



# NSW Syllabus for the Australian Curriculum



**NSW**  
**EDUCATION**  
**STANDARDS**  
**AUTHORITY**

# German

**K–10**

**Syllabus**

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Published by  
NSW Education Standards Authority  
GPO Box 5300  
Sydney NSW 2001  
Australia

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

DSSP-28658  
D2017/58944

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# Introduction

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## The K–10 Curriculum

The NSW Education Standards Authority's (NESA) syllabuses are developed with respect to some overarching views about education. These include the *NESA K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which set the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *German K–10 Syllabus* will contribute to the curriculum, and to students' achievement of the broad learning outcomes, is outlined in the syllabus rationale.

# Introduction to the German K–10 Syllabus

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## The Language

The language to be studied and assessed is the modern standard version of German (*Rechtsschreibreform Hochdeutsch, 1996*).

Students should be aware of formal and informal levels of language used in daily life. This includes the use of colloquialisms, where appropriate, and an awareness of regional differences.

## The Learners of German

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in German or in a different language. Students may have engaged with German in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

The learners of German include students:

- learning German as a second or additional language
- who have undertaken a significant school-based learning program in Australia
- with exposure to German language and culture who may engage in some active but predominantly receptive use of German (including dialects and variants of German)
- who have had their primary socialisation as well as initial literacy development and primary schooling in German
- undertaking a course based on Life Skills outcomes and content.

## Diversity of Learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

## Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs.

[Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

## Gifted and Talented Students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESAs and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

## Students Learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL Scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

# German Key

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The following codes and icons are used in the *German K–10 Syllabus*.

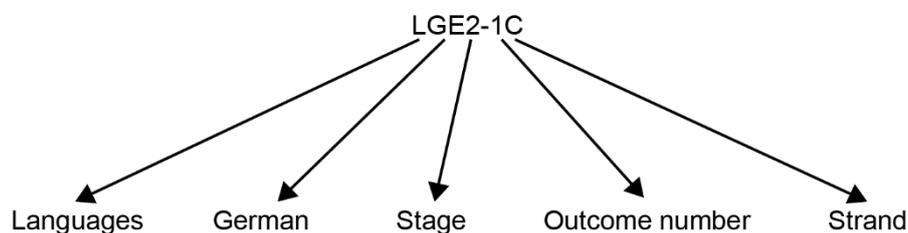
## Outcome Coding

Syllabus outcomes are coded in a consistent way. The code identifies the language, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5

In the German syllabus, outcome codes indicate subject, Stage, outcome number and strand. For example:

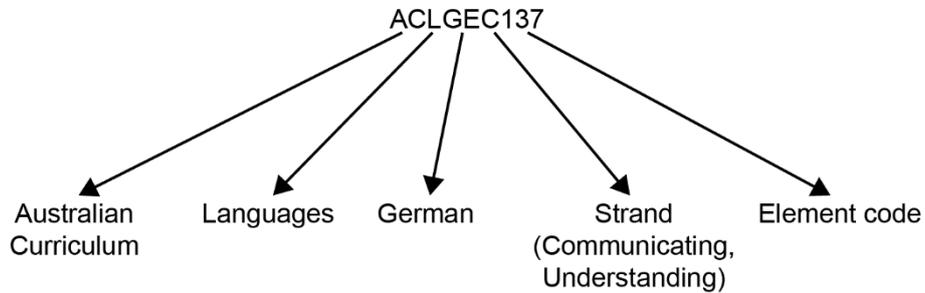


Outcome code	Interpretation
LGE2-1C	Languages, German, Stage 2 – Outcome number 1 (Communicating)
LGE5-7U	Languages, German, Stage 5 – Outcome number 7 (Understanding)
LGELS-2C	Languages, German, Life Skills – Outcome number 2 (Communicating)

## Coding of Australian Curriculum Content

The syllabus includes Australian Curriculum content descriptions for German in a generic form with Australian Curriculum codes in brackets at the end of each generic content description, for example:

initiate interactions and exchange information with teacher and peers, for example: (ACLGEC137)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLGEC129, ACLGEC130).

## Learning Across the Curriculum Icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

### **Cross-curriculum priorities**

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

### **General capabilities**

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

### **Other learning across the curriculum areas**

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

# Rationale

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Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

German is the official language of Germany, Austria and Liechtenstein, and a co-official language of Switzerland, Belgium, Luxembourg and South Tyrol in Italy. It is also used in many other European countries and throughout the world. German-speaking communities have played an important role in the development of multicultural Australia, specifically in exploration, industry, science and the arts. German-speaking countries and communities have an important economic presence in Australia, and are included among our major trading partners.

German has a direct relationship with English, having evolved from the same family of European languages which helps to make learning German an achievable and enjoyable experience. German-speaking communities continue to have a global influence in fields such as architecture, the arts, engineering, philosophy, recreation, and scientific innovations. A knowledge of German enhances appreciation of the culture of German-speaking communities and promotes an understanding of diverse attitudes and values.

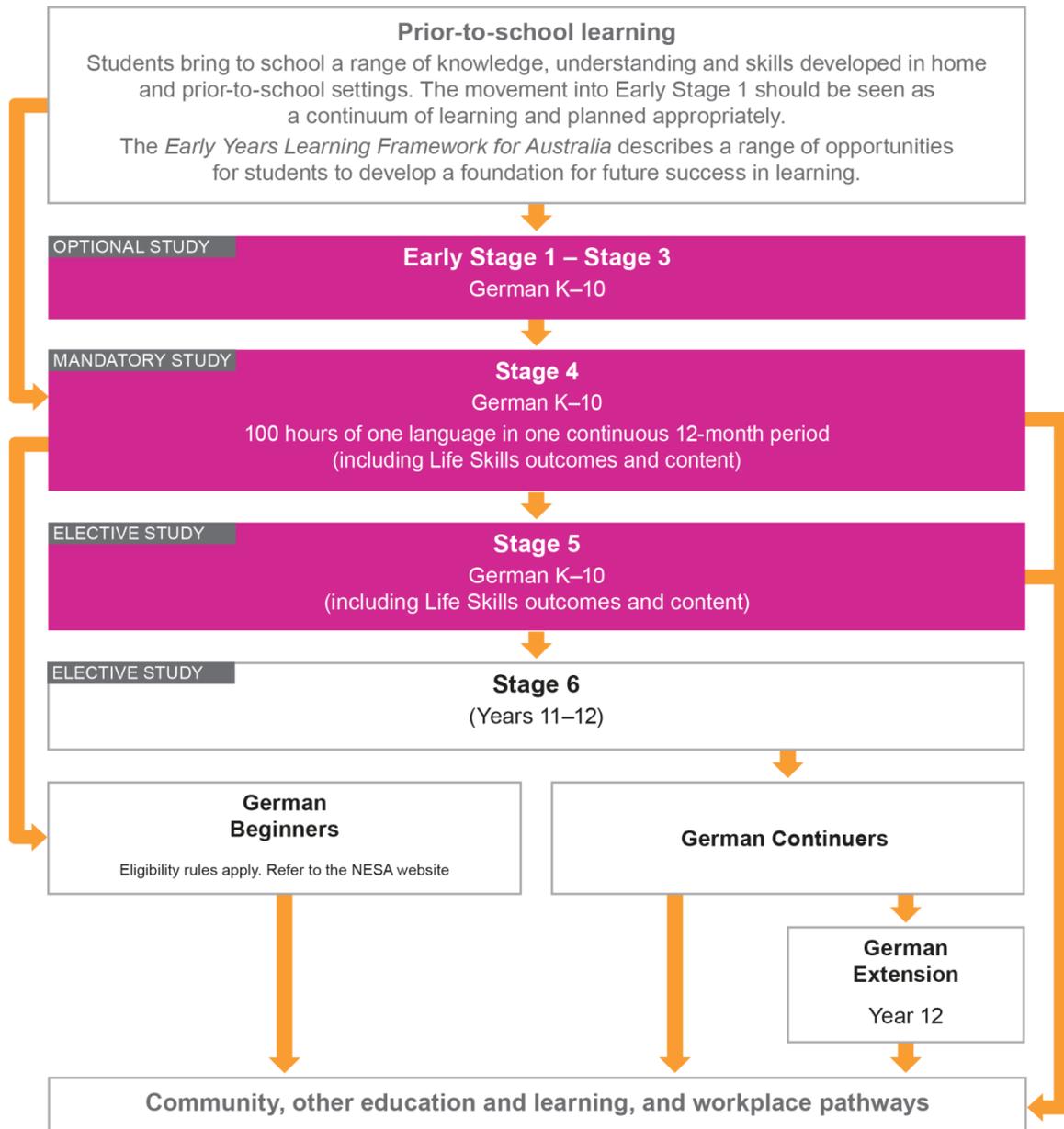
The ability to communicate in German provides incentives for travel and for more meaningful interactions with speakers of German, encouraging sociocultural understanding between Australia and German-speaking communities, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by German-speaking communities to Australian society and to the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their German language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of New South Wales, to which German-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

The study of German in Kindergarten to Year 10 may be the basis for further study of one of the differentiated German syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as science, engineering, commerce, tourism, hospitality, education, visual arts, performing arts and international relations.

# The Place of the German K–10 Syllabus in the K–12 Curriculum



## Aim

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The study of German in K–10 enables students to communicate with others in German, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

# Objectives

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## Knowledge, Understanding and Skills

### Communicating Strand

Students use language for communicative purposes by:

- **interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- **accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

### Understanding Strand

Students analyse and understand language and culture by:

- **systems of language** – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The *Communicating* and *Understanding* strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the language and the Stage of learning.

### Values and Attitudes

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

# Outcomes

## Table of Objectives and Outcomes – Continuum of Learning

### Communicating Strand

<b>Objective</b>					
<b>Interacting</b> – exchanging information, ideas and opinions, and socialising, planning and negotiating					
<b>Early Stage 1 outcome</b>	<b>Stage 1 outcome</b>	<b>Stage 2 outcome</b>	<b>Stage 3 outcome</b>	<b>Stage 4 outcome</b>	<b>Stage 5 outcome</b>
A student:	A student:	A student:	A student:	A student:	A student:
<b>LGEe-1C</b> interacts in simple exchanges in German	<b>LGE1-1C</b> participates in classroom interactions and play-based learning activities in German	<b>LGE2-1C</b> interacts with others to share information and participate in classroom activities in German	<b>LGE3-1C</b> uses German to interact with others to exchange information and opinions, and to participate in classroom activities	<b>LGE4-1C</b> uses German to interact with others to exchange information, ideas and opinions, and make plans	<b>LGE5-1C</b> manipulates German in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

<b>Objective</b>					
<b>Accessing and responding</b> – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts					
<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>LGEe-2C</b> engages with German texts	<b>LGE1-2C</b> identifies key words and information in simple texts	<b>LGE2-2C</b> locates and classifies information in texts	<b>LGE3-2C</b> obtains and processes information in texts, using contextual and other clues	<b>LGE4-2C</b> identifies main ideas in, and obtains information from texts	<b>LGE5-2C</b> identifies and interprets information in a range of texts
<b>LGEe-3C</b> responds to spoken and visual texts	<b>LGE1-3C</b> responds to texts using a range of supports	<b>LGE2-3C</b> responds to texts in a variety of ways	<b>LGE3-3C</b> responds to texts using different formats	<b>LGE4-3C</b> organises and responds to information and ideas in texts for different audiences	<b>LGE5-3C</b> evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

<b>Objective</b>					
<b>Composing</b> – creating spoken, written, bilingual, digital and/or multimodal texts*					
<b>Early Stage 1 outcome</b>	<b>Stage 1 outcome</b>	<b>Stage 2 outcome</b>	<b>Stage 3 outcome</b>	<b>Stage 4 outcome</b>	<b>Stage 5 outcome</b>
A student:	A student:	A student:	A student:	A student:	A student:
<b>LGEe-4C</b> composes texts in German using visual supports and other scaffolds	<b>LGE1-4C</b> composes texts in German using rehearsed language	<b>LGE2-4C</b> composes texts in German using modelled language	<b>LGE3-4C</b> composes texts in German using a series of sentences	<b>LGE4-4C</b> applies a range of linguistic structures to compose texts in German, using a range of formats for different audiences	<b>LGE5-4C</b> experiments with linguistic patterns and structures to compose texts in German, using a range of formats for a variety of contexts, purposes and audiences

\*Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of German. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *German K–10 Syllabus*.

## Understanding Strand

<b>Objective</b>					
<b>Systems of language</b> – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place					
<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>LGEe-5U</b> recognises spoken German	<b>LGE1-5U</b> recognises and reproduces the sounds of German	<b>LGE2-5U</b> recognises pronunciation and intonation patterns of German	<b>LGE3-5U</b> applies key features of German pronunciation and intonation	<b>LGE4-5U</b> applies German pronunciation and intonation patterns	<b>LGE5-5U</b> demonstrates how German pronunciation and intonation are used to convey meaning
<b>LGEe-6U</b> recognises the difference between statements, questions and commands in German	<b>LGE1-6U</b> recognises German language patterns in statements, questions and commands	<b>LGE2-6U</b> demonstrates understanding of elements of German grammar in familiar language patterns	<b>LGE3-6U</b> demonstrates understanding of German grammatical structures	<b>LGE4-6U</b> applies features of German grammatical structures and sentence patterns to convey information and ideas	<b>LGE5-6U</b> analyses the function of complex German grammatical structures to extend meaning
<b>LGEe-7U</b> recognises that there are different kinds of texts	<b>LGE1-7U</b> recognises features of familiar texts	<b>LGE2-7U</b> demonstrates an awareness of how familiar texts are structured	<b>LGE3-7U</b> recognises how texts and language use vary according to context and purpose	<b>LGE4-7U</b> identifies variations in linguistic and structural features of texts	<b>LGE5-7U</b> analyses linguistic, structural and cultural features in a range of texts

<b>Objective</b> <b>The role of language and culture</b> – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity					
<b>Early Stage 1 outcome</b> A student:	<b>Stage 1 outcome</b> A student:	<b>Stage 2 outcome</b> A student:	<b>Stage 3 outcome</b> A student:	<b>Stage 4 outcome</b> A student:	<b>Stage 5 outcome</b> A student:
<b>LGEe-8U</b> recognises other languages and cultures in their immediate environment and the world	<b>LGE1-8U</b> recognises similarities and differences in communication across cultures	<b>LGE2-8U</b> recognises how terms and expressions reflect aspects of culture	<b>LGE3-8U</b> makes connections between cultural practices and language use	<b>LGE4-8U</b> identifies that language use reflects cultural ideas, values and beliefs	<b>LGE5-8U</b> explains and reflects on the interrelationship between language, culture and identity

# Stage Statements

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Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

## Prior-to-school Learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has five Learning Outcomes that reflect contemporary theories and research evidence about children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

## Early Stage 1

By the end of Early Stage 1, students interact in German with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases, including formulaic phrases. They participate in shared listening or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, gestures, drawing or singing. They identify key words in spoken texts, such as names of people or objects, and match simple words to pictures, for example labelling classroom objects in German and English. They compose their own spoken texts with teacher support, using scaffolds and visual support, such as photos, to convey simple information about themselves or their family.

Students recognise that German sounds different to English, and mimic German pronunciation, approximating sounds. They recognise the difference between statements, questions and commands. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise German in the written form. They understand that some German and English words are similar. They understand that German is used in Germany and other places in the world, and explore different languages that are used by their peers or family, or in their local community. Students have a growing awareness of the cultures of German-speaking communities, and identify some German cultural practices that are similar or different to their own.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of German have more developed communicative skills, and knowledge and understanding of language and culture. They interact in German with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions, and create bilingual word lists and labels for the classroom. Students use features of the German sound system, including accent, rhythm and intonation, and understand that the sounds of German are represented in words and symbols. They identify the function of statements, questions and commands. They describe aspects of self and their family background, and their own prior learning and/or experience of German.

## **Stage 1**

By the end of Stage 1, students interact in German with their peers and teacher to exchange greetings and simple information. They use German in play-based learning contexts and classroom routines, using modelled language. They identify key words and information in simple texts, such as charts, songs and rhymes, and respond to texts, using key words, phrases, gestures, objects and other supports. They compose simple texts in German using rehearsed language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds and rhythms of spoken German, and understand how sounds are represented in German. They recognise language patterns in simple statements, questions and commands. They identify features of familiar texts, such as greetings cards, and variations in language use when greeting and addressing different people. They recognise that German and English borrow words and expressions from each other and other languages. Students understand that the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on similarities and differences between German and their own language and culture.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of German have more developed communicative skills, and knowledge and understanding of language and culture. They interact in German with their peers and teacher to exchange personal information, and participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They locate and organise key points of information from simple spoken, written, digital and visual texts, and respond to texts in English or by using modelled sentence structures in German. They compose simple texts, using modelled language and illustrations to support meaning, and create simple bilingual texts in print or digital form, such as word lists, labels or captions for the classroom. Students apply pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They understand that texts are a form of communication, and recognise parts of speech and basic word order in simple sentences. They reflect on the role of German language and culture in their own lives.

## Stage 2

By the end of Stage 2, students interact with others in German to share information and participate in guided classroom activities that involve following instructions and collaborating with peers. They locate and classify information in texts, such as recipes or menus, and respond to texts, using modelled language and graphic, visual or digital supports. They compose texts in German, using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs for the classroom.

Students recognise and reproduce pronunciation and intonation patterns, and identify sound–writing relationships. They write simple texts and identify basic elements of grammar in familiar language patterns. They recognise structure and language features in familiar texts, and variations in language use according to context and relationships between participants. They recognise frequently used loan words from English and other languages, comparing pronunciation. Students identify terms and expressions in German that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of German have more developed communicative skills, and knowledge and understanding of language and culture. They interact with others in German to share information, experiences and feelings, and participate in tasks and activities that involve collaborative planning and simple transactions. They locate and organise information from spoken, written, digital and visual texts, and respond to texts, using English or modelled language in German, in spoken, written and digital modes. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs or notices, digital picture dictionaries or word banks for the classroom and school community. Students use intonation and phrasing patterns of spoken German. They apply their knowledge of grammatical elements to describe actions, people and objects. They reflect on their experiences when interacting in German and English-speaking contexts, identifying similarities and differences in language use and behaviours.

## Stage 3

By the end of Stage 3, students interact with others in German to exchange information and opinions. They engage in classroom activities and collaborate with peers to plan a group activity or shared event. They obtain and organise information from written, spoken and digital texts, using contextual and other clues to elicit meaning, and respond to texts in German or English, using a range of formats. They compose informative and imaginative texts, linking ideas in a series of sentences, and using familiar modelled language and scaffolds. They create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation, and recognise the relationship between sounds, words and meaning. They recognise the systematic nature of German grammar rules, and use basic grammatical structures to present information. They identify how texts vary according to purpose and audience, and recognise variations in language use according to context and relationships between participants. They explore the influence of German language and culture on other languages. Students describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of German-speaking communities, and considering how this affects intercultural communication.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of German have more developed communicative skills, and knowledge and understanding of language and culture. They initiate interactions in German with others to exchange information, ideas and opinions, and collaborate with peers to make choices and arrangements, organise events and complete transactions. They locate and classify information from a range of written, spoken and digital texts, and respond to texts in German or English, using a range of formats for different audiences. They compose informative and imaginative texts for a variety of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community. Students apply the German sound system, including variations in tone, stress and phrasing. They apply basic structures and features of German grammar to present information and elaborate on meaning. They reflect on their experiences in German and English-speaking contexts, discussing adjustments made when moving from English to German and vice versa.

## **Stage 4**

By the end of Stage 4, students interact with others in German to exchange information and ideas on topics of interest, and engage in collaborative tasks and activities that involve making plans and arrangements. They identify main ideas and specific information in a range of written, spoken and digital texts, and respond in German or English to information and ideas, in a range of formats for specific contexts. They compose informative and imaginative texts for different purposes and audiences, using known linguistic structures with the support of stimulus materials and modelled language, and create bilingual texts and learning resources for the classroom.

Students apply German pronunciation and intonation patterns, including accent, rhythm and intonation, in a range of sentence types and vocabulary. They recognise elements of German grammar, including the systematic nature of verb conjugation, and use features of German grammatical structures and sentence patterns to convey information and ideas. They identify textual conventions of familiar spoken, written and multimodal texts, explaining how language use varies according to context and the relationship between participants.

Students examine how German influences and is influenced by other languages and cultures, identifying borrowed words used in German and English, and German words and phrases that have emerged in response to new technology. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in German-speaking communities. They share their reactions to intercultural experiences, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of German have more developed communicative skills, and knowledge and understanding of language and culture. They interact in German with peers and known adults on a range of topics and experiences, and engage in collaborative tasks and activities that involve planning, negotiating and making decisions. They obtain and process information from a range of written, spoken and digital texts, and respond in German or English to information and ideas on a variety of topics, events or experiences, using different modes of presentation for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community. They apply German pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They use elements of German grammar and sentence structure to express ideas in simple texts. They understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that German has evolved and

developed through different periods of influence and change, and how variations in German language use reflect different levels of formality, authority and status. Students explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, has an impact on their sense of identity and ways of communicating.

### **Students with a background in German**

Students with a background in German have more sophisticated communicative skills, and knowledge and understanding of language and culture. They interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks and activities that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and respond in German to information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply the German sound system, explaining features, including variations in tone, stress and phrasing. They apply their knowledge of German grammar to organise and elaborate on ideas and opinions, and understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that German has evolved and developed through different periods of influence and change, and how variations in German language use reflect different levels of formality, authority and status. Students analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of German contributes to their sense of identity and is important to their German-speaking cultural heritage.

## **Stage 5**

By the end of Stage 5, students manipulate German in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or German to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken German. They understand the systematic nature of German grammatical forms, and use elements of grammar to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on the German language.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of German have more developed communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in German with others to share information, feelings, opinions, ideas and points of view. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They obtain, interpret and evaluate information, ideas and opinions from a range of texts, and respond to texts in German or English, using different formats, for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply intonation and phrasing patterns in both formal and informal speech. They use complex grammatical structures to achieve sophistication in expression, and explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in German-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs. They reflect on how their own identity both influences and is shaped by ways of communicating, thinking and behaving.

