The Australian
Curriculum

Subjects	German
Year levels	Year 10

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Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, to describe past events, future aspirations and social issues, and to express and justify opinions [Key concepts: perspectives, future, past; Key processes: sustaining interactions, discussing, justifying, proposing]

(ACLGEC171 - Scootle ⬀)

Elaborations

initiating and sustaining conversation by introducing topics, inviting contributions, 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?*

sharing personal information and views with peers and adults about family and friends, school and leisure activities, for example, *Was machst du gern in deiner Freizeit? Wie finden Sie australischen Fußball? Als Sie jünger waren, haben Sie … ?*

discussing future plans such as career, family, further education and travel, for example, *Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich Zahnmedizin studieren. Es kommt aber auf meine Noten an.*

asking for advice on issues related to family, friends or school and suggesting possible solutions to others' problems, for example, *Du solltest mit deinem Freund sprechen, weil ... Was würdest du an meiner Stelle machen?*

exchanging information and opinions with peers about a range of social and cultural issues, for example, blogging about *die Schule der Zukunft* or the causes and effects of *Jugendarbeitslosigkeit*, and giving reasons for opinions

Engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour [Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating]

(ACLGEC172 - Scootle ⬀)

Elaborations

organising a real or simulated forum to raise awareness of environmental, social or ethical issues such as persuading fellow students to act in a more environmentally friendly or socially aware

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manner, for example, *Was können wir für die Umwelt machen? Wie kann man den Obdachlosen/Asylanten helfen?*

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creating a collaborative communications project, for example, via social media or a daily news segment for a community television or radio station, using appropriate terms to introduce, identify and summarise, for example, *Wir ihr alle wisst… Es ist nötig, dass wir… Wollt ihr auch nicht…?*

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

role-playing formal/informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about *Ausgehen, Freunde* or *Noten in der Schule*

participating in a simulated *Vorstellungsgespräch*, persuading a prospective employer of their suitability for a part-time job

Extend language to describe and reflect on the experience of learning and using German

[Key concepts: reflection, metalanguage; Key processes: reflecting, expressing, evaluating] (ACLGEC173 - Scootle ↗)

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Elaborations

expressing individual learning goals (*Lernziele*) in relation to skills and understanding for learning German, for example, *Ich möchte unbedingt Deutsch besser sprechen.*, and monitoring progress towards achieving these goals, for example, *Heute habe ich gelernt, dass …*

interacting with peers to compare experiences and challenges and identify successful learning strategies, for example, *Am schwierigsten finde ich die deutsche Grammatik. Und du?; Ich sehe deutsche Filme, um meine Aussprache zu verbessern*

reviewing others' work, providing and justifying comments on general and specific points, for example, *Ich finde deinen Artikel sehr informativ und überzeugend. Zum Beispiel hast du viele Unterschiede und Ähnlichkeiten erwähnt*

Informing

Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented
[Key concepts: representation, community, world issues; Key processes: researching, synthesising, evaluating, representing]
(ACLGEC174 - Scootle ↗)

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Elaborations

analysing and explaining how spoken, written and digital texts convey cultural as well as factual information, for example, regional news headlines, local community announcements, advertisements, notices in public spaces

researching a topic of global significance, such as *Umweltprobleme, Armut* or *Denglish*, and identifying and explaining how texts reflect different perspectives and priorities

comparing and analysing advertisements produced in different countries for *Stellenangebote* or an item such as a mobile phone, soft drink or fast food, considering why particular images have been selected for the advertisements and why, and identifying both culture-specific and universal features

analysing reports of an event from multiple sources to identify different perspectives and interpretations, for example, statements from the victim of and witnesses to a crime

Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes
[Key concepts: representation, discovery, interconnection; Key processes: presenting, representing, reporting]
(ACLGEC175 - Scootle ↗)

Elaborations

using models of texts such as television news reports and social media to create original texts, and explaining how ideas and information are selected, structured and sequenced to achieve different purposes

creating a web page to provide information for young German-speaking job seekers in different regional and cultural contexts (*Farmarbeit* in Queensland, *Kindermädchen im Outback, Küchenhilfe an der Ostküste*), using formats such as databases, charts, maps and video clips

designing texts pitched to specific age or interest groups, making and explaining choices in relation to vocabulary, structure, and visual and cultural elements, for example, relationship advice for teens, tips for healthier living, local information for backpackers

