

## **(no-code)**

**, and in familiar and unfamiliar related to students' own and others' experiences of the world, their in response to others**

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### **Elaborations**

- sharing and discussing personal information and face-to-face or in secure online discussions about familiar and unfamiliar topics such as family, friends, school, leisure , and cultural practices, for example, Was findest du bei Freunden wichtig? Sollen alle Schulen eine Schuluniform einführen? Was lernt man, wenn man Sport treibt? Als Sie jünger waren, haben Sie ...?
- exchanging information and opinions with peers about a range of social and cultural issues, for example, communicating in a secure digital environment about die Schule der Zukunft or the causes and effects of Jugendarbeitslosigkeit , and giving reasons for opinions
- initiating and sustaining conversation by using strategies such as active , asking for , clarification or confirmation, and expressing agreement or surprise, for example, Was sagt ihr dazu? Ich bin damit einverstanden, Ist das dein Ernst? Wie meinen Sie das?
- appealing to an , for example, Rettet die Regenwälder! Kauft Fairtrade Kleidung!
- contrasting aspects of everyday life, past and present, and discussing reasons for these contrasts, for example, Heute haben wir das Internet. Damals gab es nur die Post. Jetzt kann man schneller miteinander kommunizieren.
- discussing future plans such as further education and travel, for example, Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich reisen, wenn ich genug Geld habe.
- with peers to express individual learning goals and learning strategies, comparing experiences and challenges such as Am schwierigsten finde ich die deutsche Grammatik. Und du?; Ich sehe deutsche Filme, um meine Aussprache zu verbessern , and monitoring progress towards achieving these goals, Heute habe ich gelernt, dass ...
- communicating using popular with young German speakers, such as the use of interjections, , abbreviations and acronyms in messages, for example, Komm' doch mal her! hdgdl- Hab' dich ganz doll lieb
- reviewing others' work constructively and responding to feedback, providing and justifying comments on general and specific points, for example, Ich finde deinen Artikel sehr informativ und überzeugend, weil du (zum Beispiel) viele Unterschiede und Ähnlichkeiten erwähnt hast.

Students learn to:

**initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to and others' experiences of the world, adjusting their language in response to others**

(AC9LG10C01)

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

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

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

- Communicate responsively

#### **Speaking and listening**

- Interacting

#### **Elaborations**

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

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

- Communicate responsively

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

## **Self-management**

- Goal setting

## **Social management**

- Communication

## **Self-awareness**

- Reflective practice

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LG10C01

##### **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 – Interacting**

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

##### **Content description**

AC9LG10C01

##### **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 – Communicate responsively**

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

##### **Content description**

AC9LG10C01

sharing and discussing personal information and views face-to-face or in secure online discussions about familiar and unfamiliar topics such as family, friends, school, leisure activities, and cultural practices, for example, Was findest du bei Freunden wichtig? Sollen alle Schulen eine Schuluniform einführen? Was lernt man, wenn man Sport treibt? Als Sie jünger waren, haben Sie ...?

##### **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 – Communicate responsively**

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

##### **Content description**

AC9LG10C01

exchanging information and opinions with peers about a range of social and cultural issues, for example, communicating in a secure digital environment about die Schule der Zukunft or the causes and effects of Jugendarbeitslosigkeit, and giving reasons for opinions

##### **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**

AC9LG10C01

initiating and sustaining conversation by using strategies such as active listening, asking for repetition, clarification or confirmation, and expressing agreement or surprise, for example, Was sagt ihr dazu? Ich bin damit einverstanden, Ist das dein Ernst? Wie meinen Sie das?

##### **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: Communicate responsively**

##### **Content description**

AC9LG10C01

contrasting aspects of everyday life, past and present, and discussing reasons for these contrasts, for example, Heute haben wir das Internet. Damals gab es nur die Post. Jetzt kann man schneller miteinander kommunizieren.

##### **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 – Goal setting**

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

##### **Content description**

AC9LG10C01

interacting with peers to express individual learning goals and learning strategies, comparing experiences and challenges such as Am schwierigsten finde ich die deutsche Grammatik. Und du?; Ich sehe deutsche Filme, um meine Aussprache zu verbessern , and monitoring progress towards achieving these goals, Heute habe ich gelernt, dass ...

### **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**

AC9LG10C01

interacting with peers to express individual learning goals and learning strategies, comparing experiences and challenges such as Am schwierigsten finde ich die deutsche Grammatik. Und du?; Ich sehe deutsche Filme, um meine Aussprache zu verbessern , and monitoring progress towards achieving these goals, Heute habe ich gelernt, 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 – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9LG10C01

reviewing others' work constructively and responding to feedback, providing and justifying comments on general and specific points, for example, Ich finde deinen Artikel sehr informativ und überzeugend, weil du (zum Beispiel) viele Unterschiede und Ähnlichkeiten erwähnt hast.

### **Continuum extract**

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

- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Communication**

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

#### **Content description**

AC9LG10C01

reviewing others' work constructively and responding to feedback, providing and justifying comments on general and specific points, for example, Ich finde deinen Artikel sehr informativ und überzeugend, weil du (zum Beispiel) viele Unterschiede und Ähnlichkeiten erwähnt hast.

### **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

## **AC9LG10C02**

**contribute to discussions that involve diverse to outcomes, issues and compare experiences**

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### **Elaborations**

- role-playing formal and informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about Ausgehen, Freunde or Noten in der Schule , or negotiating chores or part-time work hours
- creating a collaborative project using appropriate terms to introduce, identify and summarise, for example, communicating via secure social media or a daily news segment, Wie ihr alle wisst ...; Es ist notwendig, dass wir ...; Wollt ihr nicht auch, dass ...?
- organising a real or simulated forum to raise awareness of environmental, social or ethical issues, for example, persuading fellow students to act in a more environmentally friendly or socially aware manner regarding globale Erwärmung, Nachhaltigkeit, Diskriminierung , and agreeing, disagreeing or posing an alternate about a suggestion or opinion, Ich bin damit einverstanden, Wie wär's mit ...
- asking for advice on issues in formal and informal related to family, friends or school and suggesting possible solutions to others' problems, Du solltest mit deinem Freund sprechen, weil ..., Was raten Sie mir?
- participating in a persuasive or discussion, for example, a simulated Vorstellungssprach with a prospective employer outlining their suitability for a part-time job

Students learn to:

**contribute to discussions that involve diverse views to negotiate outcomes, address  
compare experiences**

(AC9LG10C02)

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

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Resources**

### **Snapshot – Interacting**

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

##### **Content description**

AC9LG10C02

##### **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**

AC9LG10C02

##### **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**

AC9LG10C02

#### **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**

AC9LG10C02

role-playing formal and informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about Ausgehen, Freunde or Noten in der Schule , or negotiating chores or part-time work hours

#### **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**

AC9LG10C02

role-playing formal and informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about Ausgehen, Freunde or Noten in der Schule , or negotiating chores or part-time work hours

#### **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**

AC9LG10C02

creating a collaborative communications project using appropriate terms to introduce, identify and summarise, for example, communicating via secure social media or a daily news segment, Wie ihr alle wisst ...; Es ist notwendig, dass wir ...; Wollt ihr nicht auch, dass ...?

#### **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**

AC9LG10C02

asking for advice on issues in formal and informal contexts related to family, friends or school and suggesting possible solutions to others' problems, Du solltest mit deinem Freund sprechen, weil ..., Was raten Sie mir?

### **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**

AC9LG10C02

asking for advice on issues in formal and informal contexts related to family, friends or school and suggesting possible solutions to others' problems, Du solltest mit deinem Freund sprechen, weil ..., Was raten Sie mir?

### **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**

AC9LG10C02

participating in a persuasive interaction or discussion, for example, a simulated Vorstellungsgespräch with a prospective employer outlining their suitability for a part-time job

### **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**

AC9LG10C02

participating in a persuasive interaction or discussion, for example, a simulated Vorstellungsgespräch with a prospective employer outlining their suitability for a part-time job

### **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

### **AC9LG10C03**

**evaluate and synthesise information, ideas and in a broad range of spoken, written and and respond appropriately to cultural , and**

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### **Elaborations**

- identifying and explaining how reflect different , interpretations and priorities by comparing a range of materials related to a topic of global significance such as Umweltprobleme, Armut or Obdachlosigkeit



- comparing and responding to different of the same event such as a celebration, concert or film, or of a topical issue, for example, Tierrechte, Jugendprobleme, Globalisierung, Soziale Medien
- expressing emotion in response to a range of digital and other such as short stories, poems, cartoons, films and songs, and identifying how is created and is developed through and expression, for example, Wenn ich das Gedicht lese, fühle ich mich ...
- to or First Nations Australians' stories in English. and creating a profile of them in German
- collating and synthesising and etiquette for visitors to a German-speaking community, to a digital survival guide providing advice for specific scenarios, for example, am Markt, bei einer Party, im Klassenzimmer
- researching a topic, historical events or personal information and analysing key information, for example, investigating the life of a famous person or interviewing an older German speaker to identify the key influences (people and events) on a person's , using such as Warum sind Sie nach Australien eingewandert? Was bedeutet Heimat für dich?
- identifying both culture-specific and universal features in to form comparisons, for example, analysing advertisements produced in different countries for Stellenangebote or an item such as a mobile phone, soft drink or fast food, and considering why particular images, colours, music or textual features have been selected
- summarising and presenting information related to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles, for example, using charts, diagrams, recorded spoken commentary or demonstration to explain historical events, ecosystems or recycling

Students learn to:

**evaluate and synthesise information, ideas and perspectives in a broad range of sp  
multimodal texts and respond appropriately to cultural context, purpose and audien**

(AC9LG10C03)

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

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **People**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Reflecting**

- Transfer knowledge

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

## **Futures**

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

## **Resources**

## **Work Samples**

## **WS02 - Verrückte Übersetzung (Jumbled translation)**

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

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

#### **Content description**

AC9LG10C03

#### **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 – Understanding texts**

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

#### **Content description**

AC9LG10C03

#### **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**

AC9LG10C03

#### **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 information**

#### **Content description**

AC9LG10C03

identifying and explaining how texts reflect different perspectives, interpretations and priorities by comparing a range of materials related to a topic of global significance such as Umweltprobleme, Armut or Obdachlosigkeit

#### **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 information**

## **Content description**

AC9LG10C03

comparing and responding to different perspectives of the same event such as a celebration, concert or film, or of a topical issue, for example, Tierrechte, Jugendprobleme, Globalisierung, Soziale Medien

## **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 information**

## **Content description**

AC9LG10C03

expressing emotion in response to a range of digital and other texts such as short stories, poems, cartoons, films and songs, and identifying how mood is created and narrative is developed through language and expression, for example, Wenn ich das Gedicht lese, fühle ich mich ...

## **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 information**

## **Content description**

AC9LG10C03

collating and synthesising language and etiquette for visitors to a German-speaking community, to create a digital bilingual survival guide providing advice for specific scenarios, for example, am Markt, bei einer Party, im Klassenzimmer

## **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 – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

## **Content description**

AC9LG10C03

collating and synthesising language and etiquette for visitors to a German-speaking community, to create a digital bilingual survival guide providing advice for specific scenarios, for example, am Markt, bei einer Party, im Klassenzimmer

## **Continuum extract**

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

- identify, plan and justify opportunities to transfer knowledge into new contexts

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

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

##### **Content description**

AC9LG10C03

researching a topic, historical events or personal information and analysing key information, for example, investigating the life of a famous person or interviewing an older German speaker to identify the key influences (people and events) on a person's identity, using questions such as Warum sind Sie nach Australien eingewandert? Was bedeutet Heimat für dich?

##### **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 information**

##### **Content description**

AC9LG10C03

identifying both culture-specific and universal features in texts to form comparisons, for example, analysing advertisements produced in different countries for Stellenangebote or an item such as a mobile phone, soft drink or fast food, and considering why particular images, colours, music or textual features have been selected

##### **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 information**

##### **Content description**

AC9LG10C03

##### **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

### **Resource – WS02 - Verrückte Übersetzung (Jumbled translation)**

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

variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

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

### **AC9LG10C03**

evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

### **AC9LG10C04**

interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts

### **AC9LG10U03**

reflect on and evaluate German texts, using metalanguage to analyse language structures and features

### **AC9LG10U04**

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

### **AC9LG10C04**

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

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- 

#### **Elaborations**

- expressions used in media and popular to politeness, establish the closeness of relationships and connect to a target , for example, use of du or Sie in advertisements or between television presenters
- discussing problems associated with online translators, by comparing different versions of and suggesting causes for differences and mistranslations, considering the need to go beyond literal meaning
- researching young people's lifestyles across German-speaking and , comparing and translating information from different cultural based on the influence of factors such as geography, and social and community environment, and meaning to the , for example, Jugendprobleme, Leben im Alltag
- comparing and analysing German and English idiomatic expressions and culturally specific terms, finding ways to the meaning and cultural significance, for example, paraphrasing and explaining the potential for misunderstanding, Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann. Auf Englisch sagen wir ...
- and non-verbal to the cultural and social situation, for example, removing shoes when entering a house or following recycling rules when participating in an situation
- viewing excerpts of German/English subtitled films, evaluating the effectiveness of the , and explaining aspects of
- spoken, written and digital to identify cultural and factual information, for example, regional news headlines, local community announcements, advertisements, notices in public spaces
- translating from German to English and English to German, using lists or reference materials, the to account for cultural meaning, differences in punctuation and
- examining German versions of equivalent English such as traditional tales and legends, advertisements, songs and jokes, and analysing linguistic and cultural differences, and challenges and solutions, for example, analysing an imaginative for the descriptive and literary devices used in reference to a , place or event to consider how they are portrayed
- examining with easily recognisable , noticing differences or similarities in imagery or focus that might be culturally significant, for example, noticing differences and similarities in songs, recipes or podcasts

Students learn to:

**interpret and translate non-verbal, spoken and written interactions and texts to convey**

**intercultural understanding in familiar and unfamiliar contexts**

(AC9LG10C04)

**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

**Managing and operating**

- Select and operate tools

**Analysing**

- Interpret concepts and problems

**Analysing**

- Interpret concepts and problems

**Navigating intercultural contexts**

- Adapt in intercultural exchanges

**Navigating intercultural contexts**

- Adapt in intercultural exchanges

**World views**

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

**Analysing**

- Interpret concepts and problems

**Analysing**

- Interpret concepts and problems

**Analysing**

- Interpret concepts and problems

**Analysing**

- Interpret concepts and problems

**Reflecting**

- Transfer knowledge

**Resources**

**Work Samples**

**WS01 - Finde die Fehler (Find the errors)**

**WS02 - Verrückte Übersetzung (Jumbled translation)**

**Snapshot – Adapt in intercultural exchanges**

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

**Content description**

AC9LG10C04

**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**

AC9LG10C04

#### **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**

AC9LG10C04

#### **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**

AC9LG10C04

interpreting expressions used in media and popular culture to adjust politeness, establish the closeness of character relationships and connect to a target audience, for example, use of du or Sie in advertisements or between television presenters

#### **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**

AC9LG10C04

#### **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**

AC9LG10C04

#### **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**

AC9LG10C04

researching young people's lifestyles across German-speaking cultures and contexts, comparing and translating information from different cultural contexts based on the influence of factors such as geography, and social and community environment, and conveying meaning to the audience, for example, Jugendprobleme, Leben im Alltag

##### **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**

AC9LG10C04

comparing and analysing German and English idiomatic expressions and culturally specific terms, finding ways to convey the meaning and cultural significance, for example, paraphrasing and explaining the potential for misunderstanding, Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann. Auf Englisch sagen wir ...

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

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

##### **Content description**

AC9LG10C04

comparing and analysing German and English idiomatic expressions and culturally specific terms, finding ways to convey the meaning and cultural significance, for example, paraphrasing and explaining the potential for misunderstanding, Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann. Auf Englisch sagen wir ...

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

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

##### **Content description**

AC9LG10C04

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

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

##### **Content description**

AC9LG10C04

##### **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**

AC9LG10C04

##### **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**

AC9LG10C04

##### **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**

AC9LG10C04

##### **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 – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9LG10C04

##### **Continuum extract**

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Resource – WS01 - Finde die Fehler (Find the errors)**

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

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

## **AC9LG10C04**

interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts

## **AC9LG10U02**

apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas

## **AC9LG10U03**

reflect on and evaluate German texts, using metalanguage to analyse language structures and features

## **AC9LG10C05**

**and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures and a range of features and to different**

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### **Elaborations**

- presenting information in a range of informative such as advertisements or slogans, using visual images and/or sound effects to enhance meaning for different target and cultural , 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 stimulus material with supporting graphics and , for example, a video describing the of recycling a plastic bottle, a cooking show segment, a fitness routine
- creating a presentation, comparing different of the same event or a topical issue such as Generationenbeziehungen, Nachhaltigkeit, gesundes Essen
- 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, for example, a social media post describing their first day as an student in a German-speaking community or a journal entry from the of a teenager living in a different time and/or place such as im Jahr 2050, in der BRD und/oder DDR in den 70er Jahren, vor der Wiedervereinigung
- creating with various settings, and events, such as animated stories, games or short films, selecting appropriate vocabulary, expressions, grammatical structures, and a range of features and to different
- and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, for example, creating that reflect significant German-speaking communities or Australian celebrations or historical events, for example, Tag der Deutschen Einheit, Schweizer Bundestag, Maifeiertag, Sonnenwende , National Sorry Day, Anzac Day
- creating visual displays of information for a specific or to different , selecting expressions,

grammatical structures and visual aids appropriate to the type, for example, an infographic or advertisement highlighting features of lifestyle or experiences of German-speaking people such as educational opportunities, outdoor and sporting across the seasons, or a typical weekend for a teenager

- applying for opportunities such as student programs or scholarships, giving details of education, work experience, skills and interests, for example, creating a Lebenslauf or a formal letter to apply for a position, using appropriate such as Sehr geehrte/r ..., Mit freundlichen Grüßen, Ich bin für diese Position geeignet, da ich ...
- recreating an imaginative written such as a short story, song or poem with particular themes or for imagined occasions, to entertain an , for example, creating the next scene, a new , a new 's , or an alternative ending
- creating an imaginative incorporating communicative styles and social behaviours observed in German and selecting appropriate and grammatical structures, 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
- constructing to friends, 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

Students learn to:

**create and present informative and imaginative texts for diverse contexts and purposes using appropriate vocabulary, expressions, grammatical structures and a range of features and conventions for different audiences**

(AC9LG10C05)

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

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

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **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

#### **Futures**

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

#### **Social management**

- Communication
- Collaboration

#### **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

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Speaking**

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

##### **Content description**

AC9LG10C05

##### **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**

AC9LG10C05

##### **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**

AC9LG10C05

#### **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**

AC9LG10C05

#### **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**

AC9LG10C05

presenting information in a range of informative texts such as advertisements or slogans, using visual images and/or sound effects to enhance meaning for different target audiences and cultural contexts, for example, an advertisement for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, 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**

AC9LG10C05

creating a multimodal presentation, comparing different perspectives of the same event or a topical issue such as Generationenbeziehungen, Nachhaltigkeit, gesundes Essen



## **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**

AC9LG10C05

creating a multimodal presentation, comparing different perspectives of the same event or a topical issue such as Generationenbeziehungen, Nachhaltigkeit, gesundes Essen

#### **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**

AC9LG10C05

composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, for example, creating performances that reflect significant German-speaking communities or Australian celebrations or historical events, for example, Tag der Deutschen Einheit, Schweizer Bundestag, Maifeiertag, Sonnenwende, National Sorry Day, Anzac Day

#### **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**

AC9LG10C05

#### **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**

AC9LG10C05

applying for opportunities such as student exchange programs or scholarships, giving details of education, work experience, skills and interests, for example, creating a Lebenslauf or writing a formal letter to apply for a position, using appropriate language conventions such as Sehr geehrte/r ..., Mit freundlichen Grüßen, Ich bin für diese Position geeignet, da ich ...

#### **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**

AC9LG10C05

#### **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**

AC9LG10C05

#### **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
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### **Snapshot – Communication**

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

### **Content description**

AC9LG10C05

constructing texts to friends, 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

#### **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

### **AC9LG10U01**

#### **apply features and of spoken German to in responding to and creating in familiar and unfamiliar**

- 
- 

#### **Elaborations**

- to and/or viewing excerpts of German conversations in familiar and some unfamiliar , and identifying and applying variations such as or differences in , for example, zwei/zwo; nein/ne/nö
- recognising and using , pauses and to signal sequence and emphasis
- examining the role of , , and in enhancing meaning and recreating effects such as or suggesting relationships, in familiar and unfamiliar spoken such as exclamations, emotions and humour in stories, poems, songs and conversations
- comparing features of German in a range of spoken , for example, reflecting on national/regional variations and the use of in formal and informal and, when appropriate, applying key differences and variations to , such as Kartoffel meaning Krombeere auf Schwäbisch, Gummel auf Schweizerdeutsch, Erdapfel auf Österreichisch
- analysing and comparing the use of in German and in English and applying in spoken German , for example, Ich hab keine Lust or Mach's gut!

Students learn to:

#### **apply features and conventions of spoken German to extend fluency in responding texts in familiar and unfamiliar contexts**

(AC9LG10U01)

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

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

## **Speaking and listening**

- Speaking

## **Social management**

- Communication

## **Elaborations**

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

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Speaking**

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

#### **Content description**

AC9LG10U01

#### **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**

AC9LG10U01

#### **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**

AC9LG10U01

listening to and/or viewing excerpts of authentic German conversations in familiar and some unfamiliar contexts, and identifying and applying variations such as contractions or differences in pronunciation, for example, zwei/zwo; nein/ne/nö

#### **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**

AC9LG10U01

#### **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**

AC9LG10U01

#### **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**

AC9LG10U01

comparing features of German in a range of spoken texts, for example, reflecting on national/regional variations and the use of dialects in formal and informal contexts and, when appropriate, applying key differences and pronunciation variations to extend fluency, such as Kartoffel meaning Krombeere auf Schwäbisch, Gummel auf Schweizerdeutsch, Erdapfel auf Österreichisch

#### **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

AC9LG10U01

analysing and comparing the use of contractions in German and in English and applying contractions in spoken German interactions, for example, Ich hab keine Lust or Mach's gut!

## 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

## AC9LG10U02

### apply knowledge of grammatical structures to meaning and compose that contain some complex structures and ideas

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- 

#### Elaborations

- applying knowledge of the German system, nominative, accusative, dative and some genitive, to , common demonstratives, and possessives followed by , to specify and describe people, places and objects
- recognising instances of possession and the use of the genitive mainly in written , for example, Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs , the use of the more common 'von+dative + as an alternative, for example, das Haus von meinen Eltern/das Haus meiner Eltern
- noticing that relative have gender and are usually the same as definite , and understanding

the difference in function, for example, Der Mann, der am Tisch sitzt, ist Koch.; Das ist der Beruf, den ich am interessantesten finde.

- modifying meaning through the use of and , for example, Das haben sie schon gemacht. Lauft so schnell wie möglich zum Supermarkt!
- using interjections and modal particles in colloquial spoken German to indicate agreement, contradiction or disbelief such as ja, wohl, doch, mal, so, echt, halt
- using a range of expressions for indefinite quantities, for example, einige, manche, mehrere
- describing current, recurring and future actions using in the present , and past actions using a range of common regular and irregular in present perfect , and simple past , for example, Wenn man die Haushaltsgeräte ausschaltet, spart man viel Energie. Als ich ein Kind war, bekam ich viele Geschenke zu Weihnachten. In der Zukunft werde ich mehr Sport treiben.
- using common reflexive , including some transitive and intransitive , , with separable and inseparable , and with dative reflexive and direct object, for example, Man soll gesundes Essen auswählen, um Gesundheitsprobleme zu vermeiden Das Gemälde hat mir gut gefallen, Ich wasche mir die Hände
- using the different imperative forms of for peers and adults, for example, Spiel/Spielt/Spielen wir/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!
- understanding and using common subjunctive forms, Konjunktiv II , such as hätte and wäre and würde + , for example, Wenn ich reich wäre, würde ich ein schnelles Auto kaufen. Er tut so, als ob er keine Zeit hätte.
- connecting and contrasting ideas, events and actions using a variety of and cohesive devices, including embedded , and noticing the order, for example, Um Geld zu haben, muss man einen Job finden.; Entweder werde ich Klempner oder Elektriker.
- understanding the difference between interrogatives which incorporate a and refer to people and those which refer to objects, for example, Mit wem gehst du zur Party? Worüber schreibst du deinen Englischaufsatz?
- noticing and experimenting with compound forms such as common da- and wo(r)- constructions, for example, Was machst du damit? Woran erinnerst du dich?
- understanding and using the accusative, dative and 'two-way' accurately with regard to and meaning, including a limited range of common idiomatic prepositional , for example, Meine Eltern sind mit 21 aus Deutschland ausgewandert.; Er denkt oft an seine Kindheit.

Students learn to:

## **apply knowledge of grammatical structures to predict meaning and compose texts t complex structures and ideas**

(AC9LG10U02)

### **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 .

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **WS01 - Finde die Fehler (Find the errors)**

## **Snapshot – Grammar**

### **Literacy: Writing: Grammar**

### **Content description**

AC9LG10U02

## 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

AC9LG10U02

#### 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: Communicate responsively**

### **Content description**

AC9LG10U02

### **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**

AC9LG10U02

### **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: Communicate responsively**

### **Content description**

AC9LG10U02

recognising instances of possession and the use of the genitive case mainly in written texts, for example, Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs, the use of the more common 'von+dative case+noun' as an alternative, for example, das Haus von meinen Eltern/das Haus meiner Eltern

### **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
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### **Snapshot – Communication**

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

### **Content description**

AC9LG10U02

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG10U02

noticing that relative pronouns have gender and case and are usually the same as definite articles, and understanding the difference in function, for example, Der Mann, der am Tisch sitzt, ist Koch.; Das ist der Beruf, den ich am interessantesten finde.

#### **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
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## **Snapshot – Communication**

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

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AC9LG10U02

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG10U02

modifying meaning through the use of adverbs and adverbial phrases, for example, Das haben sie schon gemacht. Lauft so schnell wie möglich zum Supermarkt!

#### **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**

AC9LG10U02

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG10U02

using interjections and modal particles in colloquial spoken German to indicate agreement, contradiction or disbelief such as ja, wohl, doch, mal, so, echt, halt

#### **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**

AC9LG10U02

using interjections and modal particles in colloquial spoken German to indicate agreement, contradiction or disbelief such as ja, wohl, doch, mal, so, echt, halt

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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: Communicate responsively**

#### **Content description**

AC9LG10U02

using a range of expressions for indefinite quantities, for example, einige, manche, mehrere

#### **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**

AC9LG10U02

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

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9LG10U02

describing current, recurring and future actions using verbs in the present tense, and past actions using a range of common regular and irregular verbs in present perfect tense, and simple past tense, for example, Wenn man die Haushaltsgeräte ausschaltet, spart man viel Energie. Als ich ein Kind war, bekam ich viele Geschenke zu Weihnachten. In der Zukunft werde ich mehr Sport treiben.

### **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**

AC9LG10U02

describing current, recurring and future actions using verbs in the present tense, and past actions using a range of common regular and irregular verbs in present perfect tense, and simple past tense, for example, Wenn man die Haushaltsgeräte ausschaltet, spart man viel Energie. Als ich ein Kind war, bekam ich viele Geschenke zu Weihnachten. In der Zukunft werde ich mehr Sport treiben.

### **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: Communicate responsively**

## **Content description**

AC9LG10U02

using common reflexive verbs, including some transitive and intransitive verbs, modal verbs, verbs with separable and inseparable prefixes, and verbs with dative reflexive pronoun and noun direct object, for example, Man soll gesundes Essen auswählen, um Gesundheitsprobleme zu vermeiden Das Gemälde hat mir gut gefallen, Ich wasche mir die Hände

### **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**

AC9LG10U02

using common reflexive verbs, including some transitive and intransitive verbs, modal verbs, verbs with separable and inseparable prefixes, and verbs with dative reflexive pronoun and noun direct object, for example, Man soll gesundes Essen auswählen, um Gesundheitsprobleme zu vermeiden Das Gemälde hat mir gut gefallen, Ich wasche mir die Hände

### **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: Communicate responsively**

### **Content description**

AC9LG10U02

using the different imperative forms of verbs for peers and adults, for example,

Spiel/Spielt/Spielen wir/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!

### **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
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### **Snapshot – Communication**

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

### **Content description**

AC9LG10U02

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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
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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG10U02

understanding and using common subjunctive forms, Konjunktiv II , such as hätte and wäre and würde +infinitive, for example, Wenn ich reich wäre, würde ich ein schnelles Auto kaufen. Er tut so, als ob er keine Zeit hätte.

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG10U02

connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses, and noticing the word order, for example, Um Geld zu haben, muss man einen Job finden.; Entweder werde ich Klempner oder Elektriker.

### **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
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### **Snapshot – Communication**

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

### **Content description**

AC9LG10U02

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG10U02

understanding the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, Mit wem gehst du zur Party? Worüber schreibst du deinen Englischaufsatz?

### **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
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### **Snapshot – Communication**

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

### **Content description**

AC9LG10U02

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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: Communicate responsively**

### **Content description**

AC9LG10U02

noticing and experimenting with compound forms such as common da- and wo(r)- constructions, for example, Was machst du damit? Woran erinnerst du dich?

### **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**

AC9LG10U02

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG10U02

understanding and using the accusative, dative and 'two-way' prepositions accurately with regard to case and meaning, including a limited range of common idiomatic prepositional phrases, for example, Meine Eltern sind mit 21 aus Deutschland ausgewandert.; Er denkt oft an seine Kindheit.

### **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**

AC9LG10U02

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### **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 – WS01 - Finde die Fehler (Find the errors)**

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

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

### **AC9LG10C04**

interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts

### **AC9LG10U02**

apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas

### **AC9LG10U03**

reflect on and evaluate German texts, using metalanguage to analyse language structures and features

### **AC9LG10U03**

**reflect on and evaluate German , using to analyse and features**

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#### **Elaborations**

- identifying and evaluating how grammatical choices, and images combine in a to achieve particular intentions and effects, for example, the positioning of the reader in advertisements by the use of personal , imperative/interrogative forms and emotive and aspirational images
- applying knowledge of and organisation and the interrelationship of , and to assist in of and in creating own , for example, a persuasive letter to the editor for a local newspaper, an entertaining dialogue for children or adolescents
- investigating contemporary imaginative such as in popular films, short stories, poetry or drama in German, using to discuss and features and to identify themes and issues
- extending understanding of to in German and English about , and , for example, Genitiv, Imperfekt, Konjunktiv II
- reflecting on ways in which the level of formality in a may be decreased, such as by using and slang, for example, in an informal conversation or email, or increased, by applying key features such as appropriate layout and structure, formal and subordinate
- recognising ways in which written is different from spoken , for example, in being more planned, precise, elaborated and complex, using interrelated and support detail in paragraphs
- identifying and commenting on techniques and linguistic choices which build action, develop and position the reader, using descriptive and analytic

Students learn to:

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

(AC9LG10U03)



## **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

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### **Inquiring**

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

- Communicate responsively

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

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

- Communicate responsively

### **Inquiring**

- Identify, process and evaluate information

### **Resources**

### **Work Samples**

### **WS01 - Finde die Fehler (Find the errors)**

### **WS02 - Verrückte Übersetzung (Jumbled translation)**

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

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

#### **Content description**

AC9LG10U03

#### **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: Communicate responsively**

#### **Content description**

AC9LG10U03

#### **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 information**

#### **Content description**

AC9LG10U03

#### **Continuum extract**

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

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

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

#### **Content description**

AC9LG10U03

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

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

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- evaluate the information selected to determine bias and reliability

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG10U03

#### **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 – Communicate responsively**

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

#### **Content description**

AC9LG10U03

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

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG10U03

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

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

### **Content description**

AC9LG10U03

### **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

### **Resource – WS02 - Verrückte Übersetzung (Jumbled translation)**

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

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

## **AC9LG10C03**

evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

## **AC9LG10C04**

interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts

### **AC9LG10U03**

reflect on and evaluate German texts, using metalanguage to analyse language structures and features

### **AC9LG10U04**

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

### **AC9LG10U04**

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

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#### **Elaborations**

- explaining aspects of cultural experiences and reflecting on cultural similarities and differences that are manifested through , for example, the origin and significance of traditions in country and community festivals, visits or excursions to locations of cultural and historic relevance
- reflecting on and explaining aspects of and cultural behaviour, evaluating how own choices may be perceived by German speakers and making adjustments to enhance meaning, for example, the overuse of 'polite' such as Können Sie mir bitte ...? and Aber meiner Meinung nach ... rather than expressing wishes or responding to a suggestion in a more direct manner
- reflecting on learning and using German to connect across communities and , and how can be affected by breakdowns or breakthroughs in , and discussing repair and recovery strategies and insights gained
- 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
- reflecting on how learning German impacts their assumptions about , or , and their own communicative and cultural behaviours and how these may be interpreted by others, for example, Früher dachte ich, dass die Schweizer ... Jetzt verstehe ich, dass ...
- analysing how 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
- exploring the reciprocal nature of , responding to differences in perceptions, understandings or behaviours, for example, to interruptions, personal space and physical contact, and adjustments of formality
- examining how can reinforce such as those related to gender, and how changes in occur over time to combat this, for example, die Krankenschwester, der Krankenpfleger, die Krankenpflegerin; die Stewardess, der Flugbegleiter, die Flugbegleiterin
- considering how indicates respect, and , and includes and excludes, for example, the use of titles or first names, Herr Doktor Schmidt, Herr Schmidt, Georg , different for the same entity foreigner/immigrant/refugee , and access to community information for non-English speakers

Students learn to:

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

(AC9LG10U04)

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

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

## **Elaborations**

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

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

### **Self-management**

- Perseverance and adaptability

### **Country/Place**

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Communicate responsively

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

- Communicate responsively

### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

## **Resources**

### **Work Samples**

### **WS02 - Verrückte Übersetzung (Jumbled translation)**

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

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

#### **Content description**

AC9LG10U04

#### **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 – Communicate responsively**

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

## **Content description**

AC9LG10U04

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

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

## **Content description**

AC9LG10U04

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

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

## **Content description**

AC9LG10U04

### **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 – Communicate responsively**

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

## **Content description**

AC9LG10U04

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

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

## **Content description**

AC9LG10U04

reflecting on and explaining aspects of language and cultural behaviour, evaluating how own language choices may be perceived by German speakers and making adjustments to enhance meaning, for example, the overuse of 'polite' phrases such as Können Sie mir bitte ...? and Aber meiner Meinung nach ... rather than expressing wishes or responding to a suggestion in a more direct manner

### **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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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG10U04

reflecting on and explaining aspects of language and cultural behaviour, evaluating how own language choices may be perceived by German speakers and making adjustments to enhance meaning, for example, the overuse of 'polite' phrases such as Können Sie mir bitte ...? and Aber meiner Meinung nach ... rather than expressing wishes or responding to a suggestion in a more direct manner

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

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

### **Content description**

AC9LG10U04

reflecting on and explaining aspects of language and cultural behaviour, evaluating how own language choices may be perceived by German speakers and making adjustments to enhance meaning, for example, the overuse of 'polite' phrases such as Können Sie mir bitte ...? and Aber meiner Meinung nach ... rather than expressing wishes or responding to a suggestion in a more direct manner

### **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 – Communicate responsively**

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

### **Content description**

AC9LG10U04

### **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**

AC9LG10U04

### **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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG10U04

reflecting on how learning German impacts their assumptions about language, culture or identity, and their own communicative and cultural behaviours and how these may be interpreted by others, for example, Früher dachte ich, dass die Schweizer ... Jetzt verstehe ich, dass ...

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

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

### **Content description**

AC9LG10U04

reflecting on how learning German impacts their assumptions about language, culture or identity, and their own communicative and cultural behaviours and how these may be interpreted by others, for example, Früher dachte ich, dass die Schweizer ... Jetzt verstehe ich, dass ...

### **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 – Communicate responsively**

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

### **Content description**

AC9LG10U04

### **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 – Communicate responsively**

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

### **Content description**

AC9LG10U04

### **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 – Communicate responsively**

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

#### **Content description**

AC9LG10U04

examining how language can reinforce stereotypes such as those related to gender, and how changes in language occur over time to combat this, for example, die Krankenschwester, der Krankenpfleger, die Krankenpflegerin; die Stewardess, der Flugbegleiter, die Flugbegleiterin

#### **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 – Respond to biases, stereotypes, prejudices and discrimination**

### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

#### **Content description**

AC9LG10U04

examining how language can reinforce stereotypes such as those related to gender, and how changes in language occur over time to combat this, for example, die Krankenschwester, der Krankenpfleger, die Krankenpflegerin; die Stewardess, der Flugbegleiter, die Flugbegleiterin

#### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

#### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG10U04

considering how language indicates respect, values and attitudes, and includes and excludes, for example, the use of titles or first names, Herr Doktor Schmidt, Herr Schmidt, Georg, different words for the same entity foreigner/immigrant/refugee, and access to community information for non-English speakers

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

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

## **relationship between cultures and identities**

### **Content description**

AC9LG10U04

considering how language indicates respect, values and attitudes, and includes and excludes, for example, the use of titles or first names, Herr Doktor Schmidt, Herr Schmidt, Georg , different words for the same entity foreigner/immigrant/refugee , and access to community information for non-English speakers

### **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