### **Students with a background in German**

Students with a background in German have more sophisticated communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in German with others to discuss ideas and points of view, and participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate. They analyse written and spoken texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They respond in German to information and ideas from different perspectives, using a range of formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, experimenting with genre, textual features and stylistic devices, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply the German sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress and intonation are used to enhance the aesthetic features of texts. They apply complex grammatical structures to enhance communication and achieve particular effects. They explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in German-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students discuss how meanings vary according to cultural assumptions that German and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in German and English-speaking contexts.

# Content

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For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

In general, the examples of content in the *Communicating* strand are learning tasks (see glossary). Unlike form-focused language activities and exercises (see glossary), the learning tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms in authentic or simulated contexts.

The content has been designed to accommodate a range of student entry points and a range of learners, some of whom may have significant prior learning, experience or background in German.

In Kindergarten to Year 6, content has been developed for two broad student groups:

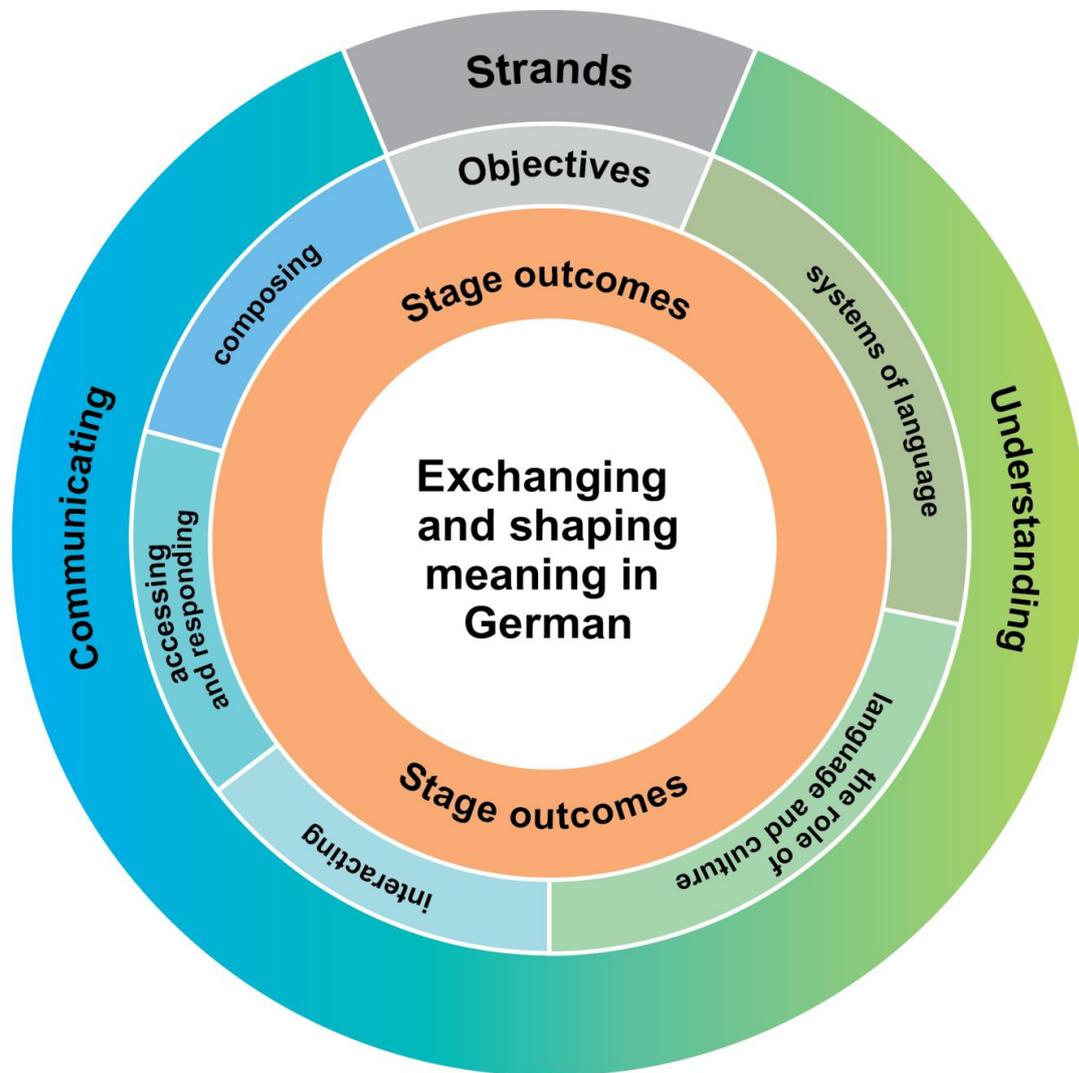
- students who are studying the language as second or additional language learners; and
- students who have prior learning and/or experience.

In Year 7 to Year 10, content has been developed and presented in four ways:

- students who are studying the language as second or additional language learners
- students who have prior learning and/or experience
- students who have experienced some or all of their formal school education in a German-speaking environment
- students undertaking a course based on Life Skills outcomes and content.

## Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



### Strands

The content of the syllabus is organised through the two interrelated strands of *Communicating* and *Understanding*, and related objectives and outcomes.

The strands reflect important aspects of language learning related to communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.

## Macro Skills

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the *Communicating* strand in the following way:

<b>Interacting</b>	<b>Accessing and responding*</b>	<b>Composing</b>
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

\* The response to texts may be in English or German depending on the outcome or content.

Listening, reading, speaking and writing skills are integral for students who are developing their acquisition of German. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *German K–10 Syllabus*.

## The Use of English

The target language is used wherever possible as the primary medium of interaction in both language-oriented and most content-oriented tasks.

English may be used for discussion, explanation or analysis and reflection, providing opportunities for students to develop metalanguage for sharing ideas about language, culture and experience.

## Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *NESA K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *German K–10 Syllabus* in the following ways.

## Aboriginal and Torres Strait Islander Histories and Cultures

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment and identify local and other Aboriginal languages, off-Country Aboriginal languages and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

## Asia and Australia's engagement with Asia

Students learning German can engage with rich content and contexts for developing their knowledge and understanding of German-speaking societies, and are provided with opportunities to make comparisons with Asian societies, languages, cultures, values and beliefs. They have opportunities to learn to communicate and interact in German in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across German-speaking and Asian cultures. They are provided with opportunities to understand that there are German-speaking communities in Europe, Australia, Asia and around the world. They can identify words and expressions that German and English borrow from each other and other languages, including Asian languages. They explore the impact on German of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students are provided with opportunities to learn how Australia is situated within the Asia region, and how Australia's linguistic and cultural identity is continuously evolving, both locally and within an international context.

## Sustainability

Learning German provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in German-speaking communities in Europe, Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within German language and culture, and across languages and cultures. Students develop their knowledge, skills and understanding about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.

## Critical and creative thinking

Students develop critical and creative thinking as they interact in German with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of German language and the cultures of German-speaking countries and making comparisons with other languages and cultures. They develop skills in creative thinking when composing informative and imaginative texts in German in different formats for a range of contexts, purposes and audiences.

## Ethical understanding

Students learning German are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They can apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in German-speaking communities, students are provided with opportunities to learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of German-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

## Information and communication technology capability

Accessing live German environments and texts via digital media contributes to the development of students' ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students interact with German speakers in digital environments, and access multimodal resources and technologies to enhance their learning. They engage with digital and multimodal texts to obtain, interpret, reorganise and present information, opinions and ideas. They can use word-processing skills to produce written texts in German. They create informative and imaginative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.

## Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Students learning German are provided with opportunities to understand that language develops and operates in a sociocultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in German and

making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They reflect on their experiences when interacting in German and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

## Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of German develops students' understanding of how languages work as systems, thereby enhancing literacy and language skills in German, as well as English. For background speakers of German, the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English.

Students learning German can make connections between spoken language and written German. They engage with German texts, using their knowledge of the language to predict the meaning of new words, and compose texts. They are encouraged to use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose informative and imaginative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between German and English textual features, and linguistic and cultural elements.

## Numeracy

Students develop numeracy capability as they communicate in German in everyday situations. They use German numbers for counting and measuring. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays, including zodiac signs, and German events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.

## Personal and social capability

Students develop personal and social capability as they interact with German speakers in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with German texts and resources to obtain, interpret and evaluate information, and creating their own informative and imaginative texts to express their ideas, opinions and beliefs.

Students explore connections between German language and the cultures of German-speaking countries in particular words, expressions and communicative behaviours, recognising and

empathising with values that are important to German-speaking communities. They are provided with opportunities to understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

## Civics and citizenship 🇦🇺

As students engage in learning German, they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students are provided with opportunities to understand the concept of community identity within the context of multicultural Australia. They explore the diversity of identities and cultural perspectives within German-speaking and other Australian communities and the diverse ways in which individuals and communities may express their cultures and identities in Australian society.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on German language and the cultures of German-speaking countries, such as media, technology, globalisation and popular culture. They can appreciate the richness of German language and culture, and the significant social, economic and cultural contributions of German-speaking communities to Australian society and the world.

## Difference and diversity 🌍

Difference and diversity comprises gender, ethnicity, ability and socio-economic circumstances.

Through their learning of German, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students are provided with opportunities to learn about diverse values, attitudes, customs and traditions in German-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in German in diverse contexts, developing understanding of the importance of using culturally appropriate language and behaviour.

The study of German fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, disability, language and ethnicity, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.

## Work and enterprise ★

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of German, students learn about the living and working conditions of German-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning German develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in German broadens future employment opportunities for students in an increasingly globalised world.

# Content for Early Stage 1

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## Communicating

### Interacting

### Outcome

#### A student:

- › interacts in simple exchanges in German LGEE-1C

### Content

#### Students:

- exchange greetings, for example: (ACLGEC103) 🌐 🗣️
  - exchanging different greetings, eg *Guten Morgen! Guten Tag! Hallo! Tschüs! (Tschüss!), Auf Wiedersehen!* 🌐 🗣️
  - participating in simple exchanges, eg *Danke! Bitte!* 🌐 🗣️
  - introducing self, using culturally appropriate gestures, eg *Ich heiße ..., Ich bin ...* 🌐 🗣️
- participate in classroom routines and follow simple instructions, for example: (ACLGEC104, ACLGEC105) 🗣️
  - participating in classroom routines, eg *Kinder! Bitte aufräumen! Bitte Hände waschen und Hut aufsetzen!* before going to lunch 🌐 🗣️
  - participating in songs, rhymes, chants and action games, eg *Alle Kinder sitzen. Alle Kinder stehen. schneiden, malen, Januar, Februar, März, April* 🌐 🗣️
  - responding to teacher instructions with actions and gestures, eg *Alle Kinder sitzen auf dem Boden* 🌐 🗣️
  - responding to simple questions, eg *Wie heißt du? Wo ist dein Bleistift? Wo ist dein Hut?* 🌐 🗣️

#### **Content for students with prior learning and/or experience**

#### Students:

- interact with teacher and peers by exchanging information, for example: 🌐 🗣️
  - talking about what they like and dislike, eg *Meine Lieblingsfarbe ist Lila. Ich mag Orangen. Ich mag Autos. Ich mag Basketball nicht.* 🌐 🗣️
  - sharing personal information about themselves and their family, eg *Ich bin fünf. Ich wohne in ... Meine Mutter heißt ... Das ist mein Bruder. Das ist meine kleine Schwester. Sie ist drei Jahre alt.* 🌐 🗣️
- participate in classroom activities by responding to instructions and taking turns, for example: 🌐 🗣️
  - learning the rules of a game or creating a new game with similar rules, eg German hopscotch, What's the time, Mr Wolf?, hide and seek, and deciding who will be 'it', who will be 'hiding' and how the game is won 🌐 🗣️
  - following directions and stating what is required for a task, eg *Was brauchst du? Hast du genug Papier? Hol deine Schere aus deiner Schultasche!* 🌐 🗣️

## Communicating

### Accessing and Responding

#### Outcomes

##### A student:

- › engages with German texts LGEE-2C
- › responds to spoken and visual texts LGEE-3C

#### Content

##### Students:

- participate in shared listening and viewing activities, for example: (ACLGEC106) 🗣️ 📺
  - following a picture book story or interactive digital text, eg *Grimms Märchen* such as *Hänsel und Gretel*, *der Froschkönig*, *die Bremer Stadtmusikanten*, or other stories such as *der Regenbogenfisch*, *die Kleine Raupe Nimmersatt*, *der Gruffelo* 📖 🗣️ 📺
  - listening to a story and a song with visual images that involve onomatopoeic sounds and discussing them, eg *Wau wau! Miau! Quak!* 🗣️ 📺
  - viewing a well-known children's song with German text through digital technologies, eg *Dornröschen*, *traditionelle Kinderlieder* such as *Alle meine Entchen*, *Die Räder vom Bus*, *Bruder Jakob*, *Backe backe Kuchen* 📺 🗣️
- respond to simple or familiar stories, songs and rhymes through actions, drawing or singing, for example: (ACLGEC108) 🗣️ 📺
  - following a familiar story and responding to questions, eg *Die Kleine Raupe Nimmersatt*, *Der Regenbogenfisch* 🗣️ 📺
  - singing and responding to a song with actions, eg *Kopf und Schulter*, *Knie und Fuß*, *Zeigt her eure Füße*, *Ich geh' mit meiner Laterne* 🗣️ 🗣️ 📺
  - performing the story of a familiar book, eg *Wir gehen auf Bärenjagd*, *Dornröschen* 🗣️ 📺
  - retelling or viewing an English and German version of a familiar print or digital text, eg 'Why I love Australia' or 'Ernie Dances to the Didgeridoo' and discussing similarities and differences 📺 🗣️

**Content for students with prior learning and/or experience**

Students:

- identify key words and specific information in simple spoken and visual texts, for example: 🗨️ 📖
  - listening to and viewing picture books and familiar multimodal stories and responding appropriately to questions to demonstrate comprehension, eg *Die Kleine Raupe Nimmersatt*, *Der Regenbogenfisch* 🗨️ 📖 📖
  - identifying words in written German from stories read to class, digital sources, posters and flashcards 🗨️ 📖 📖
  - creating a storyboard with labels, using modelled language 🗨️ 📖 📖
  
- share information from texts, using illustrations and gestures to support meaning, for example: 🗨️
  - matching simple words and/or phrases to pictures, eg cut and paste activities 📖
  - drawing a picture and explaining it, using gestures to support understanding 🗨️ 📖 🗨️
  - illustrating a character and scenes of the story/song and sequencing pictures after listening and viewing story/song again, eg *Am Montag fraß die Raupe einen Apfel* 🗨️ 📖 🗨️
  - sharing or retelling a story to peers through re-enacting using known expressions and phrases, eg *die kleine Raupe war hungrig*, *die Raupe war nicht satt*, *die Sonne scheint* 🗨️ 🗨️ 🗨️

## Communicating

### Composing

#### Outcome

##### A student:

- › composes texts in German using visual supports and other scaffolds LGEe-4C

#### Content

##### Students:

- describe objects in German using visual supports, for example: (ACLGEC107, ACLGEC109) ✨
  - describing the size, number and colour of an object around the classroom/school, eg *drei Buntstifte. Der Hut ist blau. Die Raupe ist klein.* ✨ 📱
  - using key words to annotate work samples, diagrams or photos, eg *Ich bin Anna. Ich heiße Jakob.* ✨ 📱
  - contributing to a collaborative digital class story of each child, recording and copying captions, eg *Das bin ich. Ich heiße Petra. Ich bin fünf Jahre alt.* ✨ 📱 📱
  - creating a short dialogue, eg between handmade puppets using familiar modelled language, eg *Hallo! Wie heißt du? Ich heiße Anna. Und du?* ✨ 📱 🧑
- label objects and images in German, for example: (ACLGEC111) 📱
  - drawing classroom objects using digital technology for use as labels in the classroom and around the school, eg *das Fenster, die Tür, der Tisch* 📱 📱
  - cutting and pasting words to label an image, eg food items or animals 📱
  - assigning labels to a photo, eg family members 📱

**Content for students with prior learning and/or experience**

Students:

- compose simple texts using illustrations and actions to support meaning, for example: 🌟👉
  - composing and performing a simple action chant or repetitive rap, eg *Ich kann singen. Was kannst du?* 🌟👉
  - creating a classroom calendar with relevant events, eg *Tag der Deutschen Einheit, Geburtstage* 🌟🌐👉📅
  - creating a puppet play, diorama, construction toys scene or playdough characters to retell a story, eg making puppets from wooden sticks to dramatise a story such as *Die Kleine Raupe Nimmersatt* or *Hänsel und Gretel* 🌟👉
  - making a simple game and display for classroom use, eg colour name cards, number cards, classroom items, creating ABC posters with pictures, eg *A wie Apfel, E wie Elefant* 🌟📄👉
  - creating a simple card for specific purposes such as Mother's Day, eg *Alles Liebe zum Muttertag* 🌟👉
  
- create bilingual word lists and labels for the classroom, for example: 🌟👉
  - labelling classroom objects in German and English, eg *das Fenster* for the window, *der Stuhl* for the chair 🌟👉
  - creating a bilingual picture dictionary 🌟👉
  - creating word walls and displays of events by drawing and/or using digital tools that display simple vocabulary, eg *unser Sportfest, schnell, langsam, das Musikkonzert, die Violine, die Noten, das Lied* 🌟📄👉

# Understanding

## Systems of Language

### Outcomes

#### A student:

- › recognises spoken German LGEE-5U
- › recognises the difference between statements, questions and commands in German LGEE-6U
- › recognises that there are different kinds of texts LGEE-7U

### Content

#### Students:

- recognise the sounds of German, for example: (ACLGEU114) 🗣️
  - learning the rhythm of German, eg recognising and experimenting with sounds and rhythms like 'ch' (*ich* or *acht*), 'u' (*du*), 'r' (*rot*) and 'z' (*zehn*) 🌐 🗣️
  - recognising that statements and questions have different intonation patterns 🗣️
  - developing pronunciation, phrasing and intonation skills through singing, reciting and repeating in context, eg *von 1 bis 20 zählen*, *das ABC aufsagen* 🌐 🗣️ 📄
- recognise the structure of statements, questions and commands in German, for example: (ACLGEU115) 🗣️
  - recognising basic word order, such as subject/verb, eg *Ich male. Er spielt. Sie tanzt.* 🗣️
  - understanding the difference between statements, questions and commands, eg *Wo ist die Toilette? Das ist die Toilette.* 🗣️ 🗣️
  - recognising requests, eg *Hände waschen! Hut aufsetzen!* 🗣️
  - recognising questions, eg *Wie alt bist du? Wer ist das? Was ist das? Wo ist Peter?* 🗣️
  - indicating affirmative and negative responses, eg *ja/nein* 🗣️
- understand that some German and English words are similar, for example: (ACLGEU118) 🗣️ #
  - comparing pronunciation and intonation of German loan words with English pronunciation and vice versa, eg *Kindergarten, Hamburger, Brezel, Auto, Computer, Taxi* 🌐 🗣️ #
- understand that language is organised as 'text', for example: (ACLGEU116) 🗣️
  - recognising that texts are made up of words and groups of words to make meaningful sentences that make sense, eg *Es sind 20 Kinder in Klasse KP* 🗣️ 📄
  - understanding that texts can be spoken, written, digital, visual or multimodal and can be short or long, eg a hand gesture to signal *Stopp!* or *Komm her!* 🗣️ 🗣️ 📄
  - identifying familiar text types such as songs, rhymes, picture books, games, family trees and tables, and responding to key features, eg *Titel, Seite* and *Bild* 🗣️ 🌐 🗣️ 📄

**Content for students with prior learning and/or experience**

Students:

- recognise and use features of the German sound system, including accent, rhythm and intonation, for example: 🗣️
  - recognising accent, rhythm and intonation when listening to stories 🌐 🗣️
  - pronouncing *Umlaut* and *ß* sounds in words accurately, eg *Bär, schön, süß* 🌐 🗣️
  - recognising that English and other languages have borrowed German words, eg *Strudel, Glockenspiel* ⚙️ 🌐 🗣️
  
- identify the function of statements, questions and commands in German, for example: 🗣️
  - understanding basic word order in statements, eg subject-verb-object ⚙️ 🗣️
  - understanding commands, eg *Pass auf! Ruhe, bitte!* ⚙️ 🗣️
  - recognising that there are different question words, eg *Wer hat heute Geburtstag? Wie alt bist du? Was machst du? Wie viele Geschwister hast du?* ⚙️ 🗣️
  - asking questions using different question words, eg *wer, wie, was, wo, wann* ⚙️ 🗣️

## Understanding

### The Role of Language and Culture

#### Outcome

##### A student:

- › recognises other languages and cultures in their immediate environment and the world LGEE-8U

#### Content

##### Students:

- understand that German is one of the many languages spoken in Australia, for example: (ACLG EU118) 🌐 🗺️ 🗣️ 📺
  - discussing where students can hear German spoken, eg German restaurants, supermarkets, audio books, radio and other media sources 🌐 🗺️ 🗣️ 📺
  - discussing that German is widely spoken around the world and identifying those countries on a map 🌐 🗺️ 🗣️ 📺
  - identifying local Aboriginal languages 🗣️ 🗺️ 📺
  - discussing the various languages spoken by their peers, eg Chinese, Italian, Greek, Aboriginal languages, and creating a data display 🗣️ 🗺️ 📺 📊
- recognise that there are cultural practices that differ from their own, for example: (ACLG EC119) 🌐 🗣️ 📺
  - understanding that learning German involves ways of using language that may be unfamiliar, eg using *Guten appetit!* before commencing a meal, using *danke* to thank or when refusing an offer or using *bitte* after being thanked 🗣️ 🌐 🗣️
  - discussing cultural backgrounds of peers and their families, and sharing knowledge of own cultural background 🌐 🗣️ 📺
  - sharing knowledge about celebrations in their own culture, and making comparisons with celebrations in German-speaking and other communities, including Aboriginal and Torres Strait Islander communities, eg *Heilig Abend*, *Karneval*, NAIDOC events/ceremonies 🗣️ 🗣️ 📺
  - inviting parents and other community members to share stories and experiences 🗣️
  - understanding that gestures differ across cultures, eg shaking hands is generally more common in German-speaking countries than in Australia and omission to do so may be considered impolite from a German perspective 🗣️ 🌐 🗣️ 📺

#### **Content for students with prior learning and/or experience**

##### Students:

- describe aspects of self and their family background, for example: 🌐 🗣️ 📺
  - creating and presenting a personal profile, using drawings, images or photos, including where their family is from, who speaks German and/or other languages or dialects at home 🗣️ 🌐 🗣️ 📺
  - discussing elements of German-speaking identity, eg food, early start to the school day 🗣️ 📺

# Content for Stage 1

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## Communicating

### Interacting

### Outcome

#### A student:

- › participates in classroom interactions and play-based learning activities in German LGE1-1C

### Content

#### Students:

- interact with teacher and peers to exchange greetings and information, for example: (ACLGEC103) 🌐👤
  - using appropriate greetings at occasions, eg exchanging simple greetings, thanks and good wishes using formulaic expressions, eg *Ich heiße ... Und du? Guten Morgen! Auf Wiedersehen! Danke! Guten Appetit!* 🌐👤
  - using simple statements to describe themselves, eg *Ich bin fünf. Ich wohne in ...* 🌐👤
  - expressing likes and dislikes, eg *Ich mag ... (nicht). Meine Lieblingsfarbe ist Grün.* 🌐👤
  - sharing ideas about people and belongings, eg *Mein Teddy heißt ... Das ist meine Schwester. Das ist mein Ball.* 🌐👤
  - interacting in a simple dialogue, eg *Wie alt bist du? Ich bin sechs Jahre alt.* 🌐👤
  - teaching a German song to students from another class 🌐👤🎵
- participate in classroom routines and activities, for example: (ACLGEC104, ACLGEC105) 🌐👤👤
  - using German for everyday routines such as roll call, eg *Wo ist Alex? Ich bin hier!* 🌐👤
  - engaging in classroom routines, such as finding items necessary to complete activities and associated verb games, eg *Das ist eine Schere. Ich schneide*, using nonverbal gestures and actions to demonstrate 🌐👤
  - playing a game, such as *Hatschi Patschi*, *Hier ist Platz*, *Lotto* and *Stille Post* and using associated language, eg *Wer ist dran? Ich bin dran.* 🌐👤
  - forming groups using numbers or colours, eg *Gruppe 2 ist hier. Blau ist hier.* 🌐👤
  - making choices in routine activities, such as the selection of a song from the class songbook, eg *Was singen wir heute?* 🌐👤👤
  - making and responding to polite requests, eg *Ich möchte ..., bitte. Danke. Bitte schön! Darf ich bitte zur Toilette gehen?* 🌐👤👤
  - participating in a game and an activity that involves guessing, matching and choosing objects, such as bingo or go fish using modelled and rehearsed questions and responses, eg *Hast du ein/e ...? Nein, ich habe kein/e ... Ja, ich habe ein/e ...* 🌐👤👤

### **Content for students with prior learning and/or experience**

Students:

- interact with teacher and peers to exchange personal information, for example: 🌟 🗣️
  - initiating an interaction with a peer from another class or grade, eg *Was ist deine Lieblingsfarbe? Magst du Rot?* 🌟 🗣️
  - introducing self to peers, students from older grades or different schools, eg *Ich bin Martina. Ich bin in der zweiten Klasse.* 🌟 🗣️
  - engaging in an exchange via technology with a buddy class in a German-speaking country 🌟 🗣️ 📺
  - using pictures or digital images to communicate impromptu ideas, eg picture of a giraffe  
*Die Giraffe hat einen langen Hals und eine rosa Zunge. Sie ist gelb und hat braune Flecken. Giraffen leben in Afrika.* 🌟 🗣️ 📺
  
- participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission, for example: 🌟 🗣️
  - following classroom instructions and routines, eg *Das Papier in den Recyclingbehälter, bitte. Der Apfelkern gehört in die Biotonne.* ↕️ 🌟 🗣️
  - participating in a game, such as memory, bingo and asking questions or making requests, eg *Was ist das? Wer hat ...? Wo ist ...? Ich möchte ..., bitte.* 🌟 🗣️
  - discussing an experience, eg an excursion or a sports carnival 🌟 🗣️

# Communicating

## Accessing and Responding

### Outcomes

#### A student:

- › identifies key words and information in simple texts LGE1-2C
- › responds to texts using a range of supports LGE1-3C

### Content

#### Students:

- locate specific items of information in texts, such as charts, songs, rhymes or lists, for example: (ACLGEC106) 🌟 🗣️
  - recognising some words in familiar contexts, such as labels, titles, captions or posters, eg *der Apfel, zehn, die Schere, der, die, das* 🗣️
  - recognising specific words and expressions in spoken texts and responding with a gesture like clapping, eg clap when you see the word/phrases *Mutter, der, die Sonne scheint* 🗣️
  - demonstrating understanding by labelling, pointing, matching, miming, using facial expressions and actions 🌟 🗣️
  - listening for key words in stories, rhymes and songs such as colour, number, family members, eg *der große Hund, die gelbe Banane* 🌟 🗣️
  - listening to a conversation, eg about shopping and identifying, drawing or listing items that need to be purchased, eg *drei Gurken, sieben Tomaten, eine Ananas* 🌟 🗣️
- respond to texts using key words or phrases in English or German, or gestures, drawings and other supports, for example: (ACLGEC108) 🌟 🗣️
  - drawing a picture from the descriptions provided in a spoken text, eg *Der Junge hat grüne Haare. Er hat ein blaues T-shirt und eine orange Hose an.* 🌟 🗣️
  - using gestures or pointing to pictures to demonstrate understanding of questions, eg *Wo ist die kleine Schwester? Wo ist der große Bruder? Wo ist die Oma? Wie heißt sie?* 🌟 🗣️ 🗣️
  - engaging with visual and printed texts by responding in German or English to questions using key words or phrases, eg *Was isst die kleine Raupe am Montag? An welchem Tag hat sie Bauchweh?* 🌟 🗣️
  - expressing a personal opinion, eg *Schade! Toll!* 🌟 🌐 🗣️
  - reading or viewing English and German versions of a familiar print or digital text, eg *Spot/Flecki* or *Bob the Builder/Bob der Baumeister* 🌟 🗣️ 🗣️
  - labelling a series of related and unrelated visuals, such as labelling classroom equipment and animals, eg *der Bleistift, der Löwe* 🗣️

### **Content for students with prior learning and/or experience**

Students:

- locate and organise key points of information from simple spoken, written, digital and visual texts, for example: 🌐 🗣️
  - sequencing a series of images from a familiar story and providing supporting verbal explanations, eg re-creating a familiar story such as *Wo die wilden Kerle wohnen* 🌐 🗣️
  - creating and using a calendar to share knowledge about dates for upcoming celebrations or events, eg birthdays, Chinese New Year, German celebrations, school terms, Grandparents' Day, Earth Hour and Clean Up Australia Day 🌐 📅 🌐 🗣️ 📱 🗣️
  
- respond to texts using English, or modelled sentence structures in German, or illustrations to support meaning, for example: 🌐 🗣️
  - answering questions about a classroom presentation, eg who they are, where they live, what their interests are 🌐 🗣️ 🗣️
  - expressing personal opinions of a text, eg *Der Wolf ist böse.* 🌐 🗣️ 🗣️
  - reporting the findings of a survey of their peers about a topic of interest, eg *Lieblingsobst der ersten Klasse. Wie kommst du zur Schule?* 🌐 🗣️ 🗣️
  - responding to German version of a familiar children's story or traditional folktale and re-enacting the plot using puppets, props or actions, eg *Dornröschen, Der Gruffelo* 🌐 🌐 🗣️

# Communicating

## Composing

### Outcome

#### A student:

- › composes texts in German using rehearsed language LGE1-4C

### Content

#### Students:

- compose simple texts using familiar words, phrases and patterns, for example: (ACLGEC107, ACLGEC109) 🌟 🗨️
  - creating a book about familiar topics, eg *Das bin ich! Meine Familie und Freunde, Die Farben, Die Zahlen and Die Tiere* 🌟 🗨️
  - using a story map for sharing imaginative experiences, eg going on a journey that Max went on in *Wo die wilden Kerle wohnen* 🌟 🗨️
  - creating a short dialogue of texts between characters, dolls, puppets, toys, eg *Hallo, Anna! Wie geht's?* 🌟 🗨️ 🎭
  - communicating about self and the immediate environment using simple sentence patterns, familiar vocabulary, supporting resources and gestures, eg *Ich bin in der ersten Klasse. Das ist mein Rucksack.* 🌟 🗨️ 🎭
- label objects and caption visual texts, for example: (ACLGEC111) 🌟 🗨️
  - creating bilingual labels for classroom objects, places around the school or items around the house, eg *die Bibliothek, die Kantine, das Klassenzimmer, der Schulhof* 🌟 🗨️
  - creating a labelled collage from brochures, magazines or drawings, such as rooms of a house, eg *die Küche, der Garten, das Kinderzimmer* 🌟 🗨️
  - compiling and displaying illustrated class German–English and English–German dictionaries and/or alphabet posters of classroom language and key vocabulary and phrases 🌟 🌐 🗨️

#### **Content for students with prior learning and/or experience**

#### Students:

- compose simple texts using modelled sentence structures and illustrations to support meaning, for example: 🌟 🗨️
  - making and composing messages on a card, eg Mother's Day, Father's Day 🌟 🗨️
  - drawing a self-portrait and writing a description, eg *Ich bin Dieter. Ich bin ein Junge. Ich bin sportlich. Ich spiele gern Fußball.* 🌟 🗨️
  - describing family members using a family photo from home, eg *Das ist meine Oma. Sie ist alt. Sie backt Kuchen.* 🌟 🗨️
- create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom, for example: 🌟 🗨️
  - making a poster of classroom rules in English and German 🌟 🗨️
  - creating a bilingual word bank that can be referred to and accessed for writing and labelling, such as colour words, numbers or simple words needed for everyday writing, eg *ich, bin, kann, mag, blau, schwarz, drei, der, die, das, die Haustiere* 🌟 🗨️
  - producing a simple multimodal text that describes images, eg *Die Sonne scheint. Das Mädchen lacht.* 🌟 🖼️ 🗨️

## Understanding

### Systems of Language

#### Outcomes

##### A student:

- › recognises and reproduces the sounds of German LGE1-5U
- › recognises German language patterns in statements, questions and commands LGE1-6U
- › recognises features of familiar texts LGE1-7U

#### Content

##### Students:

- recognise the sounds and rhythms of spoken German, for example: (ACLGEU114)
  - understanding that although German and English use the same alphabet there are additional letters in German: the *Umlaut* to alter the pronunciation of particular vowels (*ä, ö, ü*), eg *Bär, Löwe, Nüsse* and the *ß*, eg *süß*
  - developing pronunciation, phrasing and intonations skills by singing, chanting, reciting and repeating words and phrases, eg *Das gerade Lied* or *Backe backe Kuchen*
  - building phonic awareness by recognising and experimenting with sounds and rhythms, eg 'ch' in *ich/dich*, 'r' in *ring und rot*, 'z' in *zahn und zehn*
  - pronouncing names in German and English, eg John is *Johannes*
  - building familiarity with the German alphabet and sound-letter correspondence through singing *das Alphabetlied*
  - identifying and naming letters, tracing words, and playing alphabet and spelling, eg *Ich sehe was, was du nicht siehst* using initial sounds or *Galgenmännchen* hangman
  - understanding and pronouncing additional sounds of 'ei' in *drei*, 'ie' in *Biene*, 'au' in *Auto*, 'ß' and 'ü' in *süß*
- understand basic German sentence structure and recognise some key elements of German grammar, for example: (ACLGEU115)
  - recognising that German has multiple words for 'the' and 'a/an', eg *der, die, das, ein, eine*
  - recognising that all nouns are capitalised in German, eg *der Hund, die Katze, das Pferd*
  - recognising the first elements of grammar, such as simple verb forms, definite articles and pronouns to identify and describe people and objects in the family and school, eg *Er hat ein Buch. Ich mag Schokolade. Das Mädchen springt.*
  - recognising basic word order in simple sentences, such as subject-verb-noun, eg *Ich lese Bücher. Er spielt Fußball. Sie schneidet Papier.*
  - identifying people, animals and things using an article and a concrete noun, eg *der Lehrer, eine Freundin* or a gender-specific pronoun, eg *er, sie, es*
  - describing people, animals or objects using *bin/bist/ist* and an adjective, eg *Ich bin klein. Der Bär ist braun. Das Buch ist neu.*
  - understanding and describing actions using verbs, eg *gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, sitzen, stehen, hören, spielen* and *wohnen*
  - negating verbs and adjectives using *nicht*, eg *Das Haus ist nicht groß. Der Tiger ist nicht rot und gelb.*
  - understanding and using some question words and the intended/related answer in limited contexts, including *was* for an object, *wer* for a person, *wie* for manner, *wo* for a place, *wann* for a time and *wie viele* for quantity

- recognise that German and English borrow words and expressions from each other and other languages, for example: (ACLGEU118) 🌐🗣️🔗
  - recognising English loan words in German and vice versa, and matching words with pictures, from German, eg *hamburger, schnitzel, pretzel, kindergarten* and from English *das Baby, das Handy* 🌐🗣️🔗
  - recognising loan words from other languages, eg *Biologie, Logik, das Appartement, das Museum, Sushi* 🌐🗣️🔗
- understand that there are different types of text with particular features, for example: (ACLGEU0116) 🗣️
  - understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, eg a hand signal or gesture for *Stopp!* and *Da ist es!* or much longer, eg a story or film 🗣️
  - recognising that different types of texts have different features, eg rhythm and repetition in action songs and rhymes 🗣️
  - comparing similar texts in German and English, such as counting games or simple maps, identifying elements in the German texts which look or sound different, eg *Orangen* and *Bananen* are similar in English 🗣️
  - recognising how texts such as picture books are sequenced and organised and identifying the main title and the connections between pictures and print 🗣️
  - identifying familiar text types such as songs, rhymes, picture books, games, family trees and tables, and naming key features, eg *das Buch, der Titel, die Seite* and *das Bild* 🗣️

### **Content for students with prior learning and/or experience**

Students:

- apply German pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example: 🗣️
  - recognising that loan words are derived from a variety of languages, eg *der Trend, das Coaching* (English), *das Croissant, das Restaurant* (French), *das Drama* (Greek), *das Konto, die Spaghetti* (Italian) 🗣️
  - participating in shared reading with the teacher or recording text, focusing on language conventions such as questions, commas, full stops and paragraphs 🗣️🗣️
- recognise parts of speech and understand basic rules of word order in simple sentences, for example: 🗣️
  - developing metalanguage for communicating about language, eg *(der) Ball ist ein Nomen. Kleben ist ein Verb. Klein und blau sind Adjektive.* 🗣️
  - creating cohesion and flow in dialogue using conjunctions, eg *aber, oder* and *und* 🗣️
  - distinguishing the difference between the formal and informal forms, eg *Herr Braun, können Sie mir bitte helfen? Heh, Max, du bist toll!* 🗣️
  - understanding that the level of detail required can vary depending on the context, eg *Ich bin fünf. Ich bin sechs Jahre und drei Monate alt. Ich bin fast sieben.* 🗣️
  - using emotive words, eg *Es geht mir gut. Mir ist schlecht.* 🗣️
  - using past tense verbs, eg *Ich habe gestern Fußball gespielt. Wir waren am Sonntag im Zoo.* 🗣️
  - expressing needs and wants using modal verbs, eg *Ich möchte schwimmen gehen. Ich habe Hunger und ich muss etwas essen. Ich will nicht singen.* 🗣️
  - using the possessive adjectives *mein/e* and *dein/e* or a form of *haben* and an indefinite article to express a relationship to a person or object, eg *Das ist mein Bleistift. Ich habe einen Bruder.* 🗣️

## Understanding

### The Role of Language and Culture

#### Outcome

##### A student:

- › recognises similarities and differences in communication across cultures LGE1-8U

#### Content

##### Students:

- recognise that the ways of greeting and addressing others vary in different cultural and social contexts, for example: (ACLGEU117) 🌐 🗣️
  - recognising different forms of address and greetings, depending on time of day and the gender and social status of participants, eg first names with peers *Tag, Monika! Nacht, Papa!* and *Guten Morgen, Frau Schmidt!* and *Guten Abend, Herr Mayer!* for adults or teachers 🌐 🗣️ 📅
  - recognising that there can be different forms of address for the same person, eg *Mama, Mutti, Mutter, Opa, Großvater* 🌐 🗣️ 📅
- understand that language and culture are closely connected, for example: (ACLGEU119) 🌐 🗣️ 📅
  - understanding that learning and using German involves becoming familiar with some different ways of communicating, eg the use of the informal (*du*) and formal (*Sie*), and also some ways of thinking about things and behaving that may be unfamiliar, eg *Guten Appetit!* before a meal or saying *danke* when refusing an offer 🌐 🗣️ 📅
  - exploring and mapping the range of languages and cultures at school and in the local community, eg local Aboriginal languages and cultures, Asian languages and world languages 🗣️ 🌐 📅
  - recognising ways in which people express their culture through music, dance, food, traditional stories, games and celebrations, eg *Schultüte* for a child beginning school, *Heilig Abend* 🌐 🗣️ 📅
- identify what may look or feel similar or different to their own language and culture when interacting in German, for example: (ACLGEC112, ACLGEC113) 🌐 🗣️
  - reflecting on what sounds, looks or feels similar or different to their own language and culture when interacting in German, eg recognising that some German language use is similar to English, like greetings used according to the time of day and the formality of a situation, eg *Guten Morgen!* and *Morgen! Tag! Hallo!* 🗣️ 🌐 📅
  - recognising similarities and differences in cultural practices, eg a child beginning school is celebrated with a *Schultüte* or a German speaker wishes others luck, eg *Ich drücke dir die Daumen.* 🗣️ 🌐 📅

**Content for students with prior learning and/or experience**

Students:

- reflect on the role of German language and culture in their own lives, for example: 🌐 🇩🇪
  - describing what languages they know and are learning, eg 'I can speak English and Arabic.' 'I am learning German.', and comparing it to their own language and culture 🌐 🇩🇪 🇬🇧
  - discussing the use of German language and German-speaking cultures in their own lives as a means of communicating with friends and relatives, participating in cultural events, food preferences, overseas travel, eg a German restaurant visit in Australia, a trip to Germany 🌐 🇩🇪
  - recognise visible expressions of identity, eg flags, maps, traditional dress, games, food, landmarks 🌐 🇩🇪 🇬🇧
  - exploring cultural symbols and practices through crafts, games and baking, eg *Plätzchen backen, ein Pfefferkuchenhaus schmücken, Schnitzeljagd, eine Schultüte basteln* 🇩🇪 🇬🇧

## Content for Stage 2

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### Communicating

### Interacting

### Outcome

#### A student:

- › interacts with others to share information and participate in classroom activities in German LGE2-1C

### Content

#### Students:

- interact with teacher and peers in guided exchanges, for example: (ACLGEC120) 🌟 🗺 🗺
  - introducing self to class, using formal spoken language, eg *Guten Tag! Ich heiße ...*, and appropriate nonverbal language 🌟 🗺 🗺
  - asking and answering questions and responding to formulaic expressions, eg *Tut mir leid! Hilfe, bitte! Entschuldigung! Danke schön! Bitte schön! Wie heißt du?* 🗺 🗺
  - asking and answering questions relating to concepts such as time, place, number, days of the week, months and seasons, eg *Wann spielst du Basketball? Wer hat im August Geburtstag?* 🌟 🗺 🗺
  - composing simple correspondence, eg letters, notes, emails, invitations or birthday cards in written or digital form to exchange information with German-speaking students about self, friends or family using modelled sentences 🌟 🗺 🗺 🗺
- participate in activities with teacher support that involve following instructions and interacting with peers, for example: (ACLGEC121, ACLGEC122) 🌟 🗺
  - responding to teacher instructions and participating in classroom routines, eg *Schlagt die Bücher auf Seite 22 auf.* 🌟 🗺
  - preparing a German item for a school performance, eg song, simple rhyme or *Hänsel und Gretel* play 🌟 🗺 🗺
  - participating in guided activities such as group/pair language activities, games and sports, eg *Simon sagt* 🗺 🗺
  - creating a voice-over for a simple puppet show, eg *Es war einmal ...* 🌟 🗺 🗺
  - participating in a real or virtual transaction, eg choosing a present for a friend, shopping for food for a German meal 🌟 🗺 🗺

### Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to share information, experiences and feelings, for example: 🌟👤
  - participating in a shared blog, exchanging information with students from a buddy school, eg describing their interests, hobbies and preferences, describing their school and school routine 🌟📱👤👤
  - discussing weekend/holiday activities and shared experiences, using conjunctions, eg *und*, *aber*, *also*, adjectives and using past tense for verbs 📱👤
  - sharing pictures and experiences relating to an actual or virtual trip to Germany, eg pictures of food, a house, garden, toys, sightseeing places and experiences 📱👤
  - describing an artwork, including examples of Aboriginal or Asian art incorporating language for colour and subject of the artwork, eg *Die Farben sind Rot, Gelb und Braun. Die Linien sind mit Punkten gemalt.* 🖐️🌟👤👤
  - seeking feedback on work, eg artwork, multimodal texts, oral presentations or speeches, using expressions such as *Was kann ich besser machen?* 🌟👤
  - interacting with others to invite, congratulate or thank someone via email, letter or text message 🌟📱🌐👤
  
- participate in classroom activities and collaborative tasks that involve planning or simple transactions, for example: 🌟👤
  - planning with peers to produce a publicity flyer for an upcoming cultural or sporting event, using digital media 🌟📱👤👤
  - working collaboratively to plan and present a cultural item, eg celebrating a festive occasion by performing a song or dance for the school community 🌟🌐👤👤
  - working collaboratively to create a book (digital or print) describing their siblings, homes, pets and activities to be used by their peers, eg *Ich habe einen Bruder und zwei Schwestern. Wir haben einen Hund und vier Vögel. Ich wohne in einer Wohnung. Ich schwimme gern* or about their school which includes labelled pictures and maps 🌟📱👤👤👤
  - participating in a group activity involving scenarios, eg buying food or goods or ordering a meal, making requests in appropriate ways, and paying for transactions, eg *Können Sie mir helfen?* 🌟🌐👤📱👤

# Communicating

## Accessing and Responding

### Outcomes

#### A student:

- › locates and classifies information in texts LGE2-2C
- › responds to texts in a variety of ways LGE2-3C

### Content

#### Students:

- obtain specific information from texts, for example: (ACLGEC123) ✨👉
  - viewing, listening to or reading simple texts to locate key points of information and known phrases, eg identifying the phone number in a recorded message, identifying names and ages from short personal profiles ✨👉
  - comparing English and German versions of the same text, eg *Die kleine Raupe Nimmersatt* and *The Very Hungry Caterpillar*, identifying cognates, words they can guess, and exploring similarities and differences ✨👉
  - identifying key words in familiar text types, eg a floor plan, map or calendar, by recognising textual features, including bigger font for the name of the capital city or country on a map ✨👉
  - using an information chart to obtain information, such as a using a football league table to find the names of German football teams and locating the place they represent on a map of Germany, or information about a team, eg *gewinnen, verlieren, Punkte, Tore, Wie viele Punkte hat Borussia Dortmund? Welches Team ist auf Platz elf?* ✨🌐📊👉📱
  - gathering information about a fellow student, German speaker or famous identity, eg German football player, to compile in a modelled format, such as *Steckbrief* with *Name, Alter, Geburtstag, Geburtsort, Hobbys, Beruf, Trikotnummer, Verein, Größe* ✨📊👉
  - comparing information about activities and practices across cultures, by reading, viewing or listening to texts relating to aspects of life in countries including Australia, Germany and Asia, eg homes, schools, timetables, canteen menus, extracurricular activities, sports, recycling ✨🌐👉📱📺
- respond to texts using graphic, visual and digital supports, or in English or German, using simple statements, for example: (ACLGEC125) ✨📊👉
  - reporting the findings of a survey on families, pets, likes and dislikes, sports or other activities, and using picture or column graphs to display results ✨👉📊📱
  - describing a fairytale or film character, by selecting simple descriptive modelled statements to answer simple questions or choosing simple statements to use as captions for their drawings, eg *Der große, böse Wolf ist grau! Rotkäppchen trägt einen Korb!* ✨👉
  - retelling a story that has been explored by participating in simple plays, eg *Der Regenbogenfisch: Hallo! Ich heiße Regenbogenfisch. Ich heiße Roter Fisch.* ✨👉
  - retelling the basic plot of a narrative, or making summary statements using modelled structures and picture prompts, eg *Shrek und Fiona sind im Schloss.* ✨👉📱
  - labelling aspects of daily routines or weather, selecting captions or assigning word bubbles, including expressions of time, eg going to school in the morning with a clock displaying *acht Uhr* and the words *Ich gehe in die Schule* or *Es regnet!* ✨👉📱

- creating a profile of a favourite character from a text, including features such as name, age, likes and dislikes and appearance 🗨️ 📄 📱

### **Content for students with prior learning and/or experience**

Students:

- locate and organise information from spoken, written, digital and visual texts, for example: 🗨️ 📄 📱
  - recognising character traits or behaviours in texts, eg children’s stories that reflect German culture and traditions 🗨️ 🌐 📄
  - reordering and annotating visual representations of a process, eg following a recipe or conducting an experiment 🗨️ 📄
  - reading or viewing an authentic print or digital text, eg advertisements, catalogues to locate familiar words, and categorising information by type, shape, function, colour, target audience or capacity for recycling 🗨️ 📄 📱
- respond in English or German to texts, using spoken, written and digital modes, and models, for example: 🗨️ 📄 📱
  - listening to a report of an event, eg a festival or family celebration, and using a timeline to sequence elements 🗨️ 📄 📱
  - sequencing elements of a cartoon or simple narrative, which could include local Aboriginal stories by creating a storyboard using pictures and captions 🗨️ 📄 📱
  - conducting a survey or interviewing German-speaking people in the community and using graphs and charts to display results to the class, eg *Woher kommen Sie? Seit wann wohnen Sie in Australien? Warum leben Sie in Australien?* 🗨️ 🌐 📄 📱
  - reading a picture book and writing a book review, using modelled language 🗨️ 📄

## Communicating

### Composing

#### Outcome

##### A student:

- › composes texts in German using modelled language LGE2-4C

#### Content

##### Students:

- compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLGEC124, ACLGEC126) 🌟📱🗣️
  - creating a simple oral text describing themselves, their interests, friends or family, using visual supports or objects 📱🗣️
  - composing a text such as a blog, email or postcard based on modelled examples to communicate key information, eg significant places in Germany or Australia 🌟📱🗣️
  - collaborating to create and perform a new version of a traditional or contemporary text, eg a simple script of a play for the German fairytale *Die Bremer Stadtmusikanten* 🌟🗣️
  - creating and illustrating a short imaginative text designed to amuse or entertain using digital technologies, eg *Mein Traumhaus (Ich wohne in einem Schloss. Mein Schloss ist sehr alt, groß und schön)* or a fantasy story featuring imaginary creatures 🌟📱🗣️
  - creating a shared digital photo story about an imaginary family, eg *Das ist mein Papa. Das ist meine Mama. Das ist meine Schwester.* 🌟📱🗣️👤
- create bilingual texts for the classroom, such as descriptions and signs, for example: (ACLGEC128) 🌟📱🗣️
  - performing a bilingual version of a familiar song, eg *Kopf, Schulter, Knie und Fuß* alternating between the two languages and switching key words in repeated phrases 🌟🗣️
  - creating simple activities that involve alternating or combining repeated words or phrases in German and English, eg verbs, questions words or months of the year 🌟🗣️
  - creating classroom signs for various classroom resources and features, eg *die Tür, das Fenster, die Stifte, die Scheren* 📱🗣️
  - creating a multimodal or print bilingual dictionary that includes visual cues and representations 🌟📱🗣️

#### **Content for students with prior learning and/or experience**

##### Students:

- compose texts using formulaic expressions, modelled language and visual supports, for example: 🌟📱🗣️
  - composing and illustrating a simple narrative about a day in the life of an imaginary person, animal or fictional character, using digital media to share with peers and German-speaking contacts, using both language and images to achieve particular effects 🌟🗣️
  - producing and presenting an illustrated or multimodal text using a modelled structure, eg an acrostic poem based on their first name 🌟📱🗣️👤
  - plotting a storyline, considering the main characters or how the story is interesting to the reader 🌟🗣️
  - rewriting the ending of a familiar story or fairytale 🌟🗣️

- create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example: 🛠️💻🎓
  - producing a bilingual school map and bilingual signs (German or English) for German visitors 🛠️🎓
  - creating a digital picture dictionary diagram of the landscape in the playground or items in the classroom 🛠️💻🎓
  - creating a bilingual text, eg classroom posters that involve school rules, an invitation for community members to attend a school event or promoting recycling ♻️🛠️💻🎓

# Understanding

## Systems of Language

### Outcomes

#### A student:

- › recognises pronunciation and intonation patterns of German LGE2-5U
- › demonstrates understanding of elements of German grammar in familiar language patterns LGE2-6U
- › demonstrates an awareness of how familiar texts are structured LGE2-7U

### Content

#### Students:

- reproduce pronunciation and intonation and recognise sound–writing relationships, for example: (ACLGEU131)
  - understanding that intonation patterns create different meanings, eg *Du bist acht.* (statements), *Du bist acht?* (questions) and *Du bist acht!* (exclamations)
  - recognising and practising short and long vowel sounds, eg *ja, rot, singen, Sport, Winter, zwei*
  - recognising and using the *Umlaut* and *ß* to pronounce and write familiar German words
  - recognising how the *Umlaut* changes the vowel sound when encoding and decoding familiar German words, ‘ä’ is ae, ‘ö’ is oe, ‘ü’ is ue
  - making comparisons between the use of graphemes (letters) and phonemes (sounds) in English and German, eg ‘v’ is *fau*
  - recognising the differences in pronunciation between English and German versions of loan words, eg *hamburger* vs *Hamburger*
- understand and identify elements of basic grammar and sentence structure, for example: (ACLGEU132)
  - understanding concepts, such as a noun, verb and adjective
  - using present tense forms of irregular verbs such as *haben* and *sein*, and recognising similarities to the English verbs ‘to have’ and ‘to be’
  - identifying and following rules for conjugating regular verbs for common subjects, eg *ich (-e), du (-st), er/sie/es (-t), wir (-en), ihr (-t) and sie (-en)*
  - following patterns of word order and sentence structure, and using negation when creating sentences to express own meanings, eg *Ich mag Apfelsinen aber ich mag Bananen nicht.*
  - understanding that subject–verb inversion creates a question, eg *Magst du Sport?*
  - using simple connectives, such as *und, aber, oder, auch* to create a list or join sentences, eg *Mein Auto ist rot, gelb und klein.*
  - recognising the link between a noun’s gender and its definite article, indefinite article and nominative pronoun, eg *der Bruder/ein Bruder/er, die Schwester/eine Schwester/sie, das Kind/ein Kind/es*
  - referring to quantities for people, things, money using cardinal numbers up to 100 and using ordinal numbers to give the date, eg *Heute ist der dritte Juli. Mein Geburtstag ist am siebten August.*

- recognise that German and English borrow words and expressions from each other and other languages, for example: (ACLGEU135) 🗣️
  - creating a record of cognates in English or German, and other Germanic languages, eg Dutch and Afrikaans 🌐 🗣️
  - identifying German words in spoken or written texts that students can identify or guess due to their similarity with English 🗣️
  - finding examples of German words used at home or in the community and creating a class collection or display, eg products, labels or words used in advertisements, signs, recipe books or menus 🌐 🗣️ #
- identify particular language features and textual conventions in familiar texts, for example: (ACLGEU133) 🗣️
  - recognising features of familiar genres of German texts, eg picture books, digital books or games, video clips or songs, eg *Es war einmal ...*, *Wer ist dran? Ich bin dran!* 🗣️
  - exploring a range of digital and other texts such as fairytales, recipes, instructions, advertisements, greeting cards, maps or songs, in order to classify them according to their purpose and features, discussion and justifying choices in English 🗣️ 🗣️
  - comparing wall calendars from a German-speaking country and Australia in terms of structure, public holidays, pictorial representation of seasons, and cultural influences 🌐 🗣️
  - discussing the structure of shared reading texts, identifying sentences, questions, answers and greetings, eg *der Satz*, *die Frage*, *die Antwort* and *der Gruß* and recognising how different textual elements such as title, layout, script and images combine to make meaning 🗣️ 🗣️

### **Content for students with prior learning and/or experience**

Students:

- understand the intonation and phrasing patterns of spoken German, for example: 🗣️
  - encoding and decoding familiar German words using knowledge of single letter sounds, such as consonant clusters, eg *sch*, and diphthongs, eg *au*, *äu*, *ei*, *eu*, *ie* 🗣️
  - producing correct vowel sounds for words with an *Umlaut* when speaking and reading 🗣️
  - applying knowledge of short and long vowel sounds to correctly use *ss/ß* when reading or spelling German words 🗣️ 🗣️
- develop knowledge of grammatical elements to describe actions, people and objects, for example: 🗣️
  - expressing frequency, eg *immer/nie/manchmal* 🗣️
  - using qualifiers, such as *sehr*, *oft*, *wenig*, to expand on adjectives, eg *Mein Bruder ist sehr groß* 🗣️
  - using the rules of German sentence structure of subject-verb-object to formulate statements and questions, including the formal and plural 'you' forms 🗣️ 🗣️
  - using the appropriate definite and indefinite articles 🗣️
  - understanding and using a range of question words and the intended/related answer, eg *woher*, *welcher* and *wie viel* 🗣️
  - learning metalanguage to describe German grammar, eg *Nomen*, *Verb*, *Adjektiv* 🗣️ 🗣️
  - using the correct auxiliary (*haben*, *sein*) in the past tense, eg *Ich habe mein Pausenbrot gegessen*. *Ich bin nach Hause gefahren*. 🗣️ 🗣️

## Understanding

### The Role of Language and Culture

#### Outcome

##### A student:

- › recognises how terms and expressions reflect aspects of culture LGE2-8U

#### Content

##### Students:

- understand that German changes according to the context of use and reflects different relationships, for example: (ACLG EU134) 🌐 🗣️
  - reflecting on how they communicate with their own family and friends and with people less close to them, eg teachers, recognising the differences in language use and communicative behaviours 🌐 🗣️ 🗣️
  - recognising that the teacher uses different words for ‘you’ when addressing one or more students, eg *Setz dich, Peter! Setzt euch, Kinder!* 🌐 🗣️
  - comparing ways in which language changes according to purpose and text type, eg differences in the amount of language, tone and layout between a dialogue and a list of instructions 🌐 🗣️
  - exploring why we have greetings and what they can tell us about things such as time of day, relationship with the speaker, and background of the speaker, eg *Grüß Gott! Grüezi! Guten Morgen! Auf Wiedersehen! Tschüs! Wie heißen Sie?* 🌐 🗣️ 🗣️
- make connections between cultural practices and language use, such as culture-specific terms and expressions in German or English, for example: (ACLG EU136) 🌐
  - understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, eg the importance of respect for older people is reflected in terms of address in German 🌐 🗣️
  - identifying culturally specific terms and phrases, eg ‘mate’ in Australian English and *Kumpel* in German, and ‘Sista’, ‘Brutha/bro’, ‘cuz’, ‘Aunty’ and ‘Uncle’ in Aboriginal English, and sharing insights into why particular cultures value certain language 🗣️ 🌐 🗣️
  - participating in exchanging good wishes in celebrations, eg *Herzlichen Glückwunsch zum Geburtstag*, and comparing cultural practices of celebration from around the world, including, where relevant, students’ countries of origin 🌐 🗣️
  - describing the cultural meaning of particular practices and the associated language, eg *Sylvester* or *Karneval* 🌐 🗣️ 🗣️
  - discussing parallel expressions, eg ‘G’day’/*Tag*, ‘morning tea’/*Kaffeepause* and ‘Bless you’/*Gesundheit* 🌐 🗣️ 🗣️

- understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLGEC129, ACLGEC130) 🌐👤
  - recognising similarities and differences between German and Australian ways of showing politeness, eg the use of family names after *Frau* and *Herr*, responding to *danke schön* with *bitte schön*, shaking hands 🌐👤👋
  - understanding and comparing their own and others' ways of communicating, identifying elements that reflect cultural differences or influences of other languages 🌐👤👋
  - comparing own experiences of learning German with peers and imagining which aspects of English a German speaker might find challenging, eg culture-specific expressions such as 'kick a footy', or eating 'brekky' 🌐👤👋
  - communicating about culture, heritage, identity and language use within their family or community, creating visual or digital representations of these groups, listing key terms and expressions such as, *Ich bin Australierin. Mein Opa kommt aus Griechenland.* 🌐📺👤👋👤
  - identifying family traditions and possessions that stem from another culture, such as learning folk dancing, or having a German-speaking grandparent's name 🌐👤👋

### **Content for students with prior learning and/or experience**

Students:

- reflect on their experiences when interacting in German and English-speaking contexts, identifying differences in language use and behaviours, for example: 🌐👤👋
  - reflecting on their linguistic skills, cultural knowledge and understanding in German and English-speaking contexts, and how these contribute to their overall sense of identity 🌐👤👋
  - participating in cultural events, eg watching a Germany–Australia soccer match, performing a German song/dance to the school community, participating in NAIDOC events/ceremonies or celebrating Anzac Day and reflecting on their own reactions 🌐👤👋
  - identifying and discussing phrases and expressions used only in German or in English, analysing cultural contexts in which they are used 🌐👤👋
  - interviewing other students of German-speaking heritage to identify the most commonly experienced cultural differences in language use and behaviours when interacting in German and English 🌐👤👋

# Content for Stage 3

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## Communicating

### Interacting

### Outcome

#### A student:

- › uses German to interact with others to exchange information and opinions, and to participate in classroom activities LGE3-1C

### Content

#### Students:

- initiate interactions and exchange information with teacher and peers, for example: (ACLGEC137)
  - initiating a spoken or written interaction, such as a phone message, an email or a text message with a peer, eg using expressions *Lieber Daniel, Liebe Susanne, Wie geht's? Es geht mir nicht gut. Ich bin krank. Was magst du am liebsten? Was sind deine Lieblingsfächer? Schreib bald zurück!*
  - composing a simple recount of an experience with own family and friends from a modelled text, eg *Mein Wochenende war toll. Mein Opa hat Mittagessen gekocht.*
  - exchanging simple correspondence such as a seasonal greeting card, in print or digital form, using modelled language, eg *Herzlichen Glückwunsch zum Geburtstag! Alles Liebe zum Muttertag! Gute Besserung!*
- participate in a group activity or shared event, for example: (ACLGEC138, ACLGEC139)
  - creating a skit, performance or play to introduce aspects of German language and culture to younger students learning German, eg receiving a *Schultüte* when you start school
  - creating promotional materials, eg a poster about a class event, a visit or performance, using language related to place, time and numbers
  - participating in a simulated transaction, such as shopping or restaurant, using appropriate gestures, formulaic expressions and relevant question–answer exchanges, and expressions, eg *Wieviel kostet das? Ich nehme ein Käsebrötchen. Was kostet ein Eis? Das macht €6.50.*
  - using and responding to common classroom phrases, including requests *Gib mir bitte den Stift! Bitte schön! Danke schön! Kein Problem! Das schaffen wir. Was machst du jetzt? Verstehst du das?*
  - organising and conducting a collaborative activity, eg a *Deutsch macht fit* session for a younger class, or designing badges or bilingual posters on healthy eating or recycling, eg *Trink lieber Wasser! Recycelt eure Dosen!*

### Content for students with prior learning and/or experience

Students:

- initiate interactions with adults and peers to exchange information, ideas and opinions, for example: 🌟 📱
  - taking on roles and responsibilities in the classroom, eg leading the class in routines such as opening and closing lessons, taking the roll, writing important class announcements and reminders on the board, using expressions such as *Vergesst die Hausaufgaben nicht!* 🌟 📱
  - using technology to maintain contact with peers and record events in everyday life, by keeping a journal or blog, recording highlights of school or home life or leisure activities, eg *Am Montag gehe ich schwimmen. Am Mittwoch mache ich Hausaufgaben. Am Samstag gehen wir ins Kino.* 🌟 📱 📱
  - recounting own experiences, orally or in writing, eg *In den Ferien haben wir eine Reise nach Neuseeland gemacht. Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen*, including adjectives and emotions such as *toll, aufgeregt, glücklich, nervös* 🌟 📱
  - interacting via different modes of communication, eg text messages, emails or using other technology, to exchange personal information, opinions or feelings, eg *Hallo, Anna! Ich vermisse dich!* 🌟 📱 📱
  - engaging others in conversation and inviting responses on issues, including favourite sporting teams or players, favourite pop groups or books, eg using expressions such as *Ich mag ... Meine Lieblingsgruppe ist ...* 🌟 📱
  
- collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, for example: 🌟 📱
  - planning and organising a performance item for school assembly, by contributing language and cultural knowledge to class discussion, and writing a draft story or scripts for the performance 🌟 📱
  - listening to or viewing community media, including local German radio or television, and participating in advertised activities, eg a singing competition, or film competition or locally organised events 🌟 📱
  - assisting in organising and hosting visitors to the school, eg composing the speech of welcome, developing a list of questions that could be asked, preparing to show the visitors around the school 🌟 📱
  - collaborating to decide on a menu for a class lunch and negotiating items, prices and quantities, eg *Was kostet ein Stück Apfelkuchen. Wer nimmt Currywurst?* 🌟 📱
  - presenting the results of a group investigation, eg what languages are spoken in our community, or whose Aboriginal Country we live on 🌟 📱 📱

# Communicating

## Accessing and Responding

### Outcomes

#### A student:

- › obtains and processes information in texts, using contextual and other clues LGE3-2C
- › responds to texts using different formats LGE3-3C

### Content

#### Students:

- obtain and organise specific information from texts, for example: (ACLGEC140) 🌐 📺 🗣️
  - viewing video clips of social interactions, and identifying and recording known words and expressions, eg exchanges between teacher and students, or customers and shop assistants 🌐 🗣️
  - identifying words, expressions and behaviours associated with important German cultural activities or events in simple texts and comparing them with similar events in Australia 🌐 🌐 🗣️
  - identifying specific information by listening to a weather forecast, recognising the names of familiar cities, eg *Berlin*, *München* and recording the weather conditions and temperature 🌐 🗣️
  - recording some details of a procedure, eg identifying the name of a recipe and the main ingredients for a dish 🌐 🌐 🗣️
  - surveying, compiling and examining information about peer preferences and presenting findings to the class in different formats, such as graphs, diagrams or digital or oral presentations, eg *In der Mittagspause essen 18 Schüler Butterbrote. Zehn Schüler kaufen das Essen in der Schule.* 🌐 📺 🗣️ 📊 🗣️
- respond in English or German to texts, using a range of formats, for example: (ACLGEC142) 🌐 🗣️
  - responding to an aspect, such as mood, message, character of a text by choosing an appropriate image or statement, eg *Die Charaktere haben Angst. Die Geschichte ist traurig. Der Wolf ist böse.* 🌐 🗣️
  - expressing a personal opinion about different spoken, written or digital texts, such as a TV program, documentary, music video, film or cartoons using modelled sentences, eg *Ich finde ... toll. Ich mag (nicht) ... aber ... Das Ende war lustig/traurig/blöd* 🌐 📺 🌐 🗣️
  - researching a local city, an important Aboriginal place or popular tourist site and presenting the information in a poster using text, pictures, maps or data 🗣️ 🌐 🗣️ 📺 🗣️ 📊
  - using information gathered from a simple factual text, eg a weather forecast and presenting a short talk, eg *Das Wetter in Berlin* 🌐 🗣️
  - surveying and compiling information about peer interests and preferences, and presenting findings to the class in different formats, eg graphs, diagrams, in digital or oral presentations 🌐 📺 🗣️ 📊

### **Content for students with prior learning and/or experience**

Students:

- locate and classify information from a range of spoken, written, digital and visual texts, for example: 🌐 📺 📖
  - investigating aspects of life in German-speaking communities overseas, eg web chats with relatives overseas to find out more about their own family origins, history or circumstances 🌐 📺 📖
  - identifying and selecting visual sources and comparing and contrasting different perspectives on an issue, eg how children in different locations in Germany describe their school experience 🌐 📺 📖
  - reading children’s literature, including fables and traditional stories, and exploring values and morality tales 🌐 📺 📖
  - extracting key points from a magazine, school newsletter or a digital text on various topics, eg healthy eating, school lunches, home or school routines 🌐 📺 📖
  - recording in written form a demonstrated procedure, eg a cooking demonstration or a science experiment 🌐 📺 📖
  
- respond in English or German to ideas and information, using a range of formats for different audiences, for example: 🌐 📺 📖
  - responding to a spoken, written or digital narrative, eg a folktale or film that evokes positive or negative emotions, by connecting these with their own experiences and expressing their feelings in their journals, using emotive language 🌐 📺 📖
  - retelling and explaining, in an oral presentation to an English-speaking audience, aspects of a German story or folktale 🌐 📺 📖
  - researching local interesting places, history or famous people, including Aboriginal places, histories and people, and creating a video clip to share with peers overseas 🌐 📺 📖
  - researching information and presenting findings in summary form in a class display, comparing the cultures of German-speaking and other communities, including Aboriginal and Torres Strait Islander communities 🌐 📺 📖

## Communicating

### Composing

#### Outcome

##### A student:

- › composes texts in German using a series of sentences LGE3-4C

#### Content

##### Students:

- compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, for example: (ACLGEC141, ACLGEC143) 🛠️📺📺
  - creating a short play, puppet play or skit and taking on roles in imagined scenarios, eg a shopping trip, which could be performed in class or for school assembly or shared online as a video 🛠️📺📺📺
  - creating and recording a self-profile for peers in a buddy school in Germany, using a range of digital technologies, eg animated avatars or online videos 🛠️📺📺
  - designing and presenting a commercial for a new or existing technology product 🛠️📺📺
  - composing a procedural text using modelled language, eg a list of instructions, a recipe or an experiment 🛠️📺
  - creating a guide book or video guide about Australian tourist destinations for a buddy school in Germany 🛠️📺📺
- create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLGEC145) 🛠️📺
  - composing a bilingual text using dictionaries and electronic translation tools, eg captions, menus, posters or invitations 🛠️📺📺
  - using digital media to create signs for the school community, using both language and images 🛠️📺📺
  - creating a simple story or game for younger students with German and English instructions 🛠️📺
  - creating and using bilingual learning resources, eg memory cards, print or digital word banks or glossaries of German and English expressions used in formal and informal everyday interactions 🛠️📺📺
  - performing a skit for a school assembly, using German for the performance and English for subtitles or supporting explanations 🛠️📺📺
  - creating a bilingual text for the classroom or school community, eg a translation of the school canteen menu, invitations to attend class or school assembly performances, posters advertising a significant school event or a virtual tour for a school website 🛠️📺📺📺

### Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts for a variety of purposes and audiences, for example:
  - composing the profile of a German, Australian, and Aboriginal and/or Torres Strait Islander historical figure 🗣️ ⚙️ 🌐 🗣️
  - composing a monthly article or report on class activities, film or sporting event for a German class newsletter ⚙️ 🗣️ 🗣️
  - creating a website or blog entry for a contact group of German-speaking students, posting information on own interests and experiences, eg *meine Ferien, unsere Freunde, die Freizeit, die Schule, Partys* and highlighting elements which may be unfamiliar to the intended audience using sound, visuals or graphics ⚙️ 🗣️ 🌐 🗣️ 🗣️
  - recording, comparing and representing statistics related to German-speaking countries and Australia, eg population and physical size, daily temperatures, number and type of dwellings, recycling, green energy, pet ownership, most popular leisure activities ↕️ ⚙️ 🗣️ 🗣️ 🗣️
  - collaborating to create a dramatic performance to retell or reconceptualise a classic German story or a popular story from another culture, eg Asian or, with cultural permission, Aboriginal and/or Torres Strait Islander 🗣️ 🗣️ ⚙️ 🌐 🗣️ 🗣️
  - describing an imagined or real experience, eg a trip to a German-speaking country, an adventure in Vienna, an encounter with a famous person, or the experiences of a German-speaking student visiting Australia ⚙️ 🗣️ 🌐 🗣️ 🗣️
  
- create bilingual texts and resources for their own language learning and the school community, for example: ⚙️ 🗣️
  - creating a bilingual poster for the classroom or about specific events, which explain use and meaning of German expressions such as *Gesundheit! Hals und Beinbruch! Toi, toi, toi!* ⚙️ 🗣️ 🌐 🗣️
  - producing a German version of the school canteen menu ⚙️ 🗣️
  - composing bilingual texts, eg captions, menus, posters or invitations by adding English translation to authentic texts, to introduce German culture to younger German learners ⚙️ 🌐 🗣️ 🗣️
  - creating a school information pack in English and German that can be used by student visitors from Germany ⚙️ 🌐 🗣️

# Understanding

## Systems of Language

### Outcomes

#### A student:

- › applies key features of German pronunciation and intonation LGE3-5U
- › demonstrates understanding of German grammatical structures LGE3-6U
- › recognises how texts and language use vary according to context and purpose LGE3-7U

### Content

#### Students:

- reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning, for example: (ACLGEU148) 🗣️
  - applying basic pronunciation rules, such as the two different pronunciations of 'ch' 🗣️
  - recognising the use of *ß, ä, ö* and *ü* 🗣️
  - applying phonics and grammatical knowledge to spell and write unfamiliar words containing, eg *ch, j, w* and *z*, and diphthongs such as *au, ei, eu, äu* and *ie* 🗣️
  - understanding and applying punctuation rules, such as full stops, question marks, exclamation marks, commas, quotation marks in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, eg *die 3. Klasse; €9,50; 7,5 Stunden* and capitalisation rules 🗣️ 📄
- recognise the systematic nature of German grammar rules, for example: (ACLGEC149) 🗣️
  - recognising prepositions to describe the position of objects in time or space, eg *auf, an, hinter, vor, zwischen, neben, nach* 🗣️
  - using formulaic expressions relating to time and frequency, eg *immer, ab und zu, nie, manchmal, früher, später, am Wochenende, in den Ferien* 🗣️
  - using cardinal numbers to express quantities, including decimals, eg *85,5 Prozent haben ein Handy*, common fractions, eg *Ich habe eine Halbschwester. Es ist Viertel nach 8*, and negative numbers, eg *Es ist minus 8 Grad*, and knowing how to express 24-hour time and refer to the date, eg *Meine Oma hat am elften April Geburtstag.* 🌐 🗣️ 📄
  - understanding different question words and responding with a simple sentence, eg *Wo wohnst du? Ich wohne in Sydney. Was isst du gerne? Ich esse gerne Obst.* 🌐 🗣️
  - developing the use of conjunctions to link ideas, eg *und, aber, oder* 🌐 🗣️
  - making comparisons using simple structures, eg *Sigrid ist kleiner als Michael. Basketball ist besser als Tischtennis.* 🗣️

- recognise that the German language is both influenced and in turn influences other languages and cultures, for example: (ACLG EU152) 🗺️🌐
  - investigating the influence of German language and culture on other languages, by creating a glossary of German words specific to certain topics, such as food, eg *Brezel*, *Müsli*, *Sauerkraut* or culture, eg *Gesundheit!* 🌐🗺️🌐
  - understanding that all languages change, are constantly growing and expanding and many languages are revitalised, eg Aboriginal and Torres Strait Islander languages and many international Indigenous languages 🇺🇸🇦🇺🇩🇪🗺️🌐
  - discovering some of the English words used by German speakers, eg *das Internet*, *die App*, *Stopp!* *Sorry!* and considering if they are similar to the kinds of words borrowed from German by English 🗺️🗺️🗺️
  - understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences such as *Fast Food* 🗺️🗺️
- identify how the features of text organisation vary according to purpose and audience, for example: (ACLG EU150) 🗺️
  - identifying the purpose and intended audience and context of a range of familiar texts, eg digital, online or face-to-face 🗺️🗺️🗺️
  - reading, viewing and/or listening to different digital and other texts with a common topic and discussing structural and linguistic similarities and differences, eg comparing a print, radio, TV and social media announcement for the same event 🗺️🗺️🗺️
  - identifying differences between spoken and written texts by transforming a text such as a poem into another text type, eg a conversation, cartoon or SMS 🗺️🗺️🗺️

### **Content for students with prior learning and/or experience**

Students:

- apply the German sound system, including variations in tone, stress and phrasing, for example: 🗺️
  - understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive parts, eg when reading books aloud to the class 🗺️
- understand and use basic structures and features of German grammar to elaborate on meaning, for example: 🗺️
  - developing metalanguage to describe and apply grammatical concepts and language elements, eg *Substantive/Nomen*, *Verben*, *Ordinalzahlen*, *Fragewörter*, *Großschreibung*, *Plural* and to organise learning resources, eg verb charts 🗺️
  - recognising how articles and pronouns change after certain verbs (*Ich danke dir*) and after particular prepositions associated with location, eg *Wir sind in der Stadt*. *Die Party ist bei Stefan im Garten*. 🗺️
  - understanding and describing current, recurring and future actions, including the use of common separable verbs, eg *aufstehen*, *ausgehen*, *fernsehen*, *mitkommen* and *mitnehmen* 🗺️
  - using and comparing the meaning of the modal verbs, eg *wollen*, *sollen*, *mögen*, *können*, *dürfen* and *müssen* with their English equivalents 🗺️
  - recognising that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, eg *Er kommt um 17.15 Uhr*. *Kommst du mit?* *Ich bekomme \$50 zum Geburtstag*. 🗺️🗺️
  - understanding and speaking about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in the simple past tense, eg *Ich habe heute meine Hausaufgaben nicht gemacht*. *Wir sind nach Bali geflogen*. *Früher konnte ich Klavier spielen*. 🗺️🗺️

## Understanding

### The Role of Language and Culture

#### Outcome

##### A student:

- › makes connections between cultural practices and language use LGE3-8U

#### Content

##### Students:

- understand that German changes according to the context of use and reflects different relationships, for example: (ACLG EU151) 🌐👉
  - observing how language use reflects relationships and respect, eg expressing familiarity with friends by using first names rather than surnames or showing respect for authority figures, eg *Auf Wiedersehen, Herr Schmidt. Können Sie mir bitte helfen? Tschüs, Benni. Komm her!* 🌐👉👉
  - recognising differences in interaction styles in familiar German and Australian contexts, eg interactions in classrooms or shops ⚙️🌐👉
  - recognising and applying appropriate choices of pronouns and labels when referring to others in interactions, eg *du* and *Sie*, *euch* and *ihr* ⚙️👉
  - comparing diversity in accents, dialects and vocabulary in German-speaking communities with similar diversity in the use of English within and beyond Australia ⚙️🌐👉👉
- understand that language use is shaped by the values and beliefs of a community, for example: (ACLG EU153) 🌐👉👉
  - practising formulaic expressions such as those exchanged before meals, eg *Guten Appetit!* or when giving or receiving gifts, and reflecting on the experience of participating in such exchanges 🌐👉👉
  - reflecting on how different languages and cultures represented in the classroom influence ways of communicating about or relating to social and physical environments, eg traditions and protocols in relation to Aboriginal Country and Torres Strait Islander Place, language and culture 🗑️🌐👉👉👉
  - recognising similarities and differences between their own ways of communicating and observed interactions between young German speakers in contexts in everyday social situations or online forums, eg responding to offers of food or drink, or turn-taking in conversations 🗑️🌐👉👉
  - recognising that texts such as stories have a social and cultural purpose, eg the moral of a fairytale (*Aschenputtel*) and comparing the kinds of personal characteristics that are depicted in texts as desirable 🗑️🌐👉
  - recognising the impact of their assumptions about people from German-speaking countries, their language and culture, when listening to, reading and viewing texts, and considering how German speakers may make assumptions and generalisations about Australians 🌐👉

- describe aspects of own identity and reflect on differences between German and own language and culture, considering how this affects intercultural communication, for example: (ACLGEC146, ACLGEC147) 🌐👥✳️
  - recognising ways in which the behaviour of German speakers reflects values, traditions and culture, eg the importance of politeness or different levels of formality which reflect familiarity, eg *du/ihr/Sie*, the importance of punctuality 🌐👥✳️
  - comparing and contrasting own ways of using language with those of peers and with German speakers, considering how family, community and context shape identity and communication, eg using more than one language, expressing feelings or ways of celebrating, or activities which are influenced by climate and environment ↕🌐👉
  - defining their own identity through describing relationships with others, eg friendship groups, (*Wir sind Freunde*), ethnic groups (*Wir sind beide Deutsche*), hobbies (*Ich male gern*) and activities (*Ich bin kreativ*), personal emblems or mottos, and considering how German peers might respond to these 🌐👉👥✳️
  - understanding that people interpret intercultural experiences in different ways, depending on their own cultural perspectives 🌐✳️
  - considering whether learning and using German affects their sense of identity or influences their behaviour in or out of the classroom, eg when eating in German restaurants, participating in cultural events or activities related to German-speaking countries, or when watching German advertisements or shows on TV ✳️🌐
  - reflecting on how own cultural etiquette and behaviour such as gestures affect interactions and may be interpreted, eg similarities and differences in body language, such as shrugging, nodding one's head, applauding by rapping knuckles on table ✳️🌐✳️

### **Content for students with prior learning and/or experience**

Students:

- reflect on their experiences in German and English-speaking contexts, discussing adjustments made when moving from English to German and vice versa, for example: 🌐
  - identifying and comparing cultural images and language used in German and Australian print and media advertising and tourist brochures, considering how and why they are used and what message they convey 🌐✳️
  - engaging with German-speaking peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs, and exploring strategies to overcome these ✳️🌐👉👥
  - discussing language choices expected or required in diverse contexts across languages, eg apologising, congratulating, expressing thanks, declining, rejecting or complaining ✳️🌐👉
  - observing and reflecting on how interacting in German feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific ✳️🌐👉

# Content for Stage 4

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## Communicating

### Interacting

### Outcome

#### A student:

- › uses German to interact with others to exchange information, ideas and opinions, and make plans LGE4-1C

**Related Life Skills outcome:** LGELS-1C

### Content

Students:

- interact with peers and known adults on topics of interest, for example: (ACLGEC001, ACLGEC003) 🌟👉👂
  - exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, eg *Guten Morgen! Auf Wiedersehen! Tschüs! Danke! Alles Gute zum Geburtstag!* 🌟👉👂
  - asking for repetition or details of tasks and expressing lack of knowledge, eg *Wie bitte? Welche Seite? Wie sagt man das auf Deutsch? Ich verstehe das nicht.* 🌟👉👂
  - responding to praise, requests or commands, encouraging and instructing, eg *Steht auf! Alle zusammen! Mach die Tür bitte zu!* 🌟👉👂
  - introducing and describing self, others and possessions, eg *Ich heiße ... Das ist ... Sie ist nett, Meine Augen sind braun. Ich wohne in Sydney. Ich komme aus Deutschland. Das ist mein Vater/meine Freundin/mein Handy.* 🌟👉👂
  - exchanging personal details with students from a German-speaking country or a buddy school, eg name, age, birthday, phone number, email address, family members 🌟👉👂
  - making polite requests, including for assistance and permission, eg *Ich möchte ..., bitte. Hilfe! Darf ich bitte auf die Toilette gehen?* 🌟👉👂
  - ordering a meal at a restaurant and displaying appropriate etiquette, eg *Ich nehme eine Limo. Guten Appetit!* 🌟🌐👉👂
  - speaking with peers about daily routine and comparing experiences, eg *Ich spiele jeden Samstag Fußball. Was machst du am Wochenende? Wie kommst du zur Schule? Ich fahre mit dem Bus. Wann stehst du auf? Um sechs Uhr.* 🌟🌐👉👂
  - exchanging opinions about people and interests, eg by creating a digital scrapbook about friends, family, pets, school subjects, preferences 🌟📱👉👂
  - interacting in a class activity or (electronic) game using appropriate vocabulary, eg *Du bist dran! Ich gewinne!* 🌟📱👉👂

- engage in collaborative activities that involve planning and making arrangements, for example: (ACLGEC002) 🌟🌟👤
  - creating, making and playing a vocabulary game, eg domino, memory or *Quartett*, or producing and sharing a digital alphabet or number book 🌟📖👤👤👤
  - participating in a class activity, eg word, board or electronic game, using set phrases in German 🌟📖👤👤
  - making arrangements with a friend, eg *Ich gehe am Samstag ins Kino. Kommst du mit?* 🌟👤👤👤
  - planning for a class celebration or performance following a model to create an invitation or program, eg *wann, was, wer, wo* 🌟📖👤
  - accepting or declining an invitation using formulaic expressions, eg *Danke für die Einladung, ich kann leider nicht kommen.* 🌟👤👤
  - participating in a real or simulated situation such as buying food, eg *Ich nehme ein Käsebrötchen. Was kostet ein Eis? Das macht €6,50.* 🌟👤📖👤
  - planning a virtual restaurant, including menu and prices, then taking on a role in the imagined interactions between waiters and customers 🌟👤📖👤

### Content for students with prior learning and/or experience

Students:

- interact with peers and known adults on a range of topics and experiences, for example: (ACLGEC154, ACLGEC156) 🗣️ 📱
  - making a comparison between their own daily routine and that of peers, family and students in Germany 🗣️ 📱 📱
  - discussing and giving opinions on various topics such as school life, neighbourhood, entertainment, sport and leisure, eg *Hast du ein Lieblingsfach? Was machst du in deiner Freizeit? Magst du Mathe?* 🗣️ 📱 📱
  - recounting an event and describing activities and personal experiences, eg *Gestern habe ich Fußball gespielt. Treibst du oft Sport? Wir sind in den Ferien nach Deutschland geflogen.* 🗣️ 📱 📱
  - communicating in a face-to-face or online guided discussion with peers and German-speaking contacts to seek or share information and ideas about social and cultural issues, eg *Habt ihr einen Klassensprecher?* 🗣️ 📱 📱 📱
  - stating a problem and asking for advice, eg *Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?* 🗣️ 📱 📱
  - discussing and sharing learning strategies, eg *Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe.* 🗣️ 📱 📱
  - participating in a classroom activity or discussion, considering and commenting on the contributions and view of others, eg *Ja, das stimmt! Martin hat Recht. Ich finde Biologie schwer.* 🗣️ 📱 📱 📱
  
- engage in collaborative activities that involve planning, making decisions and negotiating, for example: (ACLGEC155) 🗣️ 📱
  - participating in a class activity, eg word, board or digital games, using phrases such as *Du bist dran! Monika, du machst die Fotos und ich schreibe den Text.* 🗣️ 📱 📱 📱
  - explaining how to play a game that will be played in German 🗣️ 📱 📱
  - planning and conducting a group activity, either live or online, such as *Eine Modenschau* with a theme, eg *Sommerferien, Wintersport, 'Damals und heute'* 🗣️ 📱 📱 📱
  - agreeing or disagreeing with a suggestion, eg *Tolle Idee! Das ist keine gute Idee!* and accepting or declining an offer or invitation, eg *Vielen Dank für die Einladung, aber ich kann leider nicht kommen.* 🗣️ 📱 📱
  - asking, giving and following directions to a real or virtual location using electronic information devices, apps, maps or directories, eg *Wie komme ich am besten zum Schwimmbad? Können Sie mir helfen?* 🗣️ 📱 📱 📱
  - complaining about unsatisfactory goods and services such as making a phone call about a cancelled concert and asking for a refund, eg *Ich möchte mich beschweren. Ich möchte mein Geld zurück!* 🗣️ 📱 📱

### **Content for students with a background in German**

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: 🌐🗣️👥
  - making a phone call or using a video chat application to call a friend in a German-speaking country to talk about their life in Australia 🌐📞👥
  - exchanging ideas with their German-speaking peers about the experience of learning English in an Australian context 🌐👥🗣️
  - comparing and contrasting German and Australian food and dining experiences 🌐👥
  - sharing experiences and discussing how their own cultural practices are maintained or adapted in their new environment, eg school, music, hobbies and free time 🌐🗣️👥
  - discussing and challenging cultural stereotypes in Australian and German-speaking communities 🌐👥
  
- engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example: 🌐👥
  - assigning and justifying the allocation of roles to peers relating to a planned activity 🌐🗣️👥
  - planning or participating in an event relating to popular aspects of Australian ways of life, eg music, popular culture, climate, landscape and recreational activities, and share experiences with members of their local German-speaking community 🌐🗣️👥
  - identifying a local issue of concern and working with others to devise a solution, eg a local environmental issue, lack of local facilities for young people 🗣️🌐👥
  - collaborating with others to organise a cultural day to support appreciation of linguistic and cultural diversity within the school community, using technology to plan the event and to encourage others to participate 🌐📞👥

# Communicating

## Accessing and Responding

### Outcomes

#### A student:

- › identifies main ideas in, and obtains information from texts LGE4-2C
- › organises and responds to information and ideas in texts for different audiences LGE4-3C

**Related Life Skills outcomes:** LGELS-2C, LGELS-3C

### Content

Students:

- locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLGEC004) 🗦️📺👉
  - listening to a conversation and identifying the speakers and the setting 🗦️👉
  - listening to an announcement and identifying the key message 🗦️👉
  - examining texts, eg menus and catalogues, to identify items and their costs in German-speaking countries 🗦️👉📄
  - gathering information about people, time and activities and using the information to create a timeline to show a sequence of events 🗦️📺👉📄
  - reading an email from a student in a German-speaking country to identify personal information 🗦️📺👉
  - identifying the key idea and purpose of texts from, eg websites or advertisements 🗦️📺👉
  - reading and viewing a range of simple texts, eg brochures, signs, websites to obtain and compile information about places, lifestyles and events related to homes, schools, leisure activities, climate and geography 🗦️📺👉
  - locating, classifying and summarising data, eg results of class surveys or information from notices, timetables and announcements 🗦️📺👉📄
- respond in English or German to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLGEC006) 🗦️📺👉
  - presenting the findings from a class survey in a table or graph in English or German for another class 🗦️👉📄
  - researching a famous German-speaking person or historical event and presenting the information in a profile or timeline 🗦️📺👉📄
  - responding to an imaginative text in various ways, such as giving opinions about the characters and expressing reactions to the text, eg *Ich finde den Film sehr lustig. Das Ende ist traurig.* 🗦️👉
  - selecting images such as a picture, colour, symbol, emoticon to illustrate a piece of text to reflect the content or mood, eg *Die Geschichte ist interessant.* 🗦️🌐👉

### Content for students with prior learning and/or experience

Students:

- obtain and process information from a range of spoken, written and digital texts, for example: (ACLGEC157) 🌐 📺 📱
  - collating information from a range of German media on a topic of interest, eg popular culture, sport or youth issues 🌐 📺 📱 📱
  - accessing and using online and print resources, eg dictionaries, grammar references and encyclopaedia to support the understanding of texts 🌐 📺 📱 📱
  - summarising information and viewpoints on an issue, eg information from a television news report about social media, an online documentary on German settlement in Australia or an interview with an older German speaker on the topic of *Kindheit und Jugend*, using tools such as timelines and concept maps 🌐 📺 📱 📱 📱
  - accessing, collating and summarising information on a youth-related issue, eg *Musik, Sport or Freizeit und Hobbys* from sources, such as the internet, magazines and personal communications 🌐 📺 📱
  - collecting information from printed or online sources related to lifestyle choices, eg *Wie viel Zucker ist gesund?* 🌐 📺 📱 📱
  
- respond in English or German to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLGEC159) 🌐 📺
  - conducting a mock interview with a character from a television series 🌐 📺 📱
  - reviewing a film, computer game, book, vodcast or performance to make a recommendation to a friend 🌐 📺 📱 📱
  - listening to or viewing digital and other texts, eg songs, film and video clips, recognising ideas, and discussing aspects that may be similar or different across cultures, and making connections with own experiences 🌐 📺 📱 📱

### **Content for students with a background in German**

Students:

- access and evaluate information from a range of spoken, written and digital texts, for example: 🗣️ 📄 📱
  - accessing diverse spoken texts, eg speeches, dialogues, news reports or interviews, and summarising key information in English 🗣️ 📄 📱
  - examining word choices used to achieve a particular effect in digital texts, such as a debate on television or an advertisement on a website 🗣️ 📄 📱
  - obtaining information on a social topic from diverse sources, and expressing own perspective in written text types, such as a blog, script of a speech or article 🗣️ 📄 📱
  - accessing and organising information related to school or interests and hobbies, by searching both Australia and overseas websites, using techniques such as paraphrasing and quoting to express own perspective 🗣️ 📄 📱 🌐 📱
  - 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 🗣️ 📄 📱 📱
  
- respond in German to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: 🗣️ 📄 📱
  - presenting information from a range of sources to two different audiences, such as a group of younger students and a parent group, explaining and justifying the language and format choices 🗣️ 📄 📱
  - accessing diverse sources about a social issue, eg technology and newspaper articles, and discussing the relevance and credibility of the information conveyed for a report to peers in a German-speaking school 🗣️ 📄 📱 📱
  - summarising information of educational and social topics and expressing own perspective on the information obtained, with specific references and quotes for a presentation to the class 🗣️ 📄 📱
  - presenting information in alternative formats to suit the purpose and audience, eg creating graphs or tables to categorise information when contrasting 🗣️ 📄 📱 📱

## Communicating

### Composing

#### Outcome

##### A student:

- › applies a range of linguistic structures to compose texts in German, using a range of formats for different audiences LGE4-4C

**Related Life Skills outcome:** LGELS-4C

#### Content

Students:

- compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLGEC005, ACLGEC007) 🗨️ 📄 📱
  - writing a postcard to a friend or a card to wish them ‘Happy Birthday’, eg *Alles Gute zum Geburtstag! Herzlichen Glückwunsch!* 🗨️ 📄
  - presenting information on aspects of their immediate environment or personal world such as celebrations, excursions, school or community events, supported by the use of visuals 🗨️ 📄 📱
  - creating a profile of a person based on a photo, imagining aspects, eg *Name, Alter, Beruf, Familie, Freunde, Herkunft, Interessen* and *Wohnort* 🗨️ 📄 📱
  - writing a simple email to a host family in a German-speaking country, providing personal information, likes/dislikes and interests, eg *Ich mag ..., Ich hasse ..., Meine Hobbys sind ...* 🗨️ 📄 📱
  - creating a video to introduce and present information about school or school subjects to peers and teachers at a buddy school in a German-speaking country 🗨️ 📄 📱
  - presenting statistics related to Australia and other countries, including German-speaking countries, eg population and physical size, daily temperatures, types of dwellings 🗨️ 📄 📱 🌐 📱
- create bilingual texts and resources for the classroom, for example: (ACLGEC009) 🗨️ 📄 📱
  - creating flashcards for peers to learn new vocabulary 🗨️ 📄 📱
  - translating public signs from German to English and vice versa, recognising the similarities and differences 🗨️ 📄
  - creating a bilingual menu, sign or brochure for the school community, eg the canteen menu, signs for school buildings 🗨️ 📄 📱
  - producing a game with visual and English and German instructions, and creating an online quiz in English or German to revise vocabulary 🗨️ 📄 📱
  - producing an English–German dictionary of words and phrases, including explanations of idioms and expressions 🗨️ 📄 📱 🌐 📱

### **Content for students with prior learning and/or experience**

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLGEC158, ACLGEC160) 🌟📺👉
  - creating a text, such as a brochure, poster or website post, about an upcoming event, eg a German-language performance or a school exchange visit 🌟📺👉
  - organising and presenting information to raise awareness or invite action in relation to social or community issues, using multimodal forms of presentation, eg sound and visual images or websites 🌟📺👉📱
  - combining modes of presentation such as displays, videos or music to compare a social and cultural theme, eg *Australien/Asien/Europa* 🌟📺🌐👉📱
  - dramatising a text, eg performing a poem or imagining they are the characters in a painting and creating a scenario and dialogue 🌟👉📱
  - composing and performing a song with a particular theme for real or imagined occasions, eg *Liebe, Ferien, Freunde, Umwelt* 🌟📺👉📱
  - creating a virtual introduction to present information about the school and neighbourhood to German-speaking visitors 🌟📺👉
  
- create bilingual texts and resources for the school and wider community, for example: (ACLGEC162) 🌟👉
  - creating a video demonstrating the process of making something, eg a German recipe such as *Schwarzwälder Kirschtorte*, with subtitles in English 🌟📺👉
  - 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 🌟📺🌐👉

### Content for students with a background in German

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: 🌐📄👉
  - presenting information about the lifestyle of people in various places in Germany, showing the impact of historical or geographical factors, through multiple text types and modes of presentation 🌐📄👉
  - presenting information and ideas using language appropriate to text type and topic or theme, eg using reflective language in diary and journal entries, persuasive language in advertisements, and emotive images and captions to highlight issues such as *Kinderrechte* 🌐👉
  - contrasting aspects of everyday life in the past and present, eg *Heute haben wir soziale Medien. Damals gab es nur die Post.* 🌐📄👉
  - creating the next scene, a new character or an alternative ending for imaginative texts, eg a story, drama or film script 🌐📄👉
  - creating a text to entertain younger audiences, eg an ebook, an alphabet or number book, a play or short film depicting aspects of contemporary teenage life, considering different cultural perspectives and selecting appropriate language, rhythms and images to enrich the listening or visual experience 🌐📄👉📺
  - using German idioms from popular sayings from modern media resources in their own writing 🌐📄👉
  
- create bilingual texts and resources for the school and wider community, for example: 🌐👉
  - creating a bilingual brochure to compare aspects of school life in Germany and in Australia, eg school subjects, timetables, sports, weekend 🌐👉📄
  - creating vocabulary lists and annotated cultural explanations for German-speaking visitors to events, eg Australia sports day, carnivals of family events, explaining culture-specific considerations 🌐👉
  - producing a bilingual German recipe book with illustrations to introduce regional cuisine 🌐👉
  - creating a resource for the community explaining concepts that are not immediately understood by non-German speakers 🌐👉

## Understanding

### Systems of Language

#### Outcomes

##### A student:

- › applies German pronunciation and intonation patterns LGE4-5U
- › applies features of German grammatical structures and sentence patterns to convey information and ideas LGE4-6U
- › identifies variations in linguistic and structural features of texts LGE4-7U

**Related Life Skills outcomes:** LGELS-5U, LGELS-6U, LGELS-7U

#### Content

##### Students:

- recognise and use features of the German sound system, including accent, rhythm and intonation, for example: (ACLGEU012)
  - practising pronunciation of particular sounds and rhythms by saying tongue twisters, rhymes and short poems, eg *Fischers Fritz fischt frische Fische*
  - exploring the German pronunciation of a range of cognates from English and other languages, eg *Job, Restaurant, Pizza, Information*
  - recognising differences in intonation and rhythm between statements, questions and commands
  - learning to pronounce the German alphabet by singing *das Alphabetlied* and using the German alphabet for spelling names and other words
  - recognising 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’ and ‘sp’, short and long vowel sounds and diphthongs such as ‘au’, ‘ei’, ‘eu’ and ‘ie’, the *Umlaut* and *ß*
- understand elements of German grammar, including the systematic nature of verb conjugation, for example: (ACLGEU013)
  - understanding that German has multiple words for ‘the’ and ‘a/an’ according to the gender of nouns, and recognising that the articles for masculine nouns sometimes change (nominative to accusative), eg *Die Frau hat einen Porsche.*
  - comparing pluralisation of nouns in German and English, eg *die* for plural nouns
  - recognising the relationship between gender, article, adjective and case to describe people, objects, places and events, eg *Ich habe einen Bruder.*
  - expressing a relationship to a person or object using some possessive adjectives in the nominative and accusative cases, eg *Meine Familie kommt aus Österreich. Ich mag meinen Hund. Sein Bruder ist intelligent.*
  - recognising that in German a subject and verb can have multiple English translations, eg *wir spielen* can mean ‘we play’, ‘we are playing’, ‘we do play’, ‘we will play’ and ‘we’re going to play’, and applying this understanding when formulating German sentences and using English translations
  - understanding and conjugating the present tense of common regular and irregular verbs, eg *sein* and *haben* and recognising that this is a feature of both German and English (and other languages)

- negating verbs and adjectives using *nicht* and nouns using *kein*, eg *Nein, ich habe keine Haustiere.* 🗣️
  - using subject–verb–object word order, eg *Ich spiele Tennis.* 🗣️
  - understanding the need for subject–verb inversion to keep the verb as the second idea or element in a sentence, eg *Heute Abend spiele ich Tennis.* 🗣️
  - understanding the meaning and use of full stops and commas in German ordinal or decimal numbers, eg *die 8. Klasse; €9,50; 14.30 Uhr* 🗣️ 📄
- recognise how German influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLGEU016) 🗣️
    - recognising that the German language borrows and adapts words and expressions from English and other languages and vice versa, eg *Computer, Bus, Taxi, Kaffee, Hamburger, Kindergarten, das Internet, das Handy, die App* 📄 🗣️ 🌐
    - understanding that some Aboriginal and Torres Strait Islander languages and many international Indigenous languages are growing and adapting, while others are endangered, being revitalised, or blending with other languages 🗣️ 🌐 🗣️ 🌐
- identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLGEU014) 🗣️
    - identifying different text types, explaining differences in structure and linguistic features 🗣️
    - identifying and examining the purpose, audience and key features of familiar texts in German, eg signs, instructions, postcards, advertisements, songs, conversations and emails, and comparing these with texts in own language and culture 📄 🗣️
    - examining how texts are constructed, including textual features (greetings in correspondence), grammatical structures, eg parts of speech (adjectives and prepositions), and visual cues (images in brochures) 🗣️
    - understanding how to create textual cohesion, using elements such as coordinating conjunctions (*und, aber, oder*) to link ideas 🗣️

### Content for students with prior learning and/or experience

Students:

- apply German pronunciation and intonation patterns, and punctuation, for example: (ACLGEU165)
  - 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 work
  
- understand and use elements of German grammar and sentence structure to express ideas, for example: (ACLGEU166)
  - 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, and possessive, demonstrative and interrogative adjectives (*sein, unser, dieser, jeder* and *welcher*)
  - recognising the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, eg *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, eg *Sind Sie Frau Wagner? Hast du dein Geld mit?*
  - selecting the correct personal pronoun for ‘it’ (*er/sie/es, ihn/sie/es*) for objects, eg *Woher hast du den Hut? Er ist sehr schön. Ich habe ihn im Supermarkt gekauft.*
  - comparing the meaning and use of German modal verbs with their English equivalents, eg *Wir müssen eine Schuluniform tragen. Man darf hier nicht schwimmen.*
  - describing past events and experiences in present perfect and/or simple past tenses using a range of common verbs, eg *Ich habe meine Hausaufgaben nicht gemacht, weil ich am Wochenende krank war.*
  - linking and sequencing events and ideas using a range of devices, such as adverbs, eg *danach, vorher, dann, früher* and common conjunctions, eg *als, dass, obwohl, wenn, weil*
  
- understand that the German language has evolved and developed through different periods of influence and change, for example: (ACLGEU169)
  - examining German words and phrases that have emerged as a result of technological developments, eg *das Handy*
  - investigating and reporting on evidence of current and historical influence of the German language and culture in the local and broader Australian communities such as German/Austrian/Swiss place names, eg *Leichhardt, Hahndorf*, food, festivals and celebrations, and organisations and companies, eg *Goethe-Institut*
  - understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing environments as a result of globalisation, technology, migration and intercultural experiences, eg *googeln, skypen, im Internet suchen*
  - recognising that although German grammar has not changed as much as English over the centuries, changes occurred recently in spelling and punctuation in the official *Rechtschreibreform*, requiring, eg that the *ß* is now used only after long vowel sounds or diphthongs, eg *Fußball, Spaß, weiß* and *ss* to be used after short vowels, eg *dass, muss*

- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLGEU167) 🗣️
  - recognising key features and structures of familiar texts in German, eg public announcements, spoken commercials or print advertisements 🗣️
  - applying knowledge of text types and their purposes to identify the gist and predict meaning of unfamiliar vocabulary 🗣️
  - exploring particular text types, such as advertisements, to determine the targeted audience, and describing the techniques used 🗣️
  - identifying the structure and conventions of a range of texts, eg a diary entry, a weather report and a news report 🗣️ 📄

### **Content for students with a background in German**

Students:

- apply the German sound system, explaining features, including variations in tone, stress and phrasing, for example: 🗣️
  - understanding features in German poetry and recognising variations in tone and stress 🗣️
  - identifying features of spoken German by comparing pronunciation and speech patterns in a range of texts, eg new broadcasts and soap operas 🗣️
  - comparing features of German and English phonology and exploring the differences and similarities to enhance the learning of both languages 🗣️
- apply knowledge of German grammar to organise and elaborate on ideas and opinions, for example: 🗣️
  - using a range of grammatical structures to justify opinions, eg *Meiner Meinung nach...*, *Ich glaube, dass ...*, *Ich bin dafür/dagegen.* 🗣️
  - using diverse sentence patterns when composing own messages 🗣️
  - comparing grammatical features in English and German, eg tense 🗣️
  - understanding that some verbs can be combined with a separable or inseparable prefix that alters the meaning of the base verb, eg *Er kommt um 16.30 Uhr. Kommst du mit? Ich bekomme manchmal Geld zum Geburtstag.* 🗣️ 📄
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: 🗣️
  - examining the structure and word choices used in a range of texts for specific audiences and purposes, such as setting and plot in a narrative, or introduction, body and conclusion in a speech 🗣️
  - describing the relationships between language, structure and textual purpose, eg in a personal text using informal register, such as a thank you email to a friend eg, *Liebe(r), Liebe Grüße, Dein(e)* 🗣️
  - discussing the impact of stylistic devices on the effectiveness of texts 🗣️

## Understanding

### The Role of Language and Culture

#### Outcome

##### A student:

- › identifies that language use reflects cultural ideas, values and beliefs LGE4-8U

**Related Life Skills outcome:** LGELS-8U

#### Content

Students:

- understand how language use varies according to context and the relationship between participants, for example: (ACLGEU015) 🌐 🗣️
  - understanding that language use may vary according to the intended audience 🗣️
  - using appropriate forms of address and greetings depending on gender and social status, eg *Liebe(r), Dein/Deine/Eure, Guten Morgen, Herr Braun! Hallo, Peter!* 🌐 🗣️
  - observing telephone interactions in film clips and real life and practising telephone etiquette when answering mobile phones and ending a phone call with *Auf Wiederhören!* 🌐 🗣️ 📞
  - recognising that in public announcements and/or on the phone certain words are pronounced differently or varied to ensure clarity, eg *zwei/zwo* 🗣️ 🌐 🗣️ 📞
  - recognising different registers such as the different words for 'you', eg *Was machst du, Anton? Was macht ihr, Kinder (Klasse 8), Setz dich, Monika! Setzt euch, Kinder!* 🌐 🗣️ 📞
  - being aware of regional variations in the German language, eg in greetings with the Swiss *Grüezi!* and the Austrian *Servus!* 🌐 🗣️ 📞
  - discussing appropriate language choices across cultures, eg when meeting people for the first time or interacting with older people 🌐 🗣️ 📞
  - 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 🗣️ 🌐 🗣️ 📞
- explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLGEU017) 🌐 🗣️
  - understanding the use of set phrases relating to cultural customs, eg at meal times *Guten Appetit!* 🌐 📞
  - exploring how origin and geography are directly connected to lifestyle, daily practices and language use, such as differences in the celebration of festive seasons or traditional meals, eg *Mittagessen, Kaffee trinken, Abendbrot* in Australian, German and other cultures represented in the student group 🌐 🗣️ 📞
  - 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 🌐 🗣️ 📞
- recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLGEC010, ACLGEC011) 🌐
  - understanding traditional and modern ways of celebrating festivals in German-speaking countries and the values that underpin them 🌐 📞 🗣️
  - observing interactions between German speakers in different contexts, identifying and recording elements that reflect cultural attitudes or behaviours, eg *Bitte schön! Entschuldigung!* 🌐 📞

- participating in cultural experiences, eg watching musical performances in German or sporting competitions live or online, or eating at a German/Austrian/Swiss restaurant or café in Australia, and reflecting on cultural similarities and differences that are manifested through language 🌐🌐🌐🌐
- annotating a family tree with information about family members such as significant places or languages spoken, identifying own heritage, eg *'I am Australian. My grandfather is from Austria.'* *'The local Elders speak the language of their Country.'* 🌐🌐🌐
- comparing aspects of identity that may be important across cultures, eg state, country, ethnic group, language, age and position in family 🌐🌐🌐

### **Content for students with prior learning and/or experience**

Students:

- understand variations in German language use that reflect different levels of formality, status and authority, for example: (ACLGEU168) 🌐
  - exploring language used to express different levels of formality in a variety of texts, eg conversations, letters, emails and text messages, noting differences between written and spoken texts 🌐🌐
  - comparing German and English language use in similar situations and in texts with similar content, eg advertisements, blogs, emails 🌐🌐
  - recognising textual conventions popular with young German speakers such as the use of contractions, abbreviations and acronyms in text messages, eg *4u* for *für dich* (for you), *brb* for *bin gleich wieder da* (be right back), *Bung* for *Achtung*, *sz* for *schreib zurück*, *sTn* for *schönen Tag noch* 🌐🌐🌐
- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLGEU170) 🌐🌐🌐
  - explaining language use in German interactions that reflects humility or deference, eg expressions used to refuse or deflect praise of self or family, or to defer to others 🌐🌐🌐
  - discussing the use of appropriate gestures and body language when communicating in German, eg not putting hands in pockets while talking to someone and maintaining eye contact 🌐🌐
  - identify changes in own ways of thinking about culture and identity as a result of learning German 🌐🌐
- reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating, for example: (ACLGEC0163, ACLGEC164) 🌐🌐
  - reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with German-speaking people, recognising their own body language and modifying gestures 🌐🌐
  - reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German speakers, eg being able to go camping all year round or taking into account the vastness of Australia when planning a holiday and discussing possible implications 🌐🌐🌐
  - reflecting on and explaining which aspects of culture and language use can be comfortably adopted and where adjustments should be made, eg the use of *Sie* and titles (*Herr Dr Schmidt*), wearing *Hausschuhe*, and placing payment and receiving change on a tray rather than in the hand in a shop 🌐🌐🌐
  - mapping their own linguistic and cultural profile, such as creating a chart, timeline or web profile to highlight formative elements, eg family language, key relationships and intercultural experiences 🌐🌐🌐

### **Content for students with a background in German**

Students:

- analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures, for example: 🌐 ✎
  - understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette 🌐 ✎
  - discussing the issue of identity and gender-inclusive language in German, eg *Schüler und Schülerinnen, SchülerInnen* 🌐
  - comparing the use of idioms and colloquial expressions between languages to identify different cultural perspectives 🌐 🗣️ ✎
  
- reflect on how and why being a speaker of German contributes to their sense of identity and is important to their German cultural heritage, for example: 🌐 🗣️
  - examining the impact of living in Australia on their sense of being a German speaker and their values and beliefs 🌐 🗣️ 🇦🇺 ✎
  - discussing the opportunities and challenges that arise as a speaker of German living in Australia, eg stereotypes, culture shock, bilingualism 🌐 🗣️ 🇦🇺 ✎
  - reflecting on their experiences of their last trip back to Germany/Austria/Switzerland, and their feelings about their old home 🌐 🗣️ ✎
  - investigating the contribution that different cultures make in the world, providing a way for individuals to live and behave as world citizens 🏛️ 🌐 🗣️ 🇦🇺

# Content for Stage 5

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## Communicating

### Interacting

### Outcome

#### A student:

- › manipulates German in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LGE5-1C

**Related Life Skills outcome:** LGELS-1C

### Content

Students:

- initiate and sustain interactions to share information, opinions and ideas, for example: (ACLGEC018, ACLGEC020) 🌟 🗨️
  - initiating a conversation with a new friend, by asking and expanding questions, eg *Interessierst du dich für ... ? Wie findest du ... ? Woher kommst du?* 🌟 🗨️
  - introducing yourself to a new student in the class and finding out the personal information, eg *Ich heiÙe ... Und du? Was machst du in deiner Freizeit? Was für Musik magst du?* 🌟 🗨️
  - communicating with peers and young German speakers via email, online conferencing or school-based exchanges, about shared interests, eg popular culture, sports, special events, comparing aspects of home and school life, eg *Ich finde meine Schule toll aber wir haben zu viele Hausaufgaben. Ich verstehe mich gut mit meinem Bruder.* 🌟 📧 🗨️
  - sharing information about a significant or special event in their own life, eg birthdays, holidays, celebrations, sporting events and festivals 🌟 🗨️ 🗨️
  - participating in conversations using strategies to sustain interactions, such as asking for clarification, repetition and confirmation, eg *Wie bitte? Was meinst du? Stimmt das?* 🌟 🗨️
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLGEC019) 🌟 🗨️
  - engaging in a social transaction with peers and teachers, eg accepting and declining invitations, making excuses and apologising to German speakers, using appropriate protocols such as forms of politeness and respect, eg *Guten Tag, Frau Schmidt! Wie geht es Ihnen? Es tut mir leid. Das wäre schön. Vielleicht ...* 🌟 🗨️ 🗨️
  - producing a digital presentation or performance in German to present information about their own school to a German buddy school or visitor, eg *Das ist meine Schule. Sie liegt in der Stadt und hat 700 SchülerInnen. Wir müssen eine Schuluniform tragen.* 🌟 📧 🗨️
  - creating a brochure related to getting about or living in Germany, eg interactions with a host family, using public transport, shopping or getting lost in a German town 🌟 🌐 🗨️ 🗨️
  - completing tasks involving authentic or simulated transactions, such as clothes shopping or comparing similar offers for goods in online catalogues on German language internet sites, eg *Ich möchte diese Jacke anprobieren. Haben Sie Größe 38? Die ist sehr preiswert.* 🌟 📧 🗨️ 🗨️

- participating in a classroom discussion and activity to manage a shared learning experience, considering and commenting upon the contributions and views of others, eg *Ja, genau! Er hat Recht. Ich bin anderer Meinung.* 🗣️👂
- participating in a scenario related to travelling or living in a German-speaking country, such as staying with a host family or using transport, eg *Kann ich mit der Hausarbeit helfen? Einmal, hin und zurück, bitte.* 🌐🗣️👂

### **Content for students with prior learning and/or experience**

Students:

- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLGEC171, ACLGEC173) 🌐🗣️👂
  - engaging in a face-to-face or online discussion with a German-speaking peer, using descriptive and expressive language, to describe a significant event, special occasion or a milestone in their lives, eg *Heute habe ich Geburtstag! Ich werde 18! Ich habe meinen Führerschein bestanden.* 🌐🗣️👂
  - describing their daily routine to an exchange student and giving opinions, inviting others to voice opinions and eliciting alternative positions, eg *Meistens stehe ich spät auf. Wenn das Wetter schön ist, fahre ich nach der Schule mit dem Fahrrad in den Park. Was machst du nach der Schule?* 🌐🗣️👂
  - acknowledging, challenging and commenting on others' opinions, expressing appreciation, eg *Das finde ich gut. Meiner Meinung nach ist das ..., Ja, genau!* 🌐👂
  - discussing their responsibilities at home and at school and comparing them with those of their German peers, eg *Ich darf nicht zu spät nach Hause kommen.* 🌐🗣️👂
  - discussing future plans such as career, family, further education and travel, eg *Wenn ich gute Noten bekomme, möchte ich Jura studieren.* 🌐🗣️👂
  - expressing individual learning goals (*Lernziele*) in relation to skills and understanding for learning German, eg *Ich möchte besser Deutsch sprechen.* 🌐🗣️👂
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLGEC172) 🌐👂
  - clarifying, expressing a preference for, and summarising arrangements for a social outing, eg *Wir treffen uns um 7 Uhr vor dem Kino. Bis dann!* 🌐🗣️👂
  - planning and preparing for a real-life or virtual trip or excursion to Germany, eg *wann, wie lange, wohin* 🌐🗣️👂
  - creating a collaborative communications project, eg via social media or a daily news segment for a community television or radio station, using appropriate terms to introduce, identify and summarise, eg *Wie wir schon wissen ..., Man soll unbedingt ..., Wollen wir nicht ...?* 🌐🗣️👂
  - planning and participating in a learning experience that combines linguistic and cultural elements, eg an excursion to a German restaurant, exhibition, film festival or community event, by preparing and rehearsing language forms, structures and vocabulary 🌐👂
  - planning a birthday party with a friend, arranging venues, invitations and activities, eg *Wer kann am Samstag zur meiner Geburtstagsparty kommen?* 🌐🗣️👂

### Content for students with a background in German

Students:

- initiate and sustain interactions with others to discuss ideas and points of view, for example: ✨ 🗣️ 📋
  - conducting a survey with German people in the community to investigate a problem or issue in the school or local area, and discussing and determining solutions, eg *eine Umfrage, ein Gespräch führen* ✨ 🗣️ 📋
  - debating a current issue such as climate change, youth problems or issues threatening public safety, eg *die globale Erwärmung, Jugendarbeitslosigkeit* ✨ 🗣️ 📋
  - applying for a student exchange program or a scholarship, 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, eg *Sehr geehrte(r) ..., Mit freundlichen Grüßen, Ich bin für die Stelle geeignet.* ✨ 🗣️ 📋 ✨
  - applying strategies to engage in conversations with people of diverse linguistic and cultural backgrounds, by using alternative terms to clarify meanings, eg *Ich möchte erklären ..., Ich finde ..., Auf der anderen Seite ...* ✨ 🗣️ 📋
  - initiating and sustaining a conversation by introducing topics, inviting contributions, asking for clarification or confirmation and expressing agreement or surprise, eg *Was sagt ihr dazu? Ich bin damit einverstanden. Wie meinen Sie das?* ✨ 🗣️ 📋
  - interacting with peers to compare experiences and challenges and identify successful learning strategies, eg *Ich finde die deutsche Grammatik schwierig. Um mein Deutsch zu verbessern, lese ich gerne deutsche Romane.* ✨ 🗣️ 📋
  
- participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate, for example: ✨ 🗣️
  - initiating a school campaign to promote awareness of a social issue or charity fundraising ✨ 🗣️ 📋 🗣️
  - developing a survey and compiling a report detailing rubbish collection or recycling behaviour at your school to share with a German school's student environment group, eg *Müllsammlung und Wiederverwertung in der Schule* ✨ 🗣️ 📋 🗣️
  - planning a group event, designing the activities and inviting friends, and writing a diary entry to reflect on the event, eg *Wir haben vor ..., Meldet euch an! Das war ein Riesenerfolg!* ✨ 🗣️ 📋
  - creating a collaborative communication project via social media or a daily news segment for a community television or radio station, using appropriate terms to introduce, identify and summarise, eg *Wie Sie alle wissen, haben wir ein Umweltproblem. Man muss seine eigene Kaffeetasse mitbringen.* ✨ 🗣️ 📋 🗣️

# Communicating

## Accessing and Responding

### Outcomes

#### A student:

- › identifies and interprets information in a range of texts LGE5-2C
- › evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LGE5-3C

**Related Life Skills outcomes:** LGELS-2C, LGELS-3C

### Content

Students:

- obtain and synthesise information and ideas from spoken, written, visual or multimodal texts, for example: (ACLGEC021) ✨📺👉
  - obtaining information from a range of media texts, eg television weather reports, interviews and digital video clips, and synthesising key points ✨📺👉
  - using print and digital resources, eg dictionaries and grammar references to support comprehension and research ✨📺👉
  - explaining how spoken, written and digital texts convey cultural as well as factual information, eg regional news headlines, local community announcements, advertisements, notices in public spaces ✨👉📺
  - compiling and comparing information and opinions from a range of spoken or written reports, eg from interviews and evaluation forms related to a *Schüleraustausch* or *Arbeitspraktikum* ✨👉📺
  - listening to, reading or viewing an interview with an ordinary person, a sports star, musician and summarising information and opinions ✨📺👉📺
- respond in English or German to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience, for example: (ACLGEC023) ✨👉
  - preparing a multimodal presentation on aspects of German lifestyles and cultural practices that invite comparison and contrast with their own experiences, eg fashion, music or regional cooking ✨📺🌐👉📺
  - composing a short text to report on topics of interest providing a range of alternative views on the subject, eg *Was kann man in unserer Gegend machen?* ✨👉📺
  - listening to, reading and viewing digital and other texts such as songs, stories, television shows and films with subtitles, and responding by expressing views or modifying key aspects, eg creating a new scene, predicting the story further, re-creating a video clip using parody, engaging in a simulated interview with a character, or retelling or performing the text from the perspective of one of the minor characters ✨📺👉
  - writing a review of a film, television episode or performance for an entertainment guide, eg *Den Film kann ich euch empfehlen. Er war humorvoll und auch interessant.* ✨👉

### Content for students with prior learning and/or experience

Students:

- obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example: (ACLGEC174) 🌐 📖
  - identifying underlying values, cultural references and the purpose and intended audiences of different types of community texts 🌐 📖
  - exploring and explaining how spoken, written and digital texts convey cultural as well as factual information, such as regional news headlines, local community announcements, advertisements, public notices, eg *die Litfaßsäule, die Anzeige, die Reklame* 🌐 📖 📰
  - researching a topic of global significance, eg *die Umweltprobleme*, and identifying and explaining how texts reflect different perspectives and priorities 🌐 🌐 📖 📰
  - comparing advertisements produced in different countries for job positions or an item such as a mobile phone, soft drink or fast food and identifying both culture-specific and universal features, eg *Stellenangebote, Bioprodukte* 🌐 📖 📰 🌟
  
- respond in English or German to information, ideas and opinions, using different formats for specific contexts, purposes and audiences, for example: (ACLGEC176) 🌐 📖
  - gathering information from sources to develop a digital travel guide for a proposed class visit to a German-speaking country, eg *ein virtueller Streifzug durch Deutschland* 🌐 📖 🌐 📖
  - collating information for young German-speaking jobseekers about work opportunities in different regional and cultural contexts and comparing the information provided in English to that provided in German, eg *Farmarbeit in Queensland, Kindermädchen im Outback, Küchenhilfe an der Ostküste* 🌐 📖 🌐 📖 🌟
  - expressing emotional or aesthetic responses to a range of digital and other texts, eg 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 🌐 📖

### Content for students with a background in German

Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values, for example: ⚙️ 📖
  - identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective, eg *Der Autor will uns beeinflussen. Er zeigt eine Vorliebe für die Natur, deshalb ...* ⚙️ 📖
  - expressing emotional or aesthetic responses to range of digital and other texts, eg short stories, poems, cartoons, films and songs, and identifying how mood is created and narrative is developed through language and expression ⚙️ 📺 📖
  - listening to and viewing texts, eg celebrity interviews, news reports and documentaries, noting the different opinions and ideas of participants, focusing on key words and nonverbal cues to identify feelings and ideas, interpreting implied meanings, and recognising possible bias when judging the value of information ⚙️ 📺 📖
  - discussing the features of a range of genres, eg memoirs, poems and moral tales, recognising how similar ideas are conveyed in different genres, eg *Märchen* ⚙️ 📖
  
- respond in German to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences, for example: ⚙️ 📖
  - writing a book or film review for a popular review website ⚙️ 📺 📖
  - researching the local city or region and developing an information kit supported by visuals to provide to German visitors via a local tourism website, including Aboriginal history identifying the local Aboriginal Country, Peoples, language and significant sites and cultural activities, protecting Indigenous cultural and intellectual property 🗝️ ⚙️ 📺 📖 🗝️
  - creating responses to song lines from the Dreaming or Aboriginal artworks through symbols and colour (in consultation with local Aboriginal community), and identifying how mood is created and narrative is developed through symbols and colour 🗝️ ⚙️ 📖
  - investigating a popular film, book or computer game in German and English to identify common themes and issues in contemporary imaginative texts ⚙️ 📺 📖
  - researching a local environmental issue and creating a digital presentation in German that shows connections to German technological developments 🗝️ ⚙️ 📺 📖 🗝️

## Communicating

### Composing

#### Outcome

##### A student:

- › experiments with linguistic patterns and structures to compose texts in German, using a range of formats for a variety of contexts, purposes and audiences LGE5-4C

**Related Life Skills outcome:** LGELS-4C

#### Content

Students:

- compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences, for example: (ACLGEC022, ACLGEC024) 🌐 📱 🗣️
  - creating a text to inform others about or promote an event, place or experience, eg a poster or flyer for a multicultural event or a brochure about their school for a German audience 🌐 📱 🗣️
  - using digital technologies to create a design to showcase Aboriginal and Torres Strait Islander cultures to young German visitors to Australia, demonstrating knowledge of cultural protocols protecting the Indigenous cultural and intellectual property of the custodian of those cultures 🗣️ 🌐 📱 🗣️
  - writing an email to a German friend about a recent event in the local community, eg *eine Bürgerinitiative, internationaler Besuch aus Asien* 🌐 📱 🗣️
  - composing and performing a short skit or rap based on a unit of work or a particular theme, eg *Ferien, Liebe, Schüleraustausch* 🌐 🗣️
- create a range of bilingual texts and resources for the school and wider community, for example: (ACLGEC026) 🌐 📱 🗣️
  - creating an online bilingual class profile to send to a German buddy school, or to present to German visitors to the school, including translations and/or explanation of expressions associated with events or school celebrations, eg *Der Abschlussball findet im November statt. Die HSC Prüfungen sind im Oktober.* 🌐 📱 🗣️
  - recording a video of local areas of interest to German-speaking tourists with recorded voice-over explaining the importance and relevance of these places to the broader community, eg *Hier sieht man die Stadtmitte und da ist das Theater.* 🌐 🗣️
  - providing vocabulary lists and annotated cultural explanations for German-speaking visitors to events, eg Australian sports days, carnivals or barbecues, explaining terms and idioms such as BYO and ‘bring a plate’ 🌐 🗣️ 🗣️
  - designing a bilingual website with a German buddy school or another group of German learners in Australia 🌐 📱 🗣️

### Content for students with prior learning and/or experience

Students:

- compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values, for example: (ACLGEC175) 🛠️📺📱
  - using models of texts such as television news reports and social media to create an original text, and explaining how ideas and information are selected, structured and sequenced to achieve different outcomes 🛠️📺📱
  - creating a webpage to provide information for young German-speaking jobseekers in different regional and cultural contexts, eg *Farmarbeit in Queensland*, *Kindermädchen im Outback*, *Küchenhilfe an der Ostküste*, using formats such as databases, charts, maps and video clips 🛠️📺📱📊🗺️📺
  - designing a text pitched to specific age or interest group, eg relationship advice for teens, tips for healthier living, local information for backpackers 🛠️📱
  - adapting an existing text to change the emotional effect, or to represent different cultural values or experiences, eg by changing the location, characters or era of a familiar story or cartoon 🛠️📱
- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: (ACLGEC177) 🛠️📱
  - creating bilingual instructions for German visitors about how to play various Australian traditional sports, eg *Kricket spielt man im Sommer und die Spiele dauern manchmal 5 Tage lang!* 🛠️📱📺
  - producing a bilingual text, eg travel advice for exchange or study tour students, and reflecting on the process of living with both languages 🛠️🌐📱
  - producing a bilingual visual text with subtitles, explaining an important event, eg Australia Day, Anzac Day 🛠️📱📺
  - creating a bilingual digital database that groups words and expressions associated with themes, fields or contexts, eg food, travel, the environment or school 📱🛠️📺

### Content for students with a background in German

Students:

- compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices, for example: ⚙️📖👉
  - composing a speech on an aspect of popular youth culture for an audience of adults ⚙️👉
  - presenting and discussing their own position on issues, eg attitudes towards recycling, employment in rural communities, or the impact of social media on young people ↕️⚙️⚖️👉
  - composing and performing a song, poem, monologue or dialogue to evoke amusement, sympathy or surprise, eg selecting appropriate imagery and experimenting with onomatopoeia, eg *Jugendsprache*, *die Vögel zwitschern*, rhyme ⚙️👉
  - creating an imaginative text, using literary devices to achieve particular purposes, eg foreshadowing events and building up to the climax in a story, and experimenting with different language techniques ⚙️👉
  
- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: ⚙️👉
  - creating an English version of a literary text, eg poems, songs or short stories, using print and online dictionaries to develop their own linguistic repertoire and an understanding of the risks of word-for-word translation ⚙️📖👉
  - creating a performance in English and German that reflects a significant German or Australian celebration or historical event, eg *Tag der Deutschen Einheit*, *Maifeiertag*, Anzac Day ⚙️🌐👉
  - annotating a translated literary text, eg poems and short stories, to show how translators maintain the original intention of authors in terms of stylistic devices ⚙️👉
  - writing a bilingual storybook for primary school students that explores an environmental issue ↕️⚙️👉

## Understanding

### Systems of Language

#### Outcome

##### A student:

- › demonstrates how German pronunciation and intonation are used to convey meaning LGE5-5U
- › analyses the function of complex German grammatical structures to extend meaning LGE5-6U
- › analyses linguistic, structural and cultural features in a range of texts LGE5-7U

**Related Life Skills outcomes:** LGELS-5U, LGELS-6U, LGELS-7U

#### Content

##### Students:

- understand the intonation and phrasing patterns of spoken German, for example: (ACLGEU029)
  - identifying ways in which stress, intonation and body language convey meaning
  - recognising examples of contractions in excerpts of authentic German conversations and the impact of their use, eg *Wie geht's dir? Was gibt's?*
  - recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis, eg *Je mehr, desto besser. Wenn ich mein Zimmer nicht aufräume, gibt es Streit!*
  - listening to authentic conversations and interactions in German and focusing on pronunciation rules, eg *Deutsche Welle*
- understand and use German language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLGEU030)
  - developing more metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures
  - 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, eg *mein, dein, sein, jeder* and *welcher*
  - understanding and applying German word order and rules in main clauses
  - describing current, recurring and future actions, eg *Er sieht gern fern. Ich will meine Freundin anrufen. Freitags haben wir Schwimmtraining. Ihr werdet nächstes Jahr Abitur machen.*
  - using the present perfect and/or simple past tense with a limited range of common verbs to describe past events and experiences, eg *Ich bin heute Rad gefahren. Als Kind ging ich gerne ins Kino.*
  - understanding and using prepositions, eg *Ich komme aus Deutschland. Das Geschenk ist für dich. Ich bin in der Schule. Ich gehe in die Stadt.*
  - expressing opinions, eg *ich finde, Ich glaube, dass ..., meiner Meinung nach ..., ich bin dagegen*
  - linking and sequencing events and ideas using a range of devices, including adverbs and common subordinating conjunctions, usually with the subordinate clause after the main clause, eg *dann, danach, erstens, vorher, als, dass, obwohl, wenn, weil*

- investigate the impact of factors such as media, technology, globalisation and popular culture on German, for example: (ACLGEU033) 🌐 📺 📱 🌐
  - considering how globalisation has accelerated the introduction of English words and expressions into German, and discussing possible benefits and disadvantages associated with the blending and mixing of languages, eg fashion, food, entertainment, technology 🌐 📺 📱
  - considering how language marks values and attitudes, such as respect and equality and includes the use of titles or first names, eg *Herr Doktor Braun*, *Herr Schwarz*, *Stefan* 🌐 📺 📱
- apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLGEU031) 📺
  - applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, recognising how the choice of language and text structure works to achieve each text's purpose 📺
  - 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, eg the positioning of the reader in advertisements through the use of personal pronouns, imperative and interrogative verb forms, and emotive language and images 🌐 📺

### **Content for students with prior learning and/or experience**

Students:

- apply intonation and phrasing patterns in both formal and informal speech, for example: (ACLGEU182) 📺
  - 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, eg *Ich hab' keine Zeit. Mach's gut!* 📺
  - recognising and responding to challenges associated with clarity and pace in audio texts, eg airport announcements, recorded phone messages, and various differences in pronunciation to ensure clarity, eg *zwei/zwo* 📺
  - recognising the interactive, fluid and less permanent nature of spoken language, identifying features such as the use of repetition, pauses, interruptions, contractions, incomplete sentences and reliance on nonverbal elements and vocal expression 📺
- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLGEU183) 📺
  - recognising instances of the genitive case mainly in written texts, eg *Opas Beruf, die Rolle des Mannes, die Reste der Mauer* 📺
  - understanding and using the appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including common reflexive verbs, modal verbs and verbs with separable and inseparable prefixes 🌐 📺
  - using the imperative verb forms for peers and adults, eg *Mach! Macht! Machen Sie!* 🌐 📺
  - modifying meaning through the use of adverbs and adverbial phrases, eg *Das hast du schon gesagt! Ich bin noch nicht müde!* 📺
  - increasing cohesion within paragraphs by using conjunctions, eg *Ich gehe ins Bett, weil ich müde bin. Du weißt schon, dass ich keine Lust habe. Wenn es kalt ist, trage ich eine Mütze.* 🌐 📺

- research the phenomenon of language change in German-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example: (ACLGEU186) 🌐 📱 🇩🇪
  - finding examples of ways in which social and cultural influences affect languages, eg *das Internet, soziale Medien* 📱 📱
  - reflecting on changes in their own language(s) and culture(s) due to influences such as technology and social media, eg the use of abbreviations in text messaging or the replacement of words by emoticons, and considering possible effects of such changes on the spelling of German and English 📱 🌐 📱
  - investigating outcomes of language revival and reclamation where new words are developed for contemporary purposes, eg *die Jugendsprache, Aboriginal English* 🗣️ 🌐 📱 🇩🇪
  
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLGEU184) 📱
  - identifying the use of cohesive devices, eg conjunctions, to sequence and link ideas and actions in both German and English media texts 📱
  - applying knowledge of text structure and organisation and the interrelationship of context, purpose and audience to assist in comprehension of texts and in creating own texts 📱
  - identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, such as the positioning of the reader in advertisements by the use of personal pronouns, eg *Mach mit! Macht mit! Machen Sie mit!* 📱

### Content for students with a background in German

Students:

- apply the German sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress and intonation are used to enhance the aesthetic features of texts, for example: 🗣️
  - experimenting with rhythm, tempo, stress and intonation in different situations, analysing and comparing how differently they are used, eg when reading a story to an audience, or having a casual conversation with friends 🗣️
  - understanding different intonation and accents of dialects, and identifying in which region the dialect is used, eg *Bayerisch*, *Hessisch*, *Schwäbisch*, *Schwiizerdütsch* 🌐 🗣️
  - making connections between informal and formal forms of language, and tone of voice and rhythm evident in conversation 🗣️
  
- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example: 🗣️
  - using passive, causative and passive-causative forms, eg *Dann werden die Kartoffeln gebraten. Braten Sie die Kartoffeln!* ⚙️ 🗣️
  - using reflective language, eg *Ich fühle mich heute total gut. Meiner Meinung nach, ist das Essen zu salzig! Ehrlich gesagt hasse ich Gemüse.* 🗣️
  - choosing descriptive words that show a high level of concern and using persuasive words and sentence structures on an audience, eg *Diese Situation finde ich unmöglich. Es gibt eine Lösung! Wir schaffen es!* 🗣️
  - comparing how information is conveyed in different sources, eg German newspapers, television, blogs 📺 🗣️
  
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: 🗣️
  - identifying stylistic features of formal text types, eg *Sehr geehrter Herr Doktor Fischer, vielen Dank für Ihre schnelle Rückantwort. Mit herzlichen Grüßen* ⚙️ 🗣️
  - analysing how to position oneself when writing for different purposes, eg in persuasive and evaluative writing, eg *Das ist eine neue Perspektive. Ich schlage vor, dass ...* ⚙️ 🗣️
  - examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, eg directly describing a character's personality compared to indirectly portraying the character's personality through their actions or through the reactions of others ⚙️ 🗣️

## Understanding

### The Role of Language and Culture

#### Outcome

##### A student:

- › explains and reflects on the interrelationship between language, culture and identity LGE5-8U

**Related Life Skills outcome:** LGELS-8U

#### Content

Students:

- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLGEU032) 🌐 🗣️ 📄
  - comparing features of written and spoken German that reflect different communicative purposes, eg formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation 🗣️ 📄
  - identifying the way in which stress, intonation and body language convey meaning, eg the characteristic of rising intonation when asking questions, eg *Sie brauchen Hilfe?* 🗣️ 📄
  - understanding how the level of formality in a text may be decreased by using slang and colloquialisms, eg in an informal conversation or email, or increased by applying key features such as appropriate layout or structure 🗣️ 📄
- understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLGEU034) 🌐 🗣️
  - understanding that language carries cultural associations and indicates priorities in regard to individual, collective and family relationships 🌐 🗣️
  - establishing a deeper understanding of diversity and reflecting on what own experience of linguistic and cultural diversity means for them 🌐 🗣️
  - considering how the experience of learning a new language had an impact on their awareness of their own communicative and cultural behaviours and of how these may be interpreted by others 🌐 🗣️ 📄
- reflect on intercultural experiences as a learner of German, recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLGEC027, ACLGEC028) 🌐 🗣️
  - considering how own cultural practices, values and body language may be interpreted by German-speaking peers, such as personal space and physical contact, eg shaking hands, kissing or hugging when greeting, choice of language register, eg *duzen, siezen* 🌐 🗣️
  - exploring how cultural identity is manifested, eg through family occasions, community events and festivals, eg *Karneval, Fasching, Fastnacht, Schützenfeste* 🌐 🗣️
  - exploring the reciprocal nature of intercultural communication, the two-way process of recognising and responding to differences in perceptions, understanding or behaviours such as the degree of formality or directness 🌐 🗣️
  - exploring and challenging own assumptions and offering different perspectives to new situations, learning or language, including challenging stereotypes, eg by making video clips of cultural faux pas that an Australian visitor to a German-speaking country might make, and vice versa 🌐 🗣️ 📄

### Content for students with prior learning and/or experience

Students:

- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLGEU185) 🌐 🗣️
  - evaluating how language choices reflect social relations and priorities, eg finding words that reflect gender roles in Germany, eg *der Krankenpfleger, die Flugbegleiterin* 🗣️ 🗣️
  - exploring the use of appropriate register and conventions to produce spoken or written texts for real or imaginary situations, eg a job interview or a letter of complaint 🗣️ ✨
  - comparing two versions of the same dialogue, one containing contraction and ellipsis and the other containing the full linguistic forms, analysing the contexts and impact of their use, and reflecting on the different effects, eg service at a restaurant 🗣️
  - comparing spoken texts from German-speaking countries and regions and reflecting upon language variations and the use of dialects in formal and informal contexts, eg *Semmel (auf Bayrisch), Brötchen (auf Hochdeutsch)* 🌐 🗣️
- analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLGEU187) 🌐 🗣️
  - discussing their own and others' attitudes towards cultural difference and diversity, including the use of stereotypes and generalisations, and considering how these affect communication 🌐 🗣️
  - 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, eg student exchanges, theatrical and musical performances 🌐 🗣️
  - analysing how language use and culture reflect and shape relationships, practices and attitudes, such as expressions and concepts relating to education, national identity and commitment to sustainability, eg *Ausbildung, Erziehung, Wessis/Ossis, nachhaltig* ↕️ 🌐 🗣️
- reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLGEC181) 🌐 🗣️
  - reflecting and reporting on how learning German provides insights into language and culture in general, and how their own assumptions about Germany have changed as a result of intercultural language learning 🌐 🗣️
  - evaluating own experiences of learning German and other language across diverse contexts over time, such as keeping a reflective journal based on introspective questions, eg 'Why is it important to learn a foreign language?' 'When and why do I use German/English?' 'How do I feel when I speak German?' 🌐 🗣️
  - examining the key influences on a person's identity by interviewing, in English or German, an older German speaker or researching the life of a famous person 🗣️ 🌐 🗣️
  - developing an annotated digital itinerary of events for a visitor from a German-speaking country, or giving them a sense of Australian cultural diversity 🗣️ 🌐 🗣️ 🗣️

### **Content for students with a background in German**

Students:

- analyse how and why language use varies according to social and cultural contexts, relationships and purposes, for example: 🌐 🗣️
  - explaining aspects of language and cultural behaviour that need to be modified when communicating in German 🌐 🗣️
  - challenging own assumptions and offering different perspectives to new language learning contexts and situations, eg social issues in German-speaking societies 🌐
  
- discuss how meanings vary according to cultural assumptions that German and English speakers bring to interactions, and how mutual understanding can be achieved, for example: 🌐 🗣️ ✎
  - reflecting on their own cultural values and evaluating how these intersect with mainstream values when interacting in German and English-speaking contexts 🌐 🗣️ ✎
  - analysing the key influences on a person's identity by interviewing, in German, an older German speaker or researching the life of a famous person 🌐 🗣️
  
- reflect on their language choices, and communicative and cultural behaviours in German and English-speaking contexts, for example: 🌐 🗣️
  - reflecting on how their language choices, including the use of English and German, are indications of their sense of identity within a particular context 🌐 🗣️
  - considering the differences in their own sense of identity in Australia compared to their sense of identity in their countries of birth, reflecting on changes in social contexts and relationships 🌐 🗣️ 🗣️
  - reflecting on how one's own view of the world is conveyed through language choices, which reflect their understanding of their history, geography, ethnicity and place in the world 🌐 🗣️ 🗣️
  - challenging own assumptions and offering different perspectives to new language learning contexts and situations, eg social issues in German-speaking societies, the place of Aboriginal Peoples in Australian society 🗣️ 🗣️ 🌐 🗣️

## Years 7–10 Life Skills Outcomes and Content

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The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *German K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the [collaborative curriculum planning process](#).

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

## Years 7–10 Life Skills Outcomes

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### Table of Objectives and Outcomes

#### Communicating strand

<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• <b>Interacting:</b> exchanging information, ideas and opinions, and socialising, planning and negotiating</li> </ul>
<p><b>Life Skills outcome</b></p> <p>A student:</p> <p><b>LGELS-1C</b> uses German to interact with others in everyday contexts</p>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• <b>Accessing and responding:</b> obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</li> </ul>
<p><b>Life Skills outcomes</b></p> <p>A student:</p> <p><b>LGELS-2C</b> accesses and obtains information from a range of texts</p> <p><b>LGELS-3C</b> responds to information and ideas for a range of purposes and/or audiences</p>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• <b>Composing:</b> creating spoken, written, bilingual, digital and/or multimodal texts</li> </ul>
<p><b>Life Skills outcome</b></p> <p>A student:</p> <p><b>LGELS-4C</b> composes texts in a range of formats</p>

## Understanding strand

<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• <b>Systems of language:</b> understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place</li> </ul>
<p><b>Life Skills outcomes</b></p> <p>A student:</p> <p><b>LGELS-5U</b> explores German pronunciation and intonation patterns</p> <p><b>LGELS-6U</b> explores German language patterns and structures</p> <p><b>LGELS-7U</b> engages with a variety of text structures</p>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• <b>The role of language and culture:</b> understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</li> </ul>
<p><b>Life Skills outcome</b></p> <p>A student:</p> <p><b>LGELS-8U</b> explores their own and other languages and cultures</p>

## Values and Attitudes Objectives

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

## Years 7–10 Life Skills and Related Syllabus Outcomes

### Communicating strand

<b>Objective</b> <ul style="list-style-type: none"> <li>• <b>Interacting:</b> exchanging information, ideas and opinions, and socialising, planning and negotiating</li> </ul>	
<b>Life Skills outcome</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>LGELS-1C</b> uses German to interact with others in everyday contexts	<b>LGE4-1C</b> uses German to interact with others to exchange information, ideas and opinions, and make plans  <b>LGE5-1C</b> manipulates German in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

<b>Objective</b> <ul style="list-style-type: none"> <li>• <b>Accessing and responding:</b> obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</li> </ul>	
<b>Life Skills outcomes</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>LGELS-2C</b> accesses and obtains information from a range of texts	<b>LGE4-2C</b> identifies main ideas in, and obtains information from texts  <b>LGE5-2C</b> identifies and interprets information from a range of texts
<b>LGELS-3C</b> responds to information and ideas for a range of purposes and/or audiences	<b>LGE4-3C</b> organises and responds to information and ideas in texts for different audiences  <b>LGE5-3C</b> evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

<b>Objective</b> <ul style="list-style-type: none"> <li>• <b>Composing:</b> creating spoken, written, bilingual, digital and/or multimodal texts</li> </ul>	
<b>Life Skills outcome</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>LGELS-4C</b> composes texts in a range of formats	<b>LGE4-4C</b> applies a range of linguistic structures to compose texts in German using a range of formats for different audiences  <b>LGE5-4C</b> experiments with linguistic patterns and structures to compose texts in German using a range of formats for a variety of contexts, purposes and audiences

## Understanding strand

<b>Objective</b> <ul style="list-style-type: none"> <li>• <b>Systems of language:</b> understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place</li> </ul>	
<b>Life Skills outcomes</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>LGELS-5U</b> explores German pronunciation and intonation patterns	<b>LGE4-5U</b> applies German pronunciation and intonation patterns  <b>LGE5-5U</b> demonstrates how German pronunciation and intonation are used to convey meaning
<b>LGELS-6U</b> explores German language patterns and structures	<b>LGE4-6U</b> applies features of German grammatical structures and sentence patterns to convey information and ideas  <b>LGE5-6U</b> analyses the function of complex German grammatical structures to extend meaning
<b>LGELS-7U</b> engages with a variety of text structures	<b>LGE4-7U</b> identifies variations in linguistic and structural features of texts  <b>LGE5-7U</b> analyses linguistic, structural and cultural features in a range of texts

<b>Objective</b> <ul style="list-style-type: none"> <li>• <b>The role of language and culture:</b> understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity</li> </ul>	
<b>Life Skills outcome</b> A student:	<b>Related Stage 4 and 5 outcomes</b> A student:
<b>LGELS-8U</b> explores their own and other languages and cultures	<b>LGE4-8U</b> identifies that language use reflects cultural ideas, values and beliefs  <b>LGE5-8U</b> explains and reflects on the interrelationship between language, culture and identity

## Years 7–10 Life Skills Content

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The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

## Communicating

### Interacting

#### Outcome

##### A student:

- › uses German to interact with others in everyday contexts LGELS-1C

**Related Stage 4/5 outcomes:** LGE4-1C, LGE5-1C

#### Content

Students:

- use language to interact with peers and known adults, for example: 🌟 🌟
  - recognising and responding to basic greetings, eg *Hallo!* 🌟 🌟
  - using ‘please’ and ‘thank you’ when interacting with others, eg *Danke! Bitte!* 🌟
  - responding to questions in everyday situations, eg *Ich bin fünfzehn Jahre alt. Ich habe einen Hund.* 🌟 🌟
  - introducing themselves and exchanging personal details with others, eg *Ich bin Maxi. Mein Name ist Monika. Das ist mein Freund, Anton.* 🌟 🌟
  - initiating questions, eg *Wie heißt du? Wie alt bist du? Wo wohnst du?* 🌟 🌟
  - recognising everyday objects and concepts in German, eg places, classroom objects 🌟 🌟
  - participating in a conversation 🌟 🌟
  - recognising German words related to topics of interest 🌟 🌟
  - sharing information on a topic of interest such as hobbies, eg *Ich spiele gern Gitarre.* 🌟 🌟
  - sharing opinions and ideas about what they like and do not like, eg *Ich spiele gern Computerspiele. Ich mag Basketball. Singen mag ich nicht.* 🌟 🌟

- engage in everyday collaborative activities and participate in classroom routines, for example: 🌟🌟
  - using ‘please’ and ‘thank you’ when collaborating with others, eg *Danke! Bitte!* 🌟🌟
  - recognising days of the week or months of the year on a calendar or timetable 🌟🌟📅
  - responding to cues for turn-taking, eg *Du bist dran! Ich bin dran!* 🌟🌟
  - responding to directions, eg *Komm nach vorne! Auf der linken Seite.* 🌟🌟
  - responding to classroom instructions, eg *Steht bitte auf! Ruhe, bitte!* 🌟🌟
  - seeking help or permission, eg *Entschuldigung! Hilfe, bitte! Kann ich ...?* 🌟🌟
  - seeking clarification, eg *Wie bitte?* 🌟🌟
  - sharing information about aspects of their personal world, such as family, friends, entertainment, sport or leisure, eg *Ich mag Filme.* 🌟🌟
  - expressing opinions, eg *Ich finde Sport toll. Das ist unfair!* 🌟🌟
  - offering suggestions, eg *Kann ich ...?* 🌟🌟
  - accepting or declining an invitation, eg *Tut mir leid! Ich kann nicht.* 🌟🌟

### **Content for students with prior learning, experience and/or background**

Students:

- initiate and sustain interactions with peers and known adults, for example: 🌟🌟
  - initiating a conversation 🌟🌟
  - responding to questions about themselves, eg *Wo wohnst du? Hast du Haustiere?* 🌟🌟
  - sharing an opinion and/or point of view, such as why their sports team should win the competition, eg *Mein Team spielt immer gut. Mein Team ist das Beste!* 🌟🌟
  - participating in a conversation and elaborating ideas 🌟🌟
  - sharing their thoughts, feelings and/or preferences, such as owning a pet, eg *Mieze ist meine Katze. Sie ist so süß!* 🌟🌟
  - sustaining interactions by asking questions 🌟🌟
  - sharing experiences online with a German friend about life at an Australian school, eg *Ich lerne Deutsch, Mathe und Englisch. Deutsch ist mein Lieblingsfach!* 🌟🌟📧🌐🌟🌟
- engage in everyday collaborative activities that involve planning and negotiating, and participate in classroom routines, for example: 🌟🌟
  - responding to ‘yes’ or ‘no’ questions about learning activities 🌟🌟
  - giving and following instructions, eg *Packt alles ein, bitte!* 🌟🌟
  - seeking clarification, eg *Wie bitte?* 🌟🌟
  - seeking help, permission and advice, eg *Entschuldigung Herr Müller, darf ich ...?* 🌟🌟
  - offering suggestions and advice, eg *Vielleicht ...* 🌟🌟
  - responding to open-ended questions about learning activities 🌟🌟
  - experiencing different roles in group activities, eg *Du bist dran!* 🌟🌟
  - participating in a shared event, eg popular German games and songs, planning a weekend outing, arranging to meet for lunch, organising a birthday party 🌟🌟
  - elaborating on ideas and opinions, eg giving reasons for not accepting an invitation 🌟🌟
  - collaborating with others to make decisions and/or solve problems in group activities, eg choosing when and where to meet, which restaurant to eat at, which film to see and which session time 🌟🌟
  - collaborating with others, to express opinions, thoughts and ideas, eg *Gute Idee!* 🌟🌟

# Communicating

## Accessing and Responding

### Outcomes

#### A student:

- › accesses and obtains information from a range of texts LGELS-2C
- › responds to information and ideas for a range of purposes and/or audiences LGELS-3C

**Related Stage 4/5 outcomes:** LGE4-2C, LGE4-3C, LGE5-2C, LGE5-3C

### Content

#### Students:

- access texts and locate information, for example:
  - recognising known words and phrases, eg greetings, days of the week
  - identifying known words and phrases, eg in conversation, songs and rhymes
  - locating information in German on a print or online map, eg locating popular sites such as *Schloss Neuschwanstein* in Bavaria on a map, locating Germany on a world map
  - recognising information in German signs and symbols
  - listening for key information in German, eg numbers or names
  - obtaining specific information from German written texts in a variety of ways, eg matching words with pictures, sequencing words and sentences
  - locating and identifying key information in German texts, eg timetables, recipes, menus, invitations, posters, identity cards, emails
  - identifying features of objects and/or people in a German text, eg *Das Pferd ist groß und braun. Der Apfel ist grün.*
- respond to information in a variety of formats using modelled language, for example:
  - responding to known words and phrases
  - responding to information on a familiar topic
  - responding to simple questions or ideas about a text, eg a well-known story
  - responding to information presented in a variety of formats, eg graph, poster, report
  - gathering information about a special German event, eg a festival, and presenting a short report, using photos, illustrations, captions or diagrams
  - responding to ideas and opinions in a group forum, eg a blog, class discussion, game or activity

**Content for students with prior learning, experience and/or background**

Students:

- access and select relevant information and ideas from a range of texts, for example: 🗨️ 📖
  - identifying main points and specific details in texts 🗨️
  - locating and identifying relevant information in texts, eg focusing on familiar and predictable situations and answering questions in English or German 🗨️
  - exploring information from a range of print and online sources, eg about schools, pop music and sport in Australia, German-speaking countries and around the world 🌐 📖 🗨️
  - organising and interpreting information, eg recording information in a timeline or profile about a famous person or event 🗨️ 📖 🗨️
  - describing information and ideas gathered from texts, eg features of a character from a German story or film 🗨️ 🗨️
  
- respond to information on a range of topics, events or experiences in a variety of formats, for example: 🗨️ 📖
  - presenting information about a familiar topic, eg surveying opinions of classmates and presenting findings using digital technology 🗨️ 📖 📱 🗨️
  - creating presentations using simple statements and images, using digital technology as appropriate, eg what they did on the weekend 🗨️ 📖 🗨️
  - responding to more complex questions or ideas about texts, eg a well-known children’s story 🗨️ 🗨️
  - presenting a short talk about a German festival or tradition using information gathered from multiple sources 🗨️ 🌐 🗨️ 🗨️
  - researching information about a popular tourist destination in a German-speaking country and creating a brochure in German or English 🗨️ 🌐 🗨️

## Communicating

### Composing

#### Outcome

##### A student:

- › composes texts in a range of formats LGELS-4C

**Related Stage 4/5 outcomes:** LGE4-4C, LGE5-4C

#### Content

Students:

- compose texts in a variety of formats, using modelled language, for example:
  - participating in creating a text on a familiar topic, eg a family tree
  - labelling photos in German from a real or virtual school excursion for classroom display, eg *die Klassenfahrt*
  - creating a greeting card to a friend to say *Danke!* or wish them *Herzlichen Glückwunsch zum Geburtstag!*
  - completing speech bubbles in a comic strip
  - composing a self-introduction speech for meeting new students
  - creating a German menu using images, word banks and sample sentence patterns for a class restaurant
  - creating a timetable of weekly or monthly activities
  - creating a visual text using simple German words and phrases
  - composing a simple recount, poem or narrative in German about a recent event, eg a holiday, an outing or a celebration
- create bilingual texts, for example:
  - matching German words with corresponding English words
  - labelling familiar objects in German and in English, eg classroom objects
  - creating a visual display of new vocabulary, using digital technology as appropriate, eg flashcards
  - creating a bilingual picture dictionary of new words, eg *die Familie, die Tiere*
  - creating a bilingual poster, eg of a school map or school canteen menu
  - making a dictionary of learned vocabulary for the class, using digital technologies

**Content for students with prior learning, experience and/or background**

Students:

- compose texts in a variety of formats for different contexts and purposes, for example: 🗨️ 📄 📱
  - creating a German menu with some details about each item for a class restaurant 🗨️ 🌐 📱
  - composing a recount, eg of a school excursion for the school newsletter 🗨️ 📱
  - composing a diary entry, eg about a day's experience at school, and selecting phrases about how they felt, eg *Ich mag die Schule. Ich finde Mathe total schwer.* 🗨️ 📱
  - producing an advertisement, eg for a class restaurant, promoting what food the restaurant offers 🗨️ 📱
  - creating own version of a popular children's game involving numbers 🗨️ 📱 📄
  
- create bilingual texts for the classroom and the wider community, for example: 🗨️ 📱
  - creating a bilingual notice, for the school to notify German-speaking parents of a fundraising activity 🗨️ 📱
  - creating a digital presentation video for the class, eg about favourite people and things, spoken in German with English subtitles 🗨️ 📄 📱
  - creating a bilingual version of a well-known children's story using illustrations and basic language 🗨️ 📱
  - creating lyrics in German to a well-known song 🗨️ 📱
  - creating a bilingual poster for the classroom 🗨️ 📱
  - creating a simple article about a recent event in English and German for a school newsletter or local newspaper 🗨️ 📱

# Understanding

## Systems of Language

### Outcomes

#### A student:

- › explores German pronunciation and intonation patterns LGELS-5U
- › explores German language patterns and structures LGELS-6U
- › engages with a variety of text structures LGELS-7U

**Related Stage 4/5 outcomes:** LGE4-5U, LGE4-6U, LGE4-7U, LGE5-5U, LGE5-6U, LGE5-7U

### Content

#### Students:

- recognise features of the German sound system, such as accent, rhythm and intonation, for example:
  - recognising that tone and volume vary according to speaker's mood
  - recognising nonverbal communication, eg shaking hands
  - exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions
  - identifying the characteristic of rising intonation when asking questions
  - recognising the connections between spoken and written forms of language
  - exploring the German alphabet
  - identifying syllables that make up German words, eg *deshalb*
  - accessing print and digital technologies to correctly use *ä, ö, ü* and *ß*
  - recognising and reproducing German sounds
- recognise elements of German grammar and sentence patterns, for example:
  - recognising verbs related to daily activities, eg *Ich gehe ...*
  - recognising that all nouns in German are capitalised
  - recognising definite and indefinite articles, eg *der, die, das, ein, