

# The Australian Curriculum

<b>Subjects</b>	German
<b>Year levels</b>	Year 8

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences

[Key concepts: neighbourhood, school, leisure; Key processes: discussing, commenting, comparing]

([ACLGEC154 - Scootle](#))



#### Elaborations

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

recounting events and describing activities and personal experiences, for example, *Gestern Abend hat Karly bei The Voice gewonnen. Hast du sie gesehen? Wir sind in den Ferien zum Strand gefahren.*

communicating in face-to-face or online guided discussions with peers and German-speaking contacts to seek or share information and ideas about social, cultural and environmental issues, for example, *Was recyceln Sie, Herr Meier?*

Engage in tasks and transactions that involve negotiation and problem-solving

[Key concepts: exploratory talk, exchange of ideas, task management; Key processes: transacting, negotiating]

([ACLGEC155 - Scootle](#))



#### Elaborations

participating in collaborative learning experiences with peers to organise class events such as an excursion to the market or contribution to a local festival, for example, *Wir können mit dem Zug oder mit dem Bus zum Markt fahren. Was wollen wir für das Straßenfest organisieren?*

planning and conducting a group activity such as a live or online *Modeschau* with a theme, for example, *Sommerferien, Wintersport, 'Damals und heute'*

agreeing or disagreeing with a suggestion (*Gute Idee!; Wozu? Das wäre super/blöd!*), and accepting or declining an offer or invitation, for example, *Danke für die Einladung, aber ich habe freitagabends Judo. Hast du am Montag Zeit?*

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

asking, giving and following directions to real or virtual locations (*Wo ist das Schwimmbad? Es ist in der Schillerstraße. Wie komme ich am besten zum Bahnhof? Können Sie mir helfen? Ich suche...*), using electronic information devices, apps, street maps or directories

complaining about unsatisfactory goods or services, for example, making a phone call about a cancelled concert and asking for a refund or substitute tickets for another event (*Ich möchte mich beschweren. Ich möchte mein Geld zurück!*)

Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions

[Key concepts: interaction, learning strategies, exchange; Key processes: responding, participating, advising]

[\(ACLGEC156 - Scootle !\[\]\(e474458956c9a37fbf9586ddb60a7fa1\_img.jpg\)](#))



#### Elaborations

initiating interactions in a class or group activity, such as by assigning roles to others, for example, *Patrick, du kannst den Text schreiben! Sarah, du machst die Fotos!*

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

Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest

[Key concepts: resources, values, issues; Key processes: summarising, reading, listening, analysing]

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#### Elaborations

accessing and using print and online resources such as dictionaries, grammar references and encyclopaedias to support understanding of texts

analysing and summarising information and viewpoints on a range of issues, such as information from a television news report about social media, a documentary on early German settlement in Australia, or an interview with an older German speaker on the topic of her/his *Kindheit und Jugend*, using tools such as guided note-taking, timelines and/or concept maps

accessing, collating and summarising information on youth-related issues such as *Musik*, *Schulsport* or *Fernsehen* from sources such as the internet, magazines and personal communications

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

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

Convey information and ideas on different topics, issues and events, describing and comparing views, perspectives and experiences, and using modes of presentation to suit different audiences

[Key concepts: representations, perspectives; Key processes: comparing, classifying, organising]

([ACLGEC158 - Scootle](#))



#### Elaborations

presenting information and ideas using language appropriate to text type and topics or themes, such as using reflective language in diary and journal entries, persuasive language in advertisements, emotive images and captions to highlight issues such as *Kinderrechte*, or rap rhythms and punchlines to engage with controversial ideas or provoke reactions

contrasting aspects of everyday life past and present, for example, *Heute haben wir Twitter und Facebook. Damals gab es nur die Post.*

organising and presenting information to raise awareness or invite action in relation to social or community issues, using multimodal forms of presentation such as sound and visual images or websites with hyperlinks

classifying information obtained from different print and electronic resources in a shared database of categories, themes and genres, showing relationships between ideas, topics and key vocabulary

combining modes of presentation such as displays, videos or music to compare social and cultural themes, for example, *Australien und Asien/Deutschland und Europa im 21. Jahrhundert*

#### Creating

Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts

[Key concepts: plot, character, emotions; Key processes: expressing, reviewing, comparing]

[\(ACLGEC159 - Scootle !\[\]\(3597aefc78044c84db150b22968c49d4\_img.jpg\)\)](#)

## Elaborations

conducting a mock interview with a character from a text such as a short story or episode from a television series, or with a music or movie star, about their experience

reviewing a film, computer game, novel or performance for a radio segment or to recommend to a friend

comparing Australian and German-language examples of a particular genre for cultural and stylistic differences, for example, iconic television series such as *Gute Zeiten, schlechte Zeiten* and 'Home and Away'

creating a persuasive text promoting a new television show, book, film or song for a targeted audience, for example, a poster, book or CD cover or social media post for German-speaking peers

listening to or viewing digital and other texts, such as songs, raps, or film and video clips, noticing ideas, comparing aspects that may be similar or different across cultures, and making connections with own experiences

**Create** individual and shared texts about imagined people, places and experiences, to entertain others

[Key concepts: imagination, **audience**, entertainment; Key processes: **composing**, performing, experimenting]

[\(ACLGEC160 - Scootle !\[\]\(3ac848a704d4a9a04f8ad831916832b6\_img.jpg\)\)](#)

## Elaborations

creating the next scene, a new character or an alternative ending for imaginative texts such as a story, drama or film script

dramatising a text, for example, performing a poem or imagining they are the 'characters' in a painting and creating a scenario and dialogue

creating texts to entertain younger audiences, such as an ebook, an alphabet or number book, a puppet play or short film depicting an aspect of contemporary teenage life, considering different cultural perspectives and selecting appropriate language, rhythms and images to enrich the listening or visual experience

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

**Translating**

**Interpret** and/or translate for friends or visitors terms associated with German or own **culture**

[Key concepts: relationship, meaning, idioms; Key processes: interpreting, explaining, translating]

([ACLGEC161 - Scootle](#))



#### Elaborations

translating expressions associated with politeness and social protocols in German, for example, responding to requests or thanks, or signing cards (*Dein Fritz/Deine Anna*), and comparing with typical expressions in similar messages in English

translating and discussing common idiomatic expressions in both German and English, for example, *Ich drücke dir die Daumen* ('I'll keep my fingers crossed for you')

comparing and finding equivalent phrases and expressions in German and English, discussing differences and cultural influences, 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 associated with practices or features of schools in German-speaking countries, such as *hitzefrei* or aspects of assessment and reporting, for example, *das Notensystem*, *die mündliche Note*, *der blaue Brief*, *sitzenbleiben*, and drawing comparisons with similar terms used in Australian schools

**Create** bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for **language** learning and the wider community

[Key concepts: representation, organisation; Key processes: selecting, categorising, evaluating, translating]

([ACLGEC162 - Scootle](#))



#### Elaborations

creating English captions, commentaries or subtitles for German multimodal texts, or vice versa

discussing problems associated with online translators by comparing different versions of translations and suggesting causes for differences and mistranslations, considering the need to go beyond literal meaning

creating vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family events, explaining culture-specific elements

#### Reflecting

Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses

[Key concepts: values, society, reaction; Key processes: adjusting, evaluating, reflecting]

(ACLGEC163 - Scootle [↗](#))



#### Elaborations

participating in cultural experiences, such as eating at a Swiss restaurant/café in Australia, watching a German soccer match or Austrian skiing competition, or listening to a pop group performance on Radio Liechtenstein, and reflecting on cultural similarities and differences that are manifested through language

reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German speakers, for example, being able to go camping all year round or taking into account the vastness of Australia when planning a holiday, and discussing possible implications

observing and recording aspects of language (such as register and use of the imperative) and cultural behaviour that need to be modified when communicating in German, depending on audience and social context

reflecting on and explaining which aspects of culture and language use can be comfortably adopted and where adjustments should be made, such as the use of *Sie* and titles (*Herr Dr. Meier*), wearing of *Hauschuhe*, placing payment and receiving change on a tray rather than in the hand in a shop

providing advice for others in intercultural situations where it is difficult to make oneself understood clearly or to understand the other speaker

Consider how personal experiences, family origins, traditions and beliefs impact on **identity** and shape intercultural experiences

[Key concepts: perspective, values, membership; Key processes: reflecting, connecting, discussing]

(ACLGEC164 - Scootle [↗](#))



#### Elaborations

mapping their own linguistic and cultural profile, for example, by creating a chart, timeline or web profile to highlight formative elements such as family languages, key relationships and intercultural experiences

reflecting on the experience of learning and using German, considering how it might add a further dimension to own sense of identity

discussing how they would represent Australia in a cultural forum, for example, what they would wear or take along to an International Students Day function held in Austria

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

## Understanding

### Systems of language

Recognise the [pronunciation](#) of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation

[Key concepts: [pronunciation](#), punctuation, systems; Key processes: comparing, making connections, noticing]

([ACLGEU165 - Scootle](#) )



#### Elaborations

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

recognising the role of and relationship between pronunciation, rhythm and pace in creating effects in spoken texts such as stories, poems, songs and conversations

comparing punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech, and writing numbers less than one million as one word

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

Extend knowledge of elements of the German grammatical system, including prepositions, reflexive verbs, [adverbial](#) phrases and subordinating conjunctions, to specify and describe people, objects and places, sequence events and qualify opinions

[Key concepts: [syntax](#), systems, [verb](#) tenses, grammar patterns; Key processes: noticing, selecting, linking]

([ACLGEU166 - 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, *kein*, personal pronouns (including *man*), and possessive, demonstrative and interrogative adjectives such as *sein, unser, dieser, jeder* and *welcher*

noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, *Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.; Es gibt hier keinen Sportplatz.*

selecting and using the appropriate form of 'you' (*du, ihr, Sie*) and its possessive adjective equivalents (*dein, euer, Ihr*) according to the audience, for example, *Sind Sie Frau Wagner?; Hast du*



*dein Geld mit?*

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.*

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

describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs in the present tense, for example, *Wir spielen morgen nicht mit., Er sieht viel fern. Ich muss meine Hausaufgaben machen. Nächstes Jahr bekommen wir neue Laptops.*

describing past events and experiences in present perfect and/or simple past tense using a limited range of common verbs, for example, *Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank.*

using reflexive verbs in present tense with their appropriate accusative 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.*

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

linking and sequencing events and ideas using a range of cohesive devices, including adverbs (*danach, vorher, dann, früher*) and common 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*

understanding and using *wozu?* to clarify purpose

understanding and using dative and accusative prepositions with their core meanings, for example, *Ich komme aus der Stadt. Der Kuchen ist für dich.*

describing destinations using prepositions including some 'two-way' prepositions (*Wechselpräpositionen*), for example, *Wir fahren nach Adelaide. Der Junge geht zum Bahnhof. Sie sind in die Stadt gefahren.*

experimenting (using models) with different structures to make comparisons, for example, *Englisch ist schwieriger als Mathe. Welches Auto ist am sichersten? Kaffee ist nicht so gesund wie Wasser*

referring to quantities of people and things using cardinal numbers up to a billion, for example, *Deutschland hat 81,9 Millionen Einwohner.*

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

Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements

[Key concepts: structure, conventions, purpose; Key processes: analysing, applying, describing]

([ACLGEU167 - Scootle](#))



#### Elaborations

applying knowledge of text types and their purposes to identify the gist and predict the meaning of unfamiliar vocabulary in texts

analysing different samples of a particular text type such as advertisements to determine the targeted audience(s), and describing the techniques used

identifying the structure and conventions of a range of texts, such as a diary entry, a weather report and a news report

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

### Language variation and change

Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts

[Key concepts: register, variation; Key processes: identifying, comparing, analysing]

([ACLGEU168 - Scootle](#))



#### Elaborations

identifying differences in register and style when using language in different contexts, for example, language in songs and graffiti, and teacher feedback on a test or in a formal school report

comparing German and English language use in similar situations and in texts with similar content such as advertisements, or student blogs about school issues

understanding particular functions of speech such as making a request or expressing pleasure or

dissatisfaction, and considering how it is realised with different speakers (strangers, acquaintances, friends, family members), and possible consequences, including compliance, giving offence or being accepted into a group

recognising that different situations require different levels of politeness depending on the context and speaker, such as thanking a host parent or a peer for a gift or apologising to a teacher or a family member for being late

understanding that texts have different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (short speech, blog)

recognising 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*

Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge

[Key concepts: change, globalisation, evolution; Key processes: investigating, analysing, understanding]

([ACLGEU169 - Scootle](#))



#### Elaborations

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

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

understanding that English grammar used to be more similar to German grammar but that English has changed, for example, the Old English 'What thinkest thou?' and *Was denkst du?*

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*)

#### Role of language and culture

Reflect on different aspects of the cultural dimension of learning and using German

[Key concepts: cultural attitudes and values, assumptions; Key processes: recognising, discussing, analysing]

(ACLG EU170 - Scootle [↗](#))



### Elaborations

recognising that different expressions are used across cultures to communicate ideas, for example, when describing *Brot* or school excursions (*Klassenfahrt*, *Wandertag*)

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



discussing the use of appropriate gestures and body language when communicating in German, for example, not putting hands in pockets while talking with someone (as this may be considered rude), and maintaining eye contact

identifying changes in own ways of thinking about culture and identity as a result of learning German

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self, family, home, school and interests, and express likes, dislikes and preferences  
[Key concepts: family, relationships; Key processes: interacting, describing]

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#### Elaborations

exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, *Guten Morgen! Guten Abend! Auf Wiedersehen! Tschüss! Danke! Alles Gute zum Geburtstag! Frohe Ostern! Guten Appetit!*

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

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

expressing likes, dislikes and preferences, for example, *Ich mag Rot; Meine Lieblingsband heißt ... .; Ich lese gern.; Ich esse gern Pizza, aber ich esse lieber Nudeln.*

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

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

sharing and comparing information about own and classmates' interests with German-speaking teenagers, such as in an e-pal project or via social media, considering local sports seasons, co-curricular activities, length of school day, and national and regional preferences

Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations

[Key concepts: collaboration, transaction; Key processes: planning, transacting, participating]

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#### Elaborations

making arrangements with a friend, for example, *Ich gehe am Samstag zum Fußball. Kommst du mit?*

planning for a class celebration or performance, for example, following a model to create an invitation or program (*Wann? Was? Wer? Wo?*) or to write a shopping list, such as for a *Grillfest*

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

participating in collaborative projects, for example, making and playing a vocabulary game such as Domino, Memory or Quartett, or producing and sharing a digital alphabet or number book for a younger audience

following procedures and instructions together, for example, participating in sport/dance/craft activities or using a recipe in German to make *Rösti* or *Kartoffelpuffer*

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

Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests

[Key concepts: roles, routines; Key processes: participating, responding, contributing]

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#### Elaborations

responding with actions/gestures to questions such as *Wo ist ... ?* and instructions such as *Steht auf! Alle zusammen! Mach die Tür bitte zu!*

using repair strategies such as asking for repetition or details of tasks and expressing lack of knowledge, for example, *Wie bitte?; Welche Seite?; Wie sagt man das auf Deutsch?; Ich verstehe das nicht .*

apologising, for example, *Entschuldigung!, Es tut mir leid*

making polite requests, including for assistance and permission, for example, *Ich möchte ... , bitte; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*

#### Informing

Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers

[Key concepts: lifestyles, school, home; Key processes: listening, reading, identifying, classifying]

[\(ACLGEC004 - Scootle !\[\]\(111c5272ee3f91361f0d2e3665dd6ad0\_img.jpg\)](#))



## Elaborations

identifying key details, expressions and information in conversations and announcements, and using obtained information in new ways, for example, listening to an interview with a German teenager about family and completing a family tree

reading and viewing a range of simple texts (promotional brochures, signs, websites and cards) to obtain and compile information about places, lifestyles and events, for example, information related to homes, schools, leisure activities, climate and geography

locating, classifying and summarising data such as results of class surveys or information from notices, timetables and announcements, and presenting findings to others, for example, in a digital visual presentation, poster or wall chart

gathering information about people, time and activities in German-speaking contexts, and using the information, for example, to create a profile or timetable/timeline to show a sequence of activities/events

compiling a list of questions and interviewing a German speaker, such as a visiting exchange student, about family, home, interests and abilities, and presenting the responses in *Steckbrief* format

Present in modelled spoken and written texts information relating to own world and that of other teenagers

[Key concepts: personal world, community, presentation; Key processes: representing, reporting, speaking, writing]

([ACLGEC005 - Scootle](#))



## Elaborations

presenting information, orally and in writing, on aspects of their immediate environment or personal world (a school/community event, celebration or excursion, or a new student), supported by the use of visuals

creating simple persuasive and informative texts for a targeted audience, for example, an advertisement for an event, a virtual tour of their own and/or a partner school, a notice for a school excursion, or a report on a favourite band or type of music

presenting statistics related to Australia and other countries, including German-speaking countries, for example, population and physical size, daily temperatures, number and type of dwellings, percentage of students learning one or two foreign languages

presenting the results of a class survey, for example, creating graphs and/or writing statements to report findings on such topics as the range of leisure activities undertaken by classmates; favourite apps/electronic games, TV series, food, music or pets; or amount of time spent using social media

## Creating

Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas

[Key concepts: character, imagination, representation; Key processes: responding, describing, performing]

([ACLGEC006 - Scootle](#))



### Elaborations

engaging with imaginative texts to respond to questions about characters, events and ideas, for example, producing a profile of a character or a timeline of the main events

responding to an imaginative text in various ways, such as using a thinking tool to give opinions about the characters and express reactions to the text, for example, *Ich finde das Mädchen sehr lustig. Das Ende ist traurig.*

selecting images to illustrate a piece of text, such as a picture, colour, symbol or emoticon to reflect the content or mood, and explaining choice, for example, *Das Lied ist optimistisch/aggressiv.*

listening to and viewing performances such as music video clips or extracts from films, sharing reactions with peers, noticing ideas and comparing aspects that may be similar or different across cultures

performing a song or poem in response to an imagined experience, incorporating actions and props to enhance meaning and to entertain

Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts

[Key concepts: interpretation, imagination, creativity; Key processes: interpreting, expressing]

([ACLGEC007 - Scootle](#))



### Elaborations

inventing a new aspect of a text, such as a new character, a different setting or an alternative ending

creating own version of familiar texts to entertain others, using a model and/or a list of key words, for example, a digital comic strip or Big Book for younger students, a rap or role-play to present to parents, or a poem for an online newsletter

creating and performing imagined interactions, for example, between avatars (using apps) or meeting a character from a text for the first time

creating a profile of an unknown person, for example, based on a photo, imagining aspects such as *Name, Alter, Beruf, Familie, Freunde, Herkunft, Interessen* and *Wohnort*



## Translating

Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences

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

([ACLGEC008 - Scootle](#))



### Elaborations

translating short personal texts, identifying words and phrases that can be translated literally and those that cannot, for example, *Guten Appetit!* *Guten Tag!* *Ohrwurm*

using German–English cognates to predict meaning, for example, *Brot* 'bread', *kalt* 'cold', *trinken* 'to drink'

recognising compound words, and collecting and analysing interesting examples (*der Schulsport*, *die Realschule*, *babyleicht*), noting that compound nouns take the gender of the last noun in the compound

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

interpreting for and explaining to peers and family members aspects of German language and culture (in texts such as emails and conversations) that are interesting and/or different, for example, that when addressing teachers in German you use family names after the titles *Frau* and *Herr*, unlike the English use of just 'Miss' or 'Sir'

Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories

[Key concepts: resources, context, meaning; Key processes: explaining, comparing]

([ACLGEC009 - Scootle](#))



### Elaborations

creating and using bilingual resources for language learning, such as glossaries or personal German–English and English–German print and digital word lists and dictionaries with examples and explanations of language use and parts of speech

creating bilingual texts for specific audiences, for example, a Big Book or game for young learners of German, invitations to a class event or posters for a performance, noticing how meaning needs to be tailored to audience and cultural perspectives

creating bilingual signs and notices for the school and local community, such as *Bücherei* – Library, *Sporthalle* – Gymnasium

designing and maintaining a bilingual website with a partner school or contact group of English learners in a German-speaking community, making choices about when to use German or English depending on the context, topic and nature of the interaction

### Reflecting

Engage with German speakers and texts, noticing how interactions involve [culture](#) as well as [language](#) [Key concepts: exchange, awareness; Key processes: reflecting, responding, noticing]

([ACLGEC010 - Scootle](#))



### Elaborations

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

observing interactions between German speakers in different contexts, noticing and recording elements that reflect cultural attitudes or behaviours, such as language associated with politeness or emotion (*bitte schön*; *Entschuldigung*; *Wie schön!*; *Du bist gemein!*), gift-giving customs, or ways of showing collective appreciation or approval, for example, applauding by rapping on surface

participating in cultural experiences, such as eating at a German/Swiss/Austrian restaurant or café in Australia or watching a German music performance, soccer match or skiing competition, and reflecting on cultural similarities and differences that are manifested through language

reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German speakers, for example, being able to go camping all year round, or taking into account the vastness of Australia when planning a holiday, and discussing possible implications

comparing the use and cultural significance of gestures and body language in German and other languages and selecting those that can be easily incorporated into own interactions when communicating in German, for example, shaking hands as a common greeting, not putting hands in pockets while talking with someone (as this may be considered rude), and maintaining eye contact

Reflect on experiences of learning and using another [language](#), and share aspects of own [identity](#), such as age, interests and family background, reflecting on how these impact on intercultural exchange

[Key concepts: exchange, [identity](#); Key processes: reflecting, comparing, connecting]

([ACLGEC011 - Scootle](#))



### Elaborations

sharing ideas about the experience of learning and using German, including any perceived changes in levels of confidence, or in attitudes to culture and intercultural communication, for example, 'How did I feel when I first heard/spoke German? How do I feel now?'

preparing a class profile to exchange with German-speaking students, showing cultural backgrounds, languages used in the home, interests and values, and using resources such as photos, captions, quotes and symbols

annotating a family tree with information about family members, such as significant places or languages spoken, identifying own heritage (*Ich bin Australier/-in. Mein Opa kommt aus Griechenland.*), and reflecting on how own background has shaped identity


participating in a discussion in English about an aspect of identity, for example, considering the impact of a school uniform on personal identity and exploring how German students might view wearing a school uniform

comparing aspects of identity that may be important across cultures, such as state, country, ethnic group, language, religion, age, gender, and position in family

## Understanding

### Systems of language

Recognise and use key features of the German sound system, including [pronunciation](#), rhythm, [stress](#) and [intonation](#), and identify main similarities and differences between the phonological and orthographic systems of English and German

[Key concepts: [pronunciation](#), spelling, [intonation](#); Key processes: listening, imitating, recognising] ([ACLGEU012 - Scootle](#) )



### Elaborations

noticing and imitating German sounds, and developing awareness of letter–sound relationships, including distinctive sounds such as those represented by the letters *ch*, *r*, *th*, *u* and *z*; consonant blends and clusters such as *sch*; short and long vowel sounds and diphthongs such as *au*, *ei*, *eu* and *ie*; the impact of the *Umlaut* on *a*, *o* and *u*; and *ß*

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

understanding that *ß* can only be used in lower case, otherwise *SS*, and that *ä*, *ö* and *ü* can be written as *ae*, *oe* and *ue* respectively, for example, in upper case signs or word puzzles such as crosswords

understanding the meaning and use of full stops and commas in German ordinal or decimal numbers, for example, *die 8. Klasse*; *9,50 Euro*; *15.30 Uhr*

learning to pronounce the German alphabet by singing *das Alphabetlied*, and using the German alphabet for spelling out names and other words

practising pronunciation of particular sounds and rhythms by saying tongue twisters, rhymes and short poems

recognising differences in intonation and rhythm between statements, questions and commands

Develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships

[Key concepts: grammar features and structures, tenses, gender, [syntax](#); Key processes: noticing patterns, making connections, applying]

([ACLGEU013 - Scootle](#))



### Elaborations

understanding that German has multiple words for 'the' and 'a/an' according to the gender of the relevant noun, and noticing that the articles for masculine nouns sometimes change (nominative to accusative), for example, *Die Frau hat einen BMW.*; *Der Film hat ein Happy End*

comparing pluralisation of nouns in German and English, for example, *die* for plural nouns

using post-nominal (predicative) adjectives, for example, *Unsere Deutschlehrerin ist intelligent.*; *Die Berge in Österreich sind sehr schön.*; *Meine Augen sind blau.*

noticing the relationship between gender, article, adjective and case when using pre-nominal (attributive) adjectives to describe people, objects, places and events, for example, *Ich habe einen kleinen Bruder.*

noticing that as well as the articles (for masculine nouns), some pronouns change after certain verbs (accusative direct object), for example, *Wir sehen heute den Film.*; *Es gibt einen neuen Schüler in Klasse 8A.*; *Ich mag dich.*

noticing that articles and pronouns change after particular prepositions (dative), such as those associated with location and destination, for example, *Wir sind in der Stadt.*; *Die Party ist im Garten.*; *Wie kommst du zur Schule?*

using common prepositional phrases formulaically, for example, *nach Hause*, *zu Hause*

using personal pronouns to refer to people and things, for example, *Was kostet die App? Sie kostet...*

understanding the three German pronouns for 'you' (*du/ihr/Sie*) and when to use them

expressing a relationship to a person or object using some possessive adjectives in the nominative and accusative case, for example, *Seine Familie kommt aus Afrika.*; *Ich liebe meinen Hund.*

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

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

conjugating the present tense of regular verbs and some common irregular verbs, including *sein* and *haben*

understanding structures to express likes, dislikes and preferences, for example, *Ich mag Tennis. Ich spiele nicht gern Fußball. Ich spiele lieber Cricket.*

using common modal verbs such as *können* to describe capabilities (*Ich kann gut schwimmen.*, and *Ich möchte* and *Darf ich... ?*) or to make polite requests

gaining awareness of a limited number of routine past tense expressions including some with *war* and *hatte* and the present perfect, for example, *Sabine war gestern krank. Das hat Spaß gemacht. Habt ihr ein schönes Wochenende gehabt?*

negating verbs and adjectives using *nicht* and nouns using *kein/e*, for example, *Nein, Marcus hat keine Geschwister.*

describing frequency using adverbs and adverbial expressions such as *oft*, *manchmal*, *jeden Tag*, *ab und zu*, *nie*

understanding the subject-verb-object (SVO) word order, for example, *Ich spiele Basketball.*, and the need for subject-verb inversion to keep the verb as the second idea/element in the sentence, for example, *Heute Abend spiele ich Basketball.*

joining words, phrases and sentences using the coordinating conjunctions *und*, *oder*, *aber*

understanding how to form a question, using subject-verb inversion, for example, *Hast du Geschwister?* and with interrogatives such as *wann*, *was*, *wer*, *wie*, *wie viel*, *wie viele*, *wo*, *woher*, *warum*, *welche(-r/s/n)* and *wohin*

locating people, places and objects using adverbs such as *rechts*, *links*, *oben*, *unten*, *hier*, *dort*

using ordinal numbers to give the date or a birthday, for example, *Heute ist der erste Mai.*; *Seine Mutter hat am 22. April Geburtstag.*

understanding and locating events in time (days, months, seasons), including the use of the 24-hour

clock, prepositions such as *nach* and *vor*, and adverbs and formulaic expressions such as *heute*, *vorgestern*, *früher*, *später*, *am Wochenende*, *in den Ferien*

referring to quantities of people and things, including money, using cardinal numbers up to a billion, as well as decimals, common fractions and negative numbers, for example, *Deutschland hat 81,9 Millionen Einwohner.*; *Die Tagestemperatur liegt bei minus 3 Grad.*; *Ich habe eine Halbschwester.*

building metalanguage to comment on grammar and vocabulary (for example, *Nomen*, *Verben*, *Zahlen*, *Fragewörter*, *groß/klein schreiben*), comparing with equivalent English terms

Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips

[Key concepts: [text](#) structure, [genre](#); Key processes: analysing, recognising, organising]

([ACLGEU014 - Scootle](#))



#### Elaborations

identifying and analysing the purpose, intended audience and key features of familiar texts in German, such as signs, instructions, postcards, advertisements, songs and conversations, and comparing these with texts in own language and culture

examining how texts are constructed, including textual features (greetings in correspondence), grammatical structures such as parts of speech (adjectives and prepositions), and visual cues (images in brochures)

transforming a simple text such as a short poem into another text type, such as a conversation or a cartoon, and applying the key features of the second text type

understanding how to create textual cohesion by using elements such as coordinating conjunctions (*und*, *aber*, *oder*) to link ideas

### Language variation and change

Recognise some of the common variations in German as it is used in different contexts and locations by different people

[Key concepts: variation, [register](#), place; Key processes: comparing, observing, applying]

([ACLGEU015 - Scootle](#))



#### Elaborations

using appropriate forms of address and greetings/salutations for peers and teacher, depending on gender (*Lieber/Liebe...* and *Dein/Deine/Eure ...* in a letter) and social status (*Guten Morgen*, *Herr Schiller*; *Hallo*, *Tim!*) of participants, and recognising the effects of inappropriate choices, for example, greeting peers with *Guten Morgen*, *Frau Mary!*

observing telephone interactions in film clips and real life and practising telephone etiquette when answering mobile phones in comparison with the family landline (surname only) and ending phone call with *Auf Wiederhören*

noticing that in public announcements and/or on the phone certain words are pronounced differently or varied slightly to ensure clarity, for example, *zwei/zwo, Juli* (pronounced as Julei)

recognising different registers, such as the different words for 'you', for example, *Was machst du, Peter? Was macht ihr, Kinder (Klasse 7)? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger!*

being aware of some regional variations in language, such as in greetings (the Swiss *Grüezi* and Austrian *Servus*) or the lack of the *Eszett* in Switzerland

comparing written and spoken modes of a particular language function such as an invitation, noticing language structures used and varying levels of formality

comparing the concept of diversity in accents, dialects and vocabulary in German-speaking communities with similar diversity in the use of English within and beyond Australia

Recognise that German and English are related languages and that German is an important European and global [language](#)

[Key concepts: relationships, global [language](#); Key processes: recognising, comparing]

([ACLGEU016 - Scootle](#) )



#### Elaborations

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

recognising that English and other languages have borrowed German words, for example, *Hamburger, kaputt, Kindergarten, Glockenspiel* and *Mischmasch*, and comparing how these words are pronounced by German and English speakers

understanding that English grammar used to be more similar to German grammar but that English has changed, for example, recognising the link between the Middle English 'What thinkest thou?' and *Was denkst du?*

recognising that the German language continuously borrows and adapts words and expressions from other languages, including English, for example, *das Internet, die App, häppi, joggen, shoppen, simsen/texten, Stopp!* and *Sorry!*

recognising that German is an official language of the 'DACHL' countries (Germany, Austria, Switzerland and Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol

## Role of language and culture

Understand that **language** use is shaped by and reflects the values, ideas and norms of a community [Key concepts: attitudes, social norms, values; Key processes: observing, comparing, connecting] (ACLGEU017 - Scootle [↗](#))



### Elaborations

investigating connections between language and significant cultural values or practices in Australia and German-speaking countries, for example, individual rights, shared social responsibility, respect for the environment, Reconciliation, anti-racism, 'fair go'

developing language to analyse and explain the nature of the relationship between language and culture, using terms such as 'meaning', 'perspective', 'values', 'assumptions' and 'difference'

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

recognising that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing *Brot* or school excursions (*Klassenfahrt*, *Wandertag*)

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

participating in guided discussion on the nature and role of 'culture' and its relationship with language, with reference to German, English and other known languages