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

Creating

Engage with a variety of imaginative texts, analysing the main ideas, values and techniques, and discussing issues and themes, using evidence from the texts to support their views

[Key concepts: imagery, metaphor, emotion, themes; Key processes: analysing, comparing, persuading]
(ACLGEC176 - Scootle ↗)

Elaborations

expressing emotional or aesthetic responses 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

identifying and commenting on techniques and linguistic choices which build action, develop character and position the reader, using modelled descriptive and analytic language

comparing lyrics, themes and styles of popular German- and English-language songs, and tracking similarities and differences in genres and modes of expression, for example, by comparing winners of popular television singing competitions in Europe and Australia

investigating popular films, books or computer games in German and English to identify common themes and issues in contemporary imaginative texts

analysing an imaginative text for the descriptive language and literary devices used in reference to a character, place or event to consider how they are portrayed

Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences

[Key concepts: imagination, perspectives, setting, character; Key processes: entertaining, composing, performing]
(ACLGEC177 - Scootle ↗)

Elaborations

using a familiar text type such as a social media post or a blog to describe an imagined experience such as their first day as an exchange student in a German-speaking community

composing a journal entry from the perspective of a teenager living in a different time and/or place, for example, *im Jahr 2050, in der Kriegszeit, Berlin 1989*

composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, for example, selecting appropriate imagery and experimenting with onomatopoeia

creating performances that reflect on significant German or Australian celebrations or historical events, for example, *Tag der Deutschen Einheit*, *Schweizer Bundestag, Maifeiertag,* National Sorry Day, Anzac Day

creating texts with various settings, characters and events, such as animated stories, games or short films, using a range of devices to entertain

Translating

Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily

[Key concepts: culture, context, idioms; Key processes: interpreting, translating, comparing, analysing]

(ACLGEC178 - Scootle ☑)

Elaborations

viewing excerpts of German/English subtitled films, evaluating the effectiveness of the translations, and explaining aspects of culture

comparing, analysing and explaining German and English idiomatic expressions, finding ways to convey the meaning and cultural significance, such as by paraphrasing, for example, *Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann.*

experimenting with the translation of popular German expressions or idioms, for example, *Du spinnst! schwarzfahren*, and explaining the potential for misunderstanding

examining German versions of equivalent English texts, such as traditional tales and legends, advertisements, songs and jokes, and analysing linguistic and cultural differences, and translation challenges and solutions

Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences

[Key concepts: interconnection, assumptions, sensitivity; Key processes: explaining, translating, relating interculturally]

(ACLGEC179 - Scootle ☑)

Elaborations

creating bilingual digital texts to give advice, for example, to German-speaking tourists about safe travel in the Australian outback

explaining the origin, significance, traditions and terms associated with national or local celebrations and events such as Australia Day, the Ashes, Anzac Day, Melbourne Cup, State of Origin

creating digital bilingual survival guides on language and etiquette for visitors to Australia or a German-speaking country, providing advice for specific scenarios, for example, at the supermarket, at a party, in the classroom

Reflecting

Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives

[Key concepts: judgement, reciprocity, cultural behaviour; Key processes: questioning, modifying behaviour, taking responsibility]

(ACLGEC180 - Scootle ↗)

Elaborations

exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours, for example, attitudes to interruptions, personal space and physical contact, and degree of formality or directness

reflecting on learning and using German, such as breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained

reflecting on and explaining aspects of language and cultural behaviour that need to be modified when communicating in German, 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

challenging own assumptions and offering different perspectives to new language-learning contexts and situations

Explore and express own identity and ability to act as a cultural mediator between German speakers and Australians

[Key concepts: cultural mediation, perspective, diversity; Key processes: evaluating, exploring, explaining]

(ACLGEC181 - Scootle ↗)

Elaborations

evaluating own experiences of using and learning German and other languages across diverse contexts over time, for example, through keeping a reflective journal based on questions such as: *Wann und warum benutze ich Englisch/Deutsch? Wie fühlte ich mich früher und jetzt als Englisch-, Deutsch-, X-sprechende(r)? Warum ist es wichtig, dass ich eine neue Sprache lerne?*

analysing the key influences (people and events) on a person's identity by interviewing an older German speaker or researching the life of a famous person

explaining important cultural information that a German-speaking visitor would need to know to behave appropriately on a visit to Australia, such as when participating in a meal with a host family, attending an Australian Rules football or rugby game or a barbecue, for example, in a blog or short film clip

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developing an annotated digital itinerary of events for a visitor from a German-speaking country to give them a sense of Australian cultural diversity

Understanding

Systems of language

Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions
[Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying]
(ACLGEU182 - Scootle ⧉)

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Elaborations

recognising ways in which written language is different to spoken language, such as being more crafted, precise, elaborated and complex, for example, the use of interrelated clauses and support detail

recognising the interactive, fluid and less permanent nature of spoken language, identifying features such as interactivity, and the use of repetition, pauses, interruptions, contractions, incomplete sentences and reliance on non-verbal elements and vocal expression

recognising and responding to challenges associated with clarity and pace in audio texts, such as railway station or airport announcements or recorded phone messages, and variations or differences in pronunciation to ensure clarity, for example, *zwei/zwo*; *Juli* (pronounced as *Julei*)

recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause boundaries and emphasis

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

Understand and apply in complex sentences a range of vocabulary and grammatical structures, including future tense, imperative mood and some relative pronouns, for the purposes of interaction, narration, description, persuasion, argument and exposition
[Key concepts: syntax, mood, modality, grammar patterns; Key processes: classifying, applying, experimenting, manipulating]
(ACLGEU183 - Scootle ⧉)

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Elaborations

specifying and describing people, places and objects by applying knowledge of the case system to articles, common demonstratives, and possessives followed by adjectives, for example, *Jedes*

deutsche Kind isst gern Kartoffelpuffer.; *Ich habe mit meinem neuen Computer große Probleme.*

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

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.*

understanding and using the appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including:

- common reflexive verbs, including some with dative reflexive pronoun and noun direct object, for example, Ich wasche mir die Hände.

- transitive and intransitive verbs

- modal verbs

- verbs with separable and inseparable prefixes

describing plans and aspirations using *werden* and a single infinitive, for example, *In der Zukunft werde ich mehr Sport treiben.*

using the different imperative forms of verbs for peers and adults, for example, *SpielSpielt/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!*

indicating contradiction using *doch*

connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses, and noticing the word order, for example, *Um Geld zu haben, muss man einen Job finden.; Entweder werde ich Klempner oder Elektriker. Der Film, den du sehen willst, läuft jetzt im Kino*

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?*

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' 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. Sie denkt oft an ihre Kindheit*

modifying meaning through the use of adverbs and adverbial phrases, for example, *Das haben sie*

schon gemacht. Lauft so schnell wie möglich zum Supermarkt!

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

understanding and using formulaically 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*

Describe the interrelationship between text types, language choices, audience, context and purpose, and identify the role culture plays in the creation and interpretation of texts

[Key concepts: connections, textual conventions, text types; Key processes: structuring, applying, describing, transforming]

(ACLGEU184 - Scootle ↗)

Elaborations

applying knowledge of text structure and organisation and the interrelationship of audience, context and purpose to assist in comprehension of texts and in creating own texts

understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (an editorial, a blog)

identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader in advertisements by the use of personal pronouns, imperative/interrogative verb forms and emotive language and aspirational images

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

Language variation and change

Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register

[Key concepts: register, constraints; Key processes: analysing, comparing, explaining]

(ACLGEU185 - Scootle ↗)

Elaborations

comparing features of German in a range of spoken texts from different countries and regions, for example, variations in vocabulary such as *Kartoffel = Krombeere (auf Schwäbisch) = Gummel (auf Schweizerdeutsch) = Erdapfel (auf Österreichisch)*, and reflecting on national/regional variations and the use of dialects in formal and informal contexts

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applying appropriate register and conventions to produce spoken or written texts for real or simulated situations, such as a job interview or a formal letter complaining about faulty goods

analysing ways in which the level of formality in a text may be decreased, such as by using contractions and slang, for example, in an informal conversation or email, or increased by applying key features such as appropriate layout and structure, formal register and subordinate clauses, for example, in a job application letter

comparing two versions of the same dialogue, one containing contractions and ellipsis and another containing the full linguistic forms, analysing the contexts and impact of their use, and reflecting on the different effects

Understand the influence of language on people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity
[Key concepts: influence, power, diversity; Key processes: reflecting, understanding]
(ACLGEU186 - Scootle ⬀)

Elaborations

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

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), the gendered nature of professional titles (*der Lehrer, die Lehrerin; das Kindermädchen*), and access to community information for non-English speakers

reflecting on the impact of language in relation to own and others' experience, for example, winning an argument or working out the meaning of unfamiliar German words; being locked out of conversations, or being a newcomer or an outsider in a social group

establishing a deeper understanding of diversity and reflecting on own experience of what linguistic and cultural diversity means

Role of language and culture

Understand that language and culture are interrelated and that they shape and are shaped by each other
[Key concepts: culture, connections, perceptions; Key processes: reflecting, analysing, discussing]
(ACLGEU187 - Scootle ⬀)

Elaborations

reflecting on the experience of moving between cultures in and out of school, in local and virtual environments, and through the experience of learning and using German

reflecting on how learning German has impacted on own assumptions about German language, culture or identity and on awareness of own communicative and cultural behaviours and of how these may be interpreted by others, for example, *Früher dachte ich, dass die Schweizer … Jetzt verstehe ich, dass …*

analysing how language use and culture reflect and shape relationships, practices and attitudes, such as expressions and concepts in German related to education, social equality, national identity and commitment to world peace, for example, *Ausbildung/Erziehung*; *Nationalismus/Heimat*; those related to *Ausländer* in German-speaking countries and those within Germany, such as *Nord–Süd/Ost–West (Ossi/Wessi)*

Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans [Key concepts: routines, relationships, community; Key processes: interacting, participating, describing] (ACLGEC018 - Scootle ↗)

Elaborations

participating in conversations using strategies to sustain interactions, such as asking for repetition, clarification and confirmation, for example, *Wiederholen Sie die Frage, bitte! Was bedeutet das? Meinen Sie… ?*

discussing and giving opinions on aspects of school life, such as timetables, subjects, teachers and uniforms, for example, *Wann haben wir montags Deutsch?; Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng. Und du, findest du Mathe auch interessant?*

exchanging personal information and views in digital communications with peers about their school, family and friends, for example, *Ich finde meine Schule sehr gut, obwohl…; Ich komme gut mit meinem Bruder aus, weil …*

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

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

comparing own characteristics, weaknesses and strengths with those of others, and describing the ideal friend, for example, *Ich bin fleißig, unabhängig und abenteuerlustig. Leider bin ich aber auch stur und unordentlich.; Ein guter Freund muss treu und ehrlich sein.*

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

Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action

[Key concepts: roles, transactions, tasks; Key processes: collaborating, negotiating, discussing]
(ACLGEC019 - Scootle ↗)

Elaborations

sharing suggestions with peers to organise class displays and events such as a German *Kabarett* or *Karneval* (*Wer organisiert die Musik?; Wir können Poster machen*), and agreeing or disagreeing with a suggestion, for example, *Gute Idee!; Das ist/wäre super/blöd!*

participating in scenarios related to travelling or living in a German-speaking country, for example, staying with a host family or using transport

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

completing an application form for services such as online memberships or for opportunities such as student exchange programs or scholarships, and explaining reasons for applying

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

Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement

[Key concepts: task, communication, learning strategies; Key processes: participating, discussing]
(ACLGEC020 - Scootle ↗)

Elaborations

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

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

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

Informing

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Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts
[Key concepts: social issues, information, representation; Key processes: selecting, analysing, researching]
(ACLGEC021 - Scootle ↗)

Elaborations

listening to and viewing short informative texts such as television news items (*Deutsche Welle*), promotional videos or documentaries, and using tools such as guided note-taking or a concept map to extract key information to reuse in own texts

gathering information from appropriate sources about a topic of interest, for example, use of technology, healthy lifestyles, or aspects of life in German-speaking countries (sporting clubs, travel and holiday destinations)

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

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

using print and digital resources such as dictionaries, grammar references and encyclopaedias to support comprehension and research

Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types
[Key concepts: content, audience, mode; Key processes: presenting, designing, transposing]
(ACLGEC022 - Scootle ↗)

Elaborations

presenting information in a range of persuasive and informative texts, such as advertisements, websites and magazine articles, using visual images and/or sound effects to enhance meaning for different target audiences

explaining a procedure or practice, using simple language and supporting graphics, materials and gestures, for example, how to play a game or sport, a cooking show segment, or fashion tips

creating a web page for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, for example, *Farmarbeit in Queensland*, *Kindermädchen im Outback, Küchenhilfe an der Südküste*

conveying information, opinions and ideas by aligning choice of language and text structure to topics

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and themes, for example, using emotive images and captions to highlight issues such as *Jugendarbeitslosigkeit*, or rap rhythms and slogans to provoke reactions or to entertain

Creating

Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects
[Key concepts: themes, imagination; Key processes: responding, modifying, transposing]
(ACLGEC023 - Scootle ↗)

Elaborations

listening to, reading and viewing digital and other texts such as songs, stories, television programs and films with subtitles, and responding by expressing views or by modifying key aspects, for example, creating a new scene, continuing the story, re-creating a video clip using parody, role-playing an interview with a character, or retelling or performing the text from the perspective of one of the minor characters

comparing contemporary German and Australian music by reading music blogs or online magazines, viewing video clips and listening to music stations, and identifying similarities and differences in expression, themes and styles of performance

writing a review of a film, television episode or performance for an entertainment guide

comparing Australian and German examples of a particular television genre for cultural and stylistic similarities and differences, such as the German and Australian versions of Top Gear, The X Factor/*Deutschland sucht den Superstar* or Home and Away/*Gute Zeiten, schlechte Zeiten*

Create a variety of imaginative texts to entertain, convey ideas and express emotions
[Key concepts: expression, humour, imagination; Key processes: composing, experimenting, expressing]
(ACLGEC024 - Scootle ↗)

Elaborations

describing an imagined experience using a familiar text type, for example, a diary entry describing the first day as an exchange student in a German school, or a 'recipe' for a great birthday party

composing and performing short songs with particular themes or for imagined occasions, for example, *Liebe, Ferien, Austausch*

dramatising a text, for example, performing a poem using a given format, such as *Elfchen*, a string poem or *Konkrete Poesie*, or imagining they are the 'characters' in a painting and creating a scenario and dialogue

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creating an imaginative text to entertain a younger audience, such as a picture storybook, puppet play or short film

creating a digital persona or avatar in a German-speaking fantasy world, incorporating communicative styles and social behaviours observed in German texts

Translating

Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures

[Key concepts: equivalence, representation, adjustments; Key processes: interpreting, translating, comparing]

(ACLGEC025 - Scootle ⤢)

Elaborations

comparing, analysing and explaining some common idiomatic expressions in both German and English, for example, *Er hat einen Vogel* ('He's crazy'), *Kuhdorf* ('one-horse town'), *Ich drücke dir die Daumen* ('I'll keep my fingers crossed for you')

translating into English a public notice or advertisement for an event in a German-speaking country, for example, *Basler Fasnacht* or *Salzburger Jugendtag*, then comparing own translation with peers', discussing differences between versions and considering reasons for these

finding and comparing equivalent similes and metaphors in German and English, and suggesting possible reasons for differences, for example, *so alt wie ein Baum/Stein* ('as old as the hills'), *einen Bärenhunger haben* ('to be as hungry as a horse')

explaining terms for common features of schooling in German-speaking countries, such as those related to curriculum or assessment and reporting (*die erste/zweite Fremdsprache, Pflichtfächer, AGs, das Notensystem, die mündliche Note, der blaue Brief, sitzenbleiben*), and comparing them with similar terms used in Australian schools

discussing issues associated with using online translators by comparing different versions of a translated text and suggesting reasons for differences and mistranslations

Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts

[Key concepts: representation, meaning, culture; Key processes: translating, interpreting]

(ACLGEC026 - Scootle ⤢)

Elaborations

providing bilingual captions for images of scenes from Australia and German-speaking countries to

explain cultural aspects, for example, bush, forest, mountain, beach or city images

creating websites or printed guides for international students intending to attend Australian schools, highlighting key terms and expressions associated with traditions, curricula, schedules or routines, and including footnotes as necessary

providing vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family barbecues, explaining terms such as 'BYO (food/chair)'

creating English captions, commentaries or subtitles for German multimodal texts to explain cultural and linguistic aspects

Reflecting

Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making
[Key concepts: impact, reciprocity; Key processes: evaluating, questioning, taking responsibility]
(ACLGEC027 - Scootle ↗)

Elaborations

exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours such as the degree of formality or directness

reflecting in discussions or journals on critical incidents in the course of learning and using German, for example, breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained

reflecting on how language choices might be interpreted by German speakers and making adjustments to help convey intended meaning, for example, more often using the generalised pronoun *man* or a passive construction rather than *du/wir/sie* or (*alle*) *Leute*

considering how own cultural practices, values and body language may be interpreted by German peers, for example, personal space and physical contact, personal and family habits and behaviours

exploring and challenging own assumptions and offering different perspectives to new situations/learning/language, including challenging stereotypes, for example, by making video clips of cultural bloopers an Australian visitor to a German-speaking country might make, and vice versa

Reflect on self as a language user and discuss own and others' cultural identity, considering how it is both shaped by and influences ways of communicating and thinking
[Key concepts: identity, culture, values; Key processes: reflecting, analysing, discussing]
(ACLGEC028 - Scootle ↗)

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Elaborations

reflecting on the experience of learning German and considering how this might add a further dimension to own sense of identity, for example, by creating a persuasive text about the benefits of knowing another language

mapping own linguistic and cultural profile, such as by creating a web profile or a timeline of major milestones, highlighting formative elements such as family languages, key relationships and intercultural experiences, for example, *Wann und warum benutze ich Englisch/Deutsch/X? Wie fühlte ich mich früher und wie fühle ich mich jetzt als Englisch-, Deutsch-, Xsprechende(r)? Warum ist es wichtig, dass ich eine neue Sprache lerne?*

noticing and exploring how identity is expressed through languages spoken by people in various cultural contexts, including languages spoken by classmates and family or community members

exploring how cultural identity is manifested, for example, through family occasions, community events and festivals

discussing how they would represent being Australian in a cultural forum, for example, what they would wear or take to an International Students Day function held in Switzerland

Understanding

Systems of language

Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks
[Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting]
(ACLGEU029 - Scootle ↗)

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Elaborations

recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis

recognising the role of pronunciation, rhythm and pace in enhancing meaning and creating effects (mood, suggesting relationships) in spoken texts such as stories, poems, songs and conversations

listening to and/or viewing excerpts of authentic German conversations, noting examples of contractions and the impact of their use

comparing punctuation rules in English and German, considering aspects such as the distribution and functions of commas, and the style of quotation marks for direct speech

applying German punctuation and spelling rules to edit own and others' written work systematically

Extend grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and past and future tenses, to describe, situate and link people, objects and events in time and place

[Key concepts: grammatical systems, connections, syntax; Key processes: applying, analysing, describing]

(ACLGEU030 - Scootle ↗)

Elaborations

specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, personal pronouns (including *man*), and possessive, demonstrative and interrogative adjectives such as *ihr, sein, unser, dieser, jeder* and *welcher*

noticing use of the genitive case mainly in written texts, for example, *Deutschlands Schulen, die Rolle der Frau, der Gebrauch des Genitivs*

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

selecting the correct personal pronoun for 'it' (*er/sie/es; ihn*) for objects, for example, *Woher hast du den Hut? Er ist sehr schön. Ich habe ihn bei … gekauft.*

comparing the meanings and use of the German modal verbs with their English equivalents, for example, *Wir müssen eine Schuluniform tragen. Man darf hier nicht essen. Du musst das nicht essen.*

describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs, for example, *Er sieht viel fern.*; *Ich muss meine Hausaufgaben machen.; Morgen ist unser letzter Schultag. Wir werden nächstes Jahr in der 11. Klasse sein.*

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

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

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noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning, for example, *Er kommt um 17.15 Uhr.*; *Kommst du mit?*; *Ich bekomme manchmal Geld zum Geburtstag.*

understanding and giving instructions, applying the different forms for single/plural addressees and informal/formal register, for example, *Mach dein Buch zu, Angela! Freunde, helft mir! Hilf mir! Machen Sie das Fenster bitte zu, Frau Berger!*

linking and sequencing events and ideas using a range of cohesive devices, including adverbs (*dann, früher, danach, vorher*) and common subordinating conjunctions (*als, dass, obwohl, wenn, weil*), usually with the subordinate clause after the main clause

expressing opinions using, for example, *meiner Meinung nach; Ich glaube, dass ... ; Wir sind dagegen/dafür, denn ...*

asking and answering questions using a range of interrogatives, including *warum* to elicit reasons and *wozu* to clarify purpose

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

understanding and using dative and accusative prepositions with their core meanings, for example, *Ich komme aus Australien.; Das Eis ist für mich.; Der Junge geht zum Bahnhof.*

understanding the meaning of and using 'two-way' prepositions (*Wechselpräpositionen*), for example, *Wir gehen ins Kino.; Sie wohnen in der Schweiz.*

making comparisons using a range of structures, for example, *Ich esse lieber Salat als Fleisch. Welches Auto ist am sichersten?; Kaffee ist nicht so gesund wie Wasser.* using appropriate units of measurement, for example, for height/length, area, time and velocity (*Meter, Kilometer; Quadratmeter, Quadratkilometer; Jahrzehnt, Jahrhundert, Jahrtausend; Stundenkilometer*)

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

Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements

[Key concepts: text construction, textual conventions; Key processes: comparing, analysing, applying] (ACLGEU031 - Scootle ⧉)

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Elaborations

applying knowledge of the interrelationship of audience, context and purpose and using knowledge of text types and their purpose to predict the meaning of unfamiliar vocabulary in texts

identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader in advertisements through the use of personal pronouns, imperative/interrogative verb forms and emotive language and images

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

analysing structural and linguistic differences through reading, viewing, listening to and/or performing texts with common content, such as print, radio and television advertisements for the same product

understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms, including digital (short speech, blog)

Language variation and change

Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts
[Key concepts: variation, register, style; Key processes: analysing, comparing, explaining]
(ACLGEU032 - Scootle ↗)

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Elaborations

understanding that the level of formality in a text may be decreased by using some contractions and slang, for example, in an informal conversation or email, or increased by applying key features such as appropriate layout and structure, formal register and subordinate clauses, for example, in a job application letter

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

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

identifying key differences in regional dialects and accents

analysing linguistic choices in situations of potential conflict involving an apology and acceptance of

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an apology (complaining about poor service or faulty goods, or apologising for forgetting someone's birthday), or dealing with a contentious issue and expressing agreement and disagreement in different ways, for example, *Ich bin nicht damit einverstanden*;. *Das stimmt nicht ganz.; Spinnst du?*

Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge
[Key concepts: evolution, influence; Key processes: noticing, analysing, investigating]
(ACLGEU033 - Scootle ⬀)

Elaborations

considering how language marks values and attitudes such as respect and equality, 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), the gendered nature of professional titles (*der Lehrer, die Lehrerin; das Kindermädchen*), and access to community information fornon-English speakers

noting that although German grammar has not changed as much as English over the centuries, it did relatively recently undergo changes in spelling and punctuation in the official *Rechtschreibreform,* requiring, for example, *ß* to be used only after long vowel sounds or diphthongs (*Fußball, Spaß, weiß*), and *ss* to be used after short vowels (*dass, Klasse*)

investigating and reporting on evidence of current and historical influences of German language and culture in the local and broader Australian community, for example, German/Austrian/Swiss place names (Heidelberg, Hahndorf, Leichhardt, Grindelwald), food (cafés, restaurants, bakeries, market stalls), festivals and celebrations (German Film Festival, Swiss Festival, *Weihnachtsmarkt*), and organisations (Goethe-Institut, SBS German Radio, clubs, churches, companies)

considering the concept of 'ecology' in relation to German and other languages; that is, the interaction of the language with constantly changing environments due to globalisation, technology, and language shifts and exchange

Role of language and culture

Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
[Key concepts: diversity, culture; Key processes: questioning, analysing, reflecting]
(ACLGEU034 - Scootle ⬀)

Elaborations

establishing a deeper understanding of diversity, and reflecting on what own experience of linguistic and cultural diversity means for them

sharing ideas about how culture 'works' as a combination of beliefs, values and practices, and examining own personal and community cultural frames of reference and how and why these change

over time

reflecting, through personal journals and group discussions, on how learning German has impacted on own assumptions about German language, culture or identity

considering how the experience of learning a new language has impacted on their awareness of their own communicative and cultural behaviours and of how these may be interpreted by others

analysing how language use and culture reflect and construct relationships, practices and attitudes, including expressions and concepts in German related to education, social equality, national identity and commitment to world peace, for example, *Fremdsprache, Ausbildung/Erziehung; Nationalismus/Heimat*; those related to *Ausländer* in German-speaking countries and those within Germany, such as *Nord–Süd/Ost–West (Ossi/Wessi)* identity