

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **German Continuers**

## **Stage 6**

### **Syllabus**

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

provide a curriculum structure which encourages students to complete secondary education;

foster the intellectual, social and moral development of students, in particular developing their:

- knowledge, skills, understanding and attitudes in the fields of study they choose
- capacity to manage their own learning
- desire to continue learning in formal or informal settings after school
- capacity to work together with others
- respect for the cultural diversity of Australian society;

provide a flexible structure within which students can prepare for:

- further education and training
- employment
- full and active participation as citizens;

provide formal assessment and certification of students' achievements;

provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 2 Introduction to German in the Stage 6 Curriculum

### 2.1 The Language

The language to be studied and assessed is the modern standard version of German (Hochdeutsch). This includes the use of colloquialisms where they are appropriate and an awareness of regional differences. Use of the new German spelling system will be expected from January 2006. Until that time, both the new and the old forms will be accepted.

### 2.2 Description of Target Group

The *German Continuers Stage 6 Syllabus* is designed for the student who, typically, will have studied German for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### 2.3 Rationale

The study of German contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of German-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

German is one of the most important languages both internationally and within Australia. It has long been recognised as a 'world' language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology. Germany is also a world leader in the development of environmental protection policies.

German-speaking countries have emerged as strong international leaders in trade, commerce and politics. As the most powerful industrial nation in the European Union, Germany is one of Australia's largest single trading partners and German is the major commercial language in Eastern Europe. German-speaking countries are major investors in Australian companies and many German companies have established regional offices in Australia.

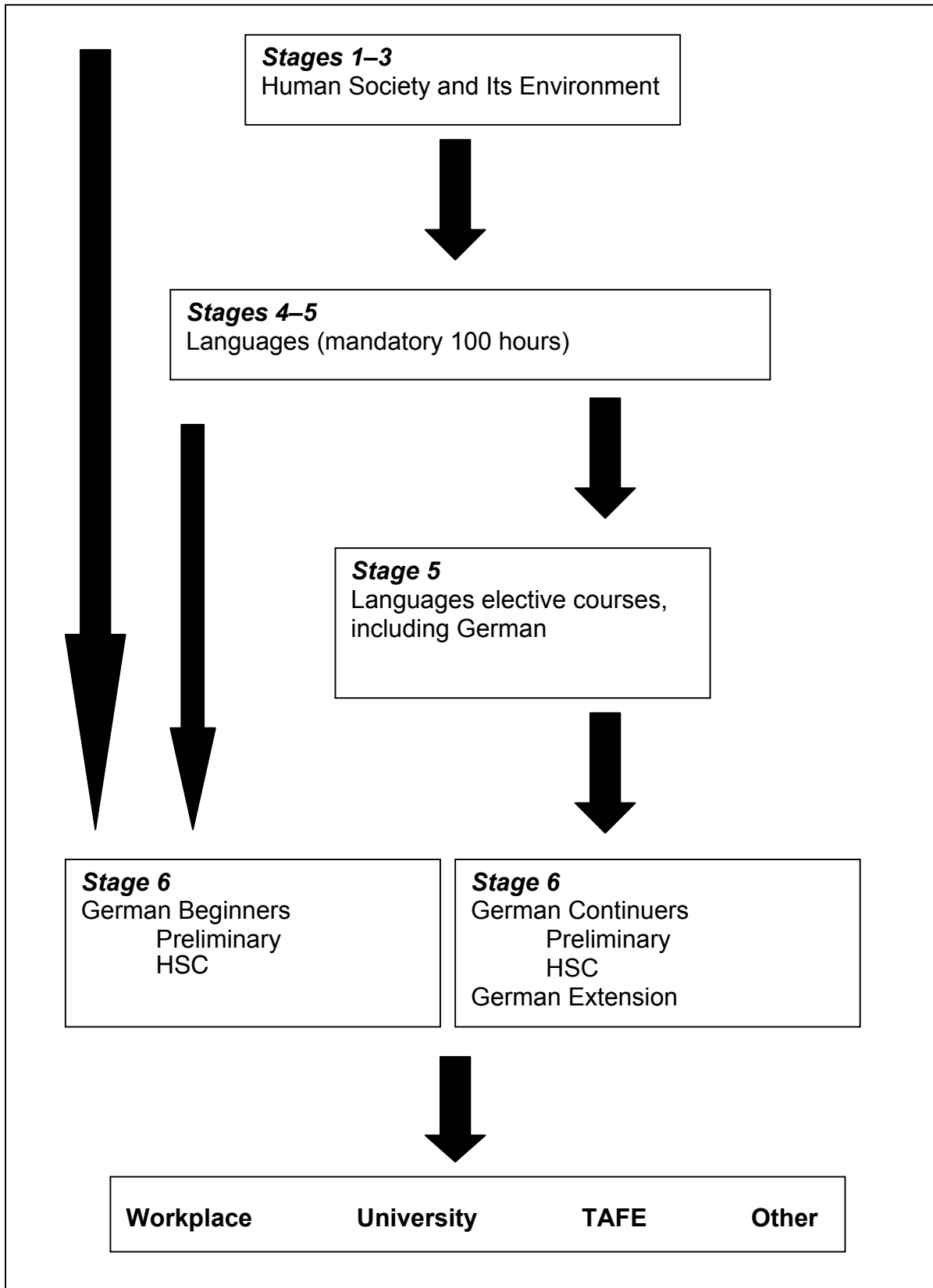
Knowledge of the German language provides a clearer understanding of the culture, traditions, beliefs, attitudes and values of German speakers. In Europe alone, 100 million people speak German as their first language; a further 40 million in countries throughout the world speak it as a second language, particularly in Eastern Europe, Latin America, Indonesia, Japan and China. There is also a significant German heritage within Australia and, in addition, English and German share a common linguistic heritage.

The ability to communicate in German, in conjunction with other skills, provides students with enhanced vocational opportunities.

Knowledge of German may be an advantage in seeking employment in many fields such as: the arts, banking and international finance, commerce, diplomacy, education and research, fashion and cosmetics, government, hospitality (eg hotels, restaurants), law, media (eg journalism), science and technology, tourism (eg airlines), translating and interpreting, and wine making.

The study of German enhances the enjoyment and appreciation of German culture through film, literature, music, art and sport.

### 3 Continuum of Learning for German Stage 6 Students





The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, the student develops an awareness of languages and may learn about the world through the study of a language, such as German.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in German builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of German at Continuers level with the option of an Extension course. Students may also begin the study of German in Stage 6.

## **4 Aims**

The aims of the syllabus are to develop students'

ability to use German to communicate with others

understanding and appreciation of the cultural contexts in which German is used

ability to reflect on their own culture(s) through the study of other cultures

understanding of language as a system

ability to make connections between German and English and/or other languages

cognitive, learning and social skills

potential to apply German to work, further study, training or leisure.

## **5 Objectives**

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in German

Objective 2 – express ideas through the production of original texts in German

Objective 3 – analyse, process and respond to texts that are in German

Objective 4 – understand aspects of the language and culture of  
German-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between German and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, German will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of German-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of German and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of German-speaking communities will develop further.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

<b>Objectives</b>	<b>Outcomes</b>
The student will: 1. exchange information, opinions and experiences in German	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in German	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative text appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in German	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of German-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

# written or spoken text created by students incorporating their own ideas

## 7.2 Key Competencies

German Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the German Continuers syllabus to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, the student will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency ***solving problems***.

## 8 Content of German Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the German-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of German. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the German-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics, such as youth issues and, tourism and hospitality.

### 8.1.1 Table of Themes and Topics

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the German-speaking communities</b>	<b>Theme:</b> <b>the changing world</b>
<b>Topics:</b>  personal identity, eg: – self – my home and community – family and friends – relationships  education and aspirations, eg: – school – education system – future plans – further education  leisure and lifestyles, eg: – holidays and travel – sports – hobbies – keeping fit and healthy	<b>Topics:</b>  people and places, eg: – lifestyles, daily life – cultural diversity † – traditions †  past and present, eg: – historical perspectives † – changing face of Germany and German society †  arts and entertainment, eg: – music and songs – theatre, literature † – media † – film – celebrations and festivities	<b>Topics:</b>  the world of work, eg: – technology † – careers and occupations – the workplace  youth issues, eg: – unemployment † – drugs † – environment † – equality †  tourism and hospitality, eg: – travel at home and abroad – interacting with visitors in Australia

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of German-speaking communities — underlies the study of all the themes and topics.

### **8.1.2 Texts**

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in German in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either German or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

### **8.1.3 Vocational Education and Training**

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to embed modules endorsed within the Australian Qualifications Framework (AQF) into their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment, and certification of the VET. For further information see page 23.

## **8.2 Tasks**

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).



### 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of German.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech or talk

In the oral examination students participate in a conversation.

### 8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

#### 8.4.1 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the Resources on the Board of Studies' website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in German Continuers Stage 6*.

### 8.5 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in German through prior knowledge or study of German.

However, developing students' abilities to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying German in a Continuers course are expected to recognise and use.

<b>Grammatical item</b>	<b>Sub-elements</b>	<b>Example(s)</b>
Nouns	gender, number, case adjectival nouns infinitives used as nouns	<i>Alles Gute zum Geburtstag!</i> <i>Das Betreten des Rasens ist verboten.</i>
Articles	definite indefinite	<i>der, die, das,</i> <i>ein, kein</i>
Adjectives	common: agreement, predicative agreement, attributive cardinal numbers ordinal numbers demonstrative indefinite possessive comparative and superlative forms  interrogative adjectives derived from place names	<i>klein, interessant</i> <i>Das Wetter ist schön.</i> <i>Das ist ein witziges Lied.</i> <i>eins, zwei, drei, etc.</i> <i>erste, zweite, dritte, etc.</i> <i>dieser, jener, solcher</i> <i>jeder, mancher, irgendein, kein, alle</i> <i>mein, dein, sein, etc.</i> <i>Dieser Sommer ist wärmer als der letzte.</i> <i>Sie ist die erfolgreichste Schwimmerin in diesem Jahr.</i> <i>Was für ein?, welcher?</i> <i>Münchner Bier, Schweizer Schokolade,</i> <i>das Brandenburger Tor, im Kölner Dom</i>
Pronouns	personal: nominative accusative dative reflexive indefinite  interrogative	<i>ich, du, er, sie, etc.</i> <i>mich, dich, ihn, etc.</i> <i>mir, dir, ihm, etc.</i> <i>mich, dich, mir, dir, sich, uns, euch</i> <i>man, etwas, (k)einer, jemand, niemand,</i> <i>nichts</i> <i>wer, wen, wem, wessen, was</i>

Grammatical item	Sub-elements	Example(s)
Pronouns (cont)	relative: † nominative accusative genitive dative wer, was, wo	<i>der, die, das, etc</i> <i>Der Mann, der den Rasen mäht, hat im Lotto gewonnen.</i> <i>Die CD Rom, die er zum Geburtstag bekommen hat, funktioniert nicht.</i> <i>Das ist die Frau, deren Mann in derselben Firma arbeitet.</i> <i>Kennst du den Mann, mit dem Karl gerade spricht.</i> <i>Wer mitmachen will, muß um 8 Uhr da sein.</i>
Verbs: strong, weak	tenses: present perfect future imperfect of <i>haben, sein</i> imperfect † pluperfect † using the present plus an adverb indicating future inseparable separable reflexive modals mood: imperative	<i>Ich lerne Deutsch.</i> <i>Er hat seine Hausaufgaben schon gemacht.</i> <i>Gestern sind wir ins Kino gegangen.</i> <i>Wir werden die Wahl gewinnen.</i> <i>hatte, war</i> <i>Es war so finster und auch so bitter kalt.</i> <i>Hänsel und Gretel verlieben sich im Wald.</i> <i>Ich hatte ihn in einer Disco kennengelernt.</i> <i>Morgen fliegt er nach Österreich.</i>  <i>Sie überholte den Lastwagen.</i> <i>Morgen fangen die Ferien an.</i> <i>Sie konnte sich gar nicht an die Kälte gewöhnen.</i>  <i>dürfen, können, mögen, müssen, sollen, wollen</i>  <i>Lies mal vor!</i>

† receptive use

Grammatical item	Sub-elements	Example(s)
Verbs (cont)	subjunctive II: <i>haben, sein</i> and modals  <i>würde</i> + infinitive for other verbs  in conditional clauses  passive voice †	<i>hätte, wäre, könnte, müsste, sollte, möchte, dürfte, wollte</i>  <i>Würden Sie mir bitte noch ein Stück Kuchen reichen?</i>  <i>Wenn ich Millionär wäre, könnte ich mir einen Porsche kaufen.</i>  <i>Das Parkhaus wird um 24 Uhr geschlossen.</i>
	impersonal expressions  infinitives with verbs of perception, motion and with <i>lassen</i> †  verbs taking prepositional objects  verbs taking the dative	<i>Es gibt ... Es stimmt, daß... Es ist schade, daß...</i>  <i>Ich hörte ihn kommen.</i> <i>Wir gehen schwimmen.</i> <i>Meine Mutter läßt mich nie fernsehen.</i> <i>Ich freue mich auf deinen Besuch.</i> <i>Sie entschuldigt sich bei der Lehrerin.</i> <i>Ich danke dir.</i> <i>Er hilft seinem Freund.</i> <i>Das gehört ihm.</i> <i>Das gefällt mir.</i>
Adverbs	positive, comparative and superlative forms	<i>gern, lieber, am liebsten</i>
Prepositions	with accusative with dative  with accusative or dative  contracted forms with articles  <i>wo(r) and da(r)</i> compounds	<i>bis, durch, entlang, für, gegen, ohne, um, außer, aus, bei, entgegen, gegenüber, mit, nach, seit, von, zu</i>  <i>an, auf, hinter, in, neben, über, unter, vor, zwischen</i>  <i>Ich gehe jetzt in die Schule.</i> <i>Ich lerne Deutsch in der Schule.</i> <i>beim, zum, im,...</i>  <i>womit, wozu, damit, dazu, dabei, darauf,...</i>

† receptive use

Grammatical item	Sub-elements	Example(s)
Sentence structures	the various parts of the sentence: subject, direct object, indirect object, etc.	
Word order	statements, questions, commands in subordinate/main clauses conjunctions: coordinating subordinating correlative † relative clauses † indirect questions † position of <i>nicht</i> in a clause position of adverbs and adverbial phrases – time, manner, place position of past participles infinitives with <i>zu</i> infinitives with <i>um... zu</i>	<i>und, aber, oder, denn, sondern, ...</i> <i>weil, wenn, als, daß, obwohl, während ...</i> <i>entweder....oder, weder...noch, nicht nur.... sondern auch, sowohl.... als auch</i> <i>Wie heißt der Fluß, an dem Hamburg liegt?</i> <i>Ich möchte gern wissen, wie er heißt.</i> <i>Er hat seine Hausaufgaben nicht gemacht.</i> <i>Er fährt jeden Tag fröhlich zur Arbeit.</i> <i>Er hat seine Hausaufgaben schon gemacht.</i> <i>Sandra überredet Antje, etwas anderes anzuziehen.</i> <i>Um den Führerschein zu bekommen, muß man viele Fahrstunden nehmen.</i>

† receptive use

## **9 Course Requirements**

For the Preliminary course:

120 indicative hours are required to complete the course.

For the HSC course:

the Preliminary course is a prerequisite

120 indicative hours are required to complete the course.

## 10 Post-school Opportunities

The study of German provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of German assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### **Recognition of Student Achievement in Vocational Education and Training (VET)**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the AQF.

Teachers should contact the Board of Studies NSW for more information on VET modules in German.

### **Recognition by TAFE NSW**

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of German in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of German Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

## 11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the German Continuers syllabus is contained in *Assessment and Reporting in German Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 German Continuers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)