaborations

• participating in an of opinions or a guided debate to form conclusions or solve issues on topics relating to their personal worlds, for example, Wohin sollen wir reisen? Soll Sport ein Pflichtfach sein? Wo ist das Leben am besten, in der Stadt oder auf dem Land?

• exchanging personal information, and opinions, for example, in secure digital or conversations with peers about their school, family, friends and lifestyle, Meiner Meinung nach ist meine Schule sehr gut, obwohl …, Ich komme gut mit meinem Bruder aus, weil …, Ich denke, dass Sport sehr wichtig für die Gesundheit ist.

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

• comparing aspects of their personal worlds to form an opinion, for example, Ich höre gern klassische Musik aber ich höre lieber Rockmusik. Am liebsten höre ich Rap. Rap ist schneller und am coolsten.

• using a range of interrogatives, including warum to elicit reasons and wozu to clarify , and using different forms of to confirm or clarify understanding, for example, Kommst du zur Party? compared with Du kommst zur Party, oder?

Students learn to:

use German language in exchanges to question, offer opinions and compare and di

(AC9LG10EC02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Role play - Gesundheit (Bless you)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LG10EC02

Learning progression extract

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

• 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

AC9LG10EC02

Continuum extract

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

• 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

AC9LG10EC02

participating in an exchange of opinions or a guided debate to form conclusions or solve issues on topics relating to their personal worlds, for example, Wohin sollen wir reisen? Soll Sport ein Pflichtfach sein? Wo ist das Leben am besten, in der Stadt oder auf dem Land?

Continuum extract

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

• 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

AC9LG10EC02

exchanging personal information, views and opinions, for example, in secure digital communications or conversations with peers about their school, family, friends and lifestyle, Meiner Meinung nach ist meine Schule sehr gut, obwohl …, Ich komme gut mit meinem Bruder aus, weil …, Ich denke, dass Sport sehr wichtig für die Gesundheit ist.

Continuum extract

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

AC9LG10EC02

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

Continuum extract

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

AC9LG10EC02

comparing aspects of their personal worlds to form an opinion, for example, Ich höre gern klassische Musik aber ich höre lieber Rockmusik. Am liebsten höre ich Rap. Rap ist schneller und am coolsten.

Continuum extract

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

AC9LG10EC02

using a range of interrogatives, including warum to elicit reasons and wozu to clarify purpose, and using different forms of questions to confirm or clarify understanding, for example, Kommst du zur Party? compared with Du kommst zur Party, oder?

Continuum extract

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

AC9LG10EC03

use non-verbal, spoken and written to discuss, plan and reflect on , events and experiences with peers

•

•

Elaborations

• completing tasks involving or simulated transactions such as shopping for clothes or comparing similar offers for goods in online catalogues on German internet sites, for example, Ich möchte diese Hose anprobieren. Haben Sie Größe 38? 30 Euro? Das ist sehr preiswert.

• sharing posters, infographics or multimedia presentations with peers to invite feedback, concern or support for social or environmental issues such as Diskriminierung, Entwaldung, Tierschutz

• discussing and negotiating a resolution to a problem, for example, a disagreement with a parent, sibling or classmate about having to share a room or device, Was soll ich tun? Ich kann es nicht haben, wenn … , or making a complaint about unsatisfactory goods or services Ich habe eine vegetarische Pizza bestellt, aber …, Die Hose ist die falsche Größe. Ich möchte mein Geld zurück.

• participating in classroom and discussions to manage shared learning experiences, considering and commenting on the contributions and of others, for example, Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung.

• questioning and reflecting on reasons, justifications and impacts for individual or collective action, for example, personal care, environmental/social activism or planning for the future, Warum nehmen die Kinder an einer Aktion teil? Warum muss man jeden Tag viel Wasser trinken? Warum sparst du dein Geld? and responding with um ... zu, damit

• sharing suggestions with peers to organise an event, holiday or reservation such as for a Konzert and agreeing or disagreeing with a suggestion, for example, Gute Idee! Das ist/wäre super/blöd!

• organising and conducting an interview with a family or community member in English about their life and then summarising the information in German, for example, Er ist in Berlin geboren. Als er zehn Jahre alt war, ist er nach Australien gekommen. Er ist mit seiner Familie nach Sydney gekommen.

• checking on progress using comments and such as Bist du damit einverstanden? Ich stimme zu. Meinst du das? Ja , and responding to feedback on a written draft or class

Students learn to:

use non-verbal, spoken and written exchanges to discuss, plan and reflect on activi experiences with peers

(AC9LG10EC03)

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

• Collaboration

Futures

• Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Collaboration

Futures

• Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Self-management

• Goal setting

Social management

• Communication

• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LG10EC03

Learning progression extract

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

• 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

AC9LG10EC03

Continuum extract

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

• 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

AC9LG10EC03

Continuum extract

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

AC9LG10EC03

completing tasks involving authentic or simulated transactions such as shopping for clothes or comparing similar offers for goods in online catalogues on German language internet sites, for example, Ich möchte diese Hose anprobieren. Haben Sie Größe 38? 30 Euro? Das ist sehr preiswert.

Continuum extract

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

AC9LG10EC03

completing tasks involving authentic or simulated transactions such as shopping for clothes or comparing similar offers for goods in online catalogues on German language internet sites, for example, Ich möchte diese Hose anprobieren. Haben Sie Größe 38? 30 Euro? Das ist sehr preiswert.

Continuum extract

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

Personal and Social capability: Social management: Collaboration

Content description

AC9LG10EC03

sharing posters, infographics or multimedia presentations with peers to invite feedback, concern or support for social or environmental issues such as Diskriminierung, Entwaldung, Tierschutz

Continuum extract

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

AC9LG10EC03

discussing and negotiating a resolution to a problem, for example, a disagreement with a parent, sibling or classmate about having to share a room or device, Was soll ich tun? Ich kann es nicht haben, wenn … , or making a complaint about unsatisfactory goods or services Ich habe eine vegetarische Pizza bestellt, aber …, Die Hose ist die falsche Größe. Ich möchte mein Geld zurück.

Continuum extract

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

- 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

AC9LG10EC03

discussing and negotiating a resolution to a problem, for example, a disagreement with a parent, sibling or classmate about having to share a room or device, Was soll ich tun? Ich kann es nicht haben, wenn … , or making a complaint about unsatisfactory goods or services Ich habe eine vegetarische Pizza bestellt, aber …, Die Hose ist die falsche Größe. Ich möchte mein Geld zurück.

Continuum extract

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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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG10EC03

participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung.

Continuum extract

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

AC9LG10EC03

participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung.

Continuum extract

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

Personal and Social capability: Social management: Collaboration

Content description

AC9LG10EC03

questioning and reflecting on reasons, justifications and impacts for individual or collective action, for example, personal care, environmental/social activism or planning for the future, Warum nehmen die Kinder an einer Aktion teil? Warum muss man jeden Tag viel Wasser trinken? Warum sparst du dein Geld? and responding with um ... zu, damit

Continuum extract

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

AC9LG10EC03

sharing suggestions with peers to organise an event, holiday or reservation such as for a Konzert and agreeing or disagreeing with a suggestion, for example, Gute Idee! Das ist/wäre super/blöd!

Continuum extract

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

AC9LG10EC03

sharing suggestions with peers to organise an event, holiday or reservation such as for a Konzert and agreeing or disagreeing with a suggestion, for example, Gute Idee! Das ist/wäre super/blöd!

Continuum extract

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

AC9LG10EC03

organising and conducting an interview with a family or community member in English about their life and then summarising the information in German, for example, Er ist in Berlin geboren. Als er zehn Jahre alt war, ist er nach Australien gekommen. Er ist mit seiner Familie nach Sydney gekommen.

Continuum extract

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

AC9LG10EC03

organising and conducting an interview with a family or community member in English about their life and then summarising the information in German, for example, Er ist in Berlin geboren. Als er zehn Jahre alt war, ist er nach Australien gekommen. Er ist mit seiner Familie nach Sydney gekommen.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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 – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9LG10EC03

checking on progress using comments and questions such as Bist du damit einverstanden? Ich stimme zu. Meinst du das? Ja , and responding to feedback on a written draft or class activity

Continuum extract

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

• use and refine strategies that contribute to regulating behaviour and achieving learning goals

• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG10EC03

checking on progress using comments and questions such as Bist du damit einverstanden? Ich stimme zu. Meinst du das? Ja , and responding to feedback on a written draft or class activity

Continuum extract

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

• 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

AC9LG10EC03

checking on progress using comments and questions such as Bist du damit einverstanden? Ich stimme zu. Meinst du das? Ja , and responding to feedback on a written draft or class activity

Continuum extract

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

• 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

AC9LG10EC04

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

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Elaborations

• tourist brochures and websites detailing lifestyles in diverse locations in German-speaking communities, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, and significance

• to and viewing short informative such as television news items or documentaries, for example, Deutsche Welle , and using tools such as guided note-taking or a concept map to extract key information to use in a summary, infographic, or promotional/informative video

• to, or viewing interviews with people, sports stars, musicians, environmentalists or politicians, and summarising and recording information and opinions, for example, a journal entry or blog describing a typical day or working conditions in a particular profession

• to or First Nations Australians' stories in English, and creating a profile of them in German

• responding to a stimulus such as a documentary or on global issues and using descriptive and expressive to , for example, Klimawandel, Soziale Medien, Jugendkultur

• gathering information from appropriate sources about a topic of interest and reporting about the information, reflecting on their own opinion, for example, use of technology, healthy lifestyles, or aspects of life in German-speaking communities, such as sporting clubs, travel and holiday destinations

• to, and viewing such as songs, stories, television programs and films with German subtitles, and

responding by expressing or by modifying key aspects, for example, creating a new scene, continuing the story, recreating a video clip using parody, role-playing an interview with a , or retelling or performing the from the of one of the minor

• a review of a film, television series or for an entertainment guide

• 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 perspectives in a wide range of spoken, written and texts and respond appropriately to cultural context, purpose and audience

(AC9LG10EC04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

People

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LG10EC04

Continuum extract

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

• 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

AC9LG10EC04

Learning progression extract

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

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

AC9LG10EC04

Learning progression extract

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

Content description

AC9LG10EC04

Continuum extract

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

Content description

AC9LG10EC04

listening to and viewing short informative texts such as television news items or documentaries, for example, Deutsche Welle , and using tools such as guided note-taking or a concept map to extract key information to use in a summary, infographic, article or promotional/informative video

Continuum extract

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

Content description

AC9LG10EC04
Continuum extract

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• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LG10EC04

responding to a stimulus such as a documentary or article on global issues and using descriptive and expressive language to exchange views, for example, Klimawandel, Soziale Medien, Jugendkultur

Continuum extract

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

Content description

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• 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 informati

Content description

AC9LG10EC04
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 information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LG10EC04
Continuum extract

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

- 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

AC9LG10EC04

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 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

AC9LG10EC04

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LG10EC04

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.
- 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

AC9LG10EC05

apply strategies to interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar

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●

Elaborations

• examining and idiomatic expressions, including expressions that cannot be translated literally, for example, Du spinnst! Ich habe die Nase voll!

• examining culturally specific terms, developing appropriate explanations, and discussing possible equivalent terms in English, for example, Pfandflaschen, Arbeitsgemeinschaften, Fernweh

• comparing contemporary music from German-speaking origins, by music websites or online magazines, viewing video clips and to music, and identifying similarities and differences in expression, themes and styles of

• analysing the of Australian English terms and noting that equivalence is not always possible, for example, 'schoolies' and 'school formal'

• translating public signs, notices and slogans, and considering reasons for any similarities or differences, for example, comparing road signs in Germany such as Nur bei Grün den Kindern ein Vorbild with road signs in Australia

• using print and online resources such as dictionaries, references and encyclopedias to support and research, and discussing issues associated with using reference materials and online translators, comparing different versions of a translated and suggesting reasons for differences and mistranslations

• compiling and comparing information and /opinions from a range of spoken or written reports, for example, from interviews and evaluation forms related to a Schüleraustausch or Arbeitspraktikum

• discussing in colloquial use in German-speaking communities and comparing with Australian expressions, for example, Ich habe das downgeloadet. Chill mal! Das ist crazy!

• comparing German and English versions of with easily recognisable , such as love songs or recipes, noticing differences or similarities in imagery or focus that might be culturally significant

Students learn to:

apply strategies to interpret and translate non-verbal, spoken and written interaction convey meaning and intercultural understanding in familiar and unfamiliar contexts

(AC9LG10EC05)

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 .

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Managing and operating

• Select and operate tools

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LG10EC05

Continuum extract

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

• 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

AC9LG10EC05

Learning progression extract

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

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

AC9LG10EC05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG10EC05
examining and interpreting idiomatic expressions, including expressions that cannot be translated literally, for example, Du spinnst! Ich habe die Nase voll!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG10EC05
examining culturally specific terms, developing appropriate explanations, and discussing possible

equivalent terms in English, for example, Pfandflaschen, Arbeitsgemeinschaften, Fernweh

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG10EC05

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG10EC05

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG10EC05
translating public signs, notices and slogans, and considering reasons for any similarities or
differences, for example, comparing road signs in Germany such as Nur bei Grün den Kindern ein
Vorbild with road signs in Australia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG10EC05

Continuum extract

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

AC9LG10EC05

Continuum extract

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

AC9LG10EC05

compiling and comparing information and views/opinions from a range of spoken or written reports, for example, from interviews and evaluation forms related to a Schüleraustausch or Arbeitspraktikum

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG10EC05

discussing loan words in colloquial language use in German-speaking communities and comparing with Australian expressions, for example, Ich habe das downgeloadet. Chill mal! Das ist crazy!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG10EC05

Continuum extract

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

AC9LG10EC06

spoken, written and , informative and imaginative , selecting vocabulary, expressions, grammatical structures and textual for familiar and some unfamiliar and , to different

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Elaborations
• presenting information in a range of informative such as advertisements or slogans, for example, an advertisement for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, Farmarbeit in Queensland, Kindermädchen im Outback, Küchenhilfe an der Südküste

• explaining a procedure or using simple and supporting graphics, materials and , for example, how to play a game or sport, a cooking show segment, or fashion tips
• completing an application form such as an online application for services or for opportunities in student programs or scholarships, and explaining reasons for applying
• a journal entry, or contributing to a school newsletter in German reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
• 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
• 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
• 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
• constructing , applying knowledge of textual popular with young German speakers, for example, using , abbreviations and acronyms in messages and informal emails, sz = schreib zurück, lg = Liebe Grüße, hdl = hab' dich lieb

Students learn to:

create spoken, written and multimodal, informative and imaginative texts, selecting expressions, grammatical structures and textual conventions for familiar and some contexts and purposes, to engage different audiences

(AC9LG10EC06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts
• Creating texts

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Country/Place

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Role play - Gesundheit (Bless you)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LG10EC06

Continuum extract

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

• 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

AC9LG10EC06

Learning progression extract

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

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

AC9LG10EC06

Learning progression extract

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

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

AC9LG10EC06

Learning progression extract

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

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

AC9LG10EC06

presenting information in a range of informative texts such as advertisements or slogans, for example, an advertisement for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, Farmarbeit in Queensland, Kindermädchen im Outback, Küchenhilfe an der Südküste

Continuum extract

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

AC9LG10EC06

Continuum extract

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

AC9LG10EC06

Continuum extract

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

AC9LG10EC06

Continuum extract

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

AC9LG10EC06

Continuum extract

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

AC9LG10EC06

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

Continuum extract

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

AC9LG10EC06

constructing texts, applying knowledge of textual conventions popular with young German speakers,
for example, using contractions, abbreviations and acronyms in text messages and informal emails, sz
= schreib zurück, lg = Liebe Grüße, hdl = hab' dich lieb

Continuum extract

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

AC9LG10EU01

**apply features of the German sound system, including , , , and , and show how these are represented
in familiar and some unfamiliar**

-
-

Elaborations

• examining the role of , and in enhancing meaning and creating effects (, etc.) in spoken such as stories, poems, songs and conversations

• applying correct and in , for example, in exclamations or when expressing emotions and Schadenfreude , for example, Du bist gemein! Das ist ausgezeichnet! Haha, er ist an die Wand gelaufen!

• to and/or viewing excerpts of German conversations in familiar and some unfamiliar , noting examples of and the impact of their use

• identifying key differences and examining variations across different German-speaking communities and

• recognising and applying in , using pauses and to signal sequence and emphasis

Students learn to:

apply features of the German sound system, including pitch, rhythm, stress, pronun intonation, and show how these are represented in familiar and some unfamiliar con

(AC9LG10EU01)

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

Resources

Work Samples

WS01 - Role play - Gesundheit (Bless you)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LG10EU01

Learning progression extract

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

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

AC9LG10EU01

Continuum extract

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

• 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

AC9LG10EU01

Continuum extract

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

• 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

AC9LG10EU01

applying correct pitch and stress in context, for example, in exclamations or when expressing emotions and Schadenfreude , for example, Du bist gemein! Das ist ausgezeichnet! Haha, er ist an die Wand gelaufen!

Continuum extract

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

• 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

AC9LG10EU01

Continuum extract

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

AC9LG10EU01

Continuum extract

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

AC9LG10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – German language resource

German

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

approaches, methodologies and pedagogies that best suit their students' learning.
Download
Resource – WS01 - Role play - Gesundheit (Bless you)

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

Students apply features of the German sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning German, to discuss how this learning influences their ideas and ways of communicating.

AC9LG10EC01

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds
AC9LG10EC02

use German language in exchanges to question, offer opinions and compare and discuss ideas
AC9LG10EC06

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences
AC9LG10EU01

apply features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts
AC9LG10EU02

select and use structures and features of the German grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts
AC9LG10EU02

select and use structures and features of the German grammatical and systems to enhance meaning and spoken, written and

•

•

Elaborations
• applying German punctuation and spelling rules in and systematically editing their own and others' written work
• noting that German underwent changes in spelling and punctuation in the official Rechtschreibreform , requiring, for example, β to be used only after sounds or , such as Fuβball, Spaβ, weiβ , except in Switzerland and Liechtenstein, which do not use the β
• 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. In der Schule gibt es viele Umweltaktionen
• 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
• understanding and giving instructions using the imperative , applying the different forms for

singular/ addressees and formal/informal , for example, Mach dein Buch zu, Angela! Freunde, helft mir! Hilf mir! Machen Sie das Fenster bitte zu, Frau Berger! Spielen wir Tennis!

• describing current, recurring and future actions selecting and conjugating regular, irregular, , for example, Ich mache meine Hausaufgaben, Er sieht viel fern, Man darf hier nicht essen, Wann stehst du jeden Tag auf? Wir werden nächstes Jahr in der 10./11. Klasse sein , and separable and inseparable , recognising that the alters the meaning of the base , for example, Er kommt um 17.15 Uhr an, Kommst du mit? Ich bekomme manchmal Geld zum Geburtstag.

• 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

• understanding the relationship between gender, and and the adjectival endings, and applying this when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring., Es gibt kein groβes Einkaufszentrum in dieser Stadt

• describing past events and experiences in the present perfect and/or simple past using a limited range of common , for example, Ich bin gestern Skateboard gefahren, Als Kind trank ich gern Milch

• using reflexive in present with their appropriate 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, Erinnerst du dich an …?

• 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 using Wechselpräpositionen , for example, Wir gehen ins Kino, Sie wohnen in der Schweiz.

• making comparisons using a range of structures, for example, Ich esse lieber Salat als Fleisch, Welches Auto ist am sichersten? Kaffee ist nicht so gesund wie Wasser.

Students learn to:

select and use structures and features of the German grammatical and writing syste
meaning and create spoken, written and multimodal texts

(AC9LG10EU02)

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

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

Resources

Work Samples

WS01 - Role play - Gesundheit (Bless you)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LG10EU02

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

AC9LG10EU02

Continuum extract

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

• 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

AC9LG10EU02

Continuum extract

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

• 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

AC9LG10EU02

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

Continuum extract

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

• 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: Comr responsively

Content description

AC9LG10EU02

understanding and applying the 'verb as second element' and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, Langsam verstehe ich mehr Deutsch. In der Schule gibt es viele Umweltaktionen

Continuum extract

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

• 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

AC9LG10EU02

understanding and applying the 'verb as second element' and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, Langsam verstehe ich mehr Deutsch. In der Schule gibt es viele Umweltaktionen

Continuum extract

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

AC9LG10EU02

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.
• 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

AC9LG10EU02

understanding and giving instructions using the imperative mood, applying the different forms for singular/plural addressees and formal/informal register, for example, Mach dein Buch zu, Angela! Freunde, helft mir! Hilf mir! Machen Sie das Fenster bitte zu, Frau Berger! Spielen wir Tennis!

Continuum extract

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

AC9LG10EU02

describing current, recurring and future actions selecting and conjugating regular, irregular, modal verbs, for example, Ich mache meine Hausaufgaben, Er sieht viel fern, Man darf hier nicht essen, Wann stehst du jeden Tag auf? Wir werden nächstes Jahr in der 10./11. Klasse sein , and separable and inseparable verbs, recognising that the prefix alters the meaning of the base verb, for example, Er kommt um 17.15 Uhr an, Kommst du mit? Ich bekomme manchmal Geld zum Geburtstag.

Continuum extract

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

- 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

AC9LG10EU02

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.
- 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

AC9LG10EU02

understanding the relationship between word gender, article and case and the adjectival endings, and applying this when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring., Es gibt kein groβes Einkaufszentrum in dieser Stadt

Continuum extract

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

AC9LG10EU02

describing past events and experiences in the present perfect and/or simple past tense using a limited range of common verbs, for example, Ich bin gestern Skateboard gefahren, Als Kind trank ich gern Milch

Continuum extract

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

AC9LG10EU02

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

Continuum extract

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

AC9LG10EU02

understanding and using prepositions, including dative and accusative prepositions in high-frequency contexts, for example, Ich komme aus Australien, Das Eis ist für mich, Der Junge geht zum Bahnhof and understanding the meaning of and using Wechselpräpositionen , for example, Wir gehen ins Kino, Sie wohnen in der Schweiz.

Continuum extract

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

AC9LG10EU02

making comparisons using a range of structures, for example, Ich esse lieber Salat als Fleisch, Welches Auto ist am sichersten? Kaffee ist nicht so gesund wie Wasser.

Continuum extract

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

AC9LG10EU03

reflect on and evaluate German , using to discuss and features

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Elaborations

• applying knowledge of the interrelationship of , and , using knowledge of and their use to the meaning of unfamiliar vocabulary in
• extending understanding of to in German and English about , order, and , for example, Dativ, Wechselpräpositionen, das Imperfekt, der Imperativ, Hilfsverben, trennbare Verben
• identifying how grammatical choices, and images combine in a to achieve intentions and effects, for example, the positioning of the reader in advertisements using personal , imperative/interrogative forms and emotive and images
• analysing structural and linguistic differences through , viewing, to and/or performing with common content, for example, print, radio and television advertisements for the same product
• understanding, creating or transforming with different to persuade or to entertain different such as children, German speakers, people living in Australia, using different formats, for example, creating an infographic, advertisement or brochure
• analysing differences in and style when using in different , for example, watching video clips showing introductions, greetings and farewells in different situations, or noticing the use of Jugendsprache in songs, graffiti and messages
• , evaluating and explaining 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
• analysing linguistic choices in a range of , for example, for addressing potential conflict involving an apology and outcome, dealing with a contentious issue, expressing agreement and disagreement in different ways, Ich bin nicht damit einverstanden. Das stimmt nicht ganz. Ich sehe das anders.

Students learn to:

reflect on and evaluate German texts, using metalanguage to discuss language stru

(AC9LG10EU03)

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

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 .

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Self-management

• Perseverance and adaptability

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LG10EU03

Continuum extract

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

• 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: Comr responsively

Content description

AC9LG10EU03

Continuum extract

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

• 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 – Identify, process and evaluate information

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

Content description

AC9LG10EU03

Continuum extract

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

• 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: Comr responsively

Content description

AC9LG10EU03

extending understanding of metalanguage to communicate in German and English about case, word order, verb tenses and moods, for example, Dativ, Wechselpräpositionen, das Imperfekt, der Imperativ, Hilfsverben, trennbare Verben

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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 – Identify, process and evaluate information

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

Content description

AC9LG10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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: Comr responsively

Content description

AC9LG10EU03

analysing differences in register and style when using language in different contexts, for example, watching video clips showing introductions, greetings and farewells in different situations, or noticing the use of Jugendsprache in songs, graffiti and text messages

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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 – Perseverance and adaptability

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

Content description

AC9LG10EU03

analysing linguistic choices in a range of texts, for example, language for addressing potential conflict involving an apology and outcome, dealing with a contentious issue, expressing agreement

and disagreement in different ways, Ich bin nicht damit einverstanden. Das stimmt nicht ganz. Ich sehe das anders.

Continuum extract

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

AC9LG10EU04

reflect on and explain how is shaped by (s), (s), , and , and how these affect ways of communicating

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Elaborations

• reflecting on how learning German impacts on own assumptions about German , and , for example, through personal journals and group discussions
• analysing how use and reflect and construct relationships, practices and , including expressions and concepts in German, for example, the changing use of the familiar and formal forms, and the impacts of migration and the increasing use of from other in German
• considering how the experience of learning a new impacts on their awareness of their own communicative and cultural behaviours and of how these may be interpreted by others
• reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in German to a group of German-speaking visitors at a school assembly
• considering the of German and other within constantly changing environments due to globalisation, technology, and shifts and
• considering how reflects and such as respect and equality, and includes and excludes, for example, the use of titles or first names such as Herr Doktor Schmidt, Herr Schmidt, Georg , or the gendered nature of professional titles der Lehrer, die Lehrerin, die Lehrkraft, das Kindermädchen

Students learn to:

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values, and how these affect ways of communicating

(AC9LG10EU04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Elaborations

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social awareness

• Empathy

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

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.

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LG10EU04

Continuum extract

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

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LG10EU04

Continuum extract

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

• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

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

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LG10EU04

Continuum extract

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

• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LG10EU04

Continuum extract

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

• 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 – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LG10EU04

Continuum extract

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LG10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LG10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LG10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LG10EU04

Continuum extract

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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LG10EU04

considering how language reflects values and attitudes such as respect and equality, and includes and excludes, for example, the use of titles or first names such as Herr Doktor Schmidt, Herr Schmidt, Georg , or the gendered nature of professional titles der Lehrer, die Lehrerin, die Lehrkraft, das Kindermädchen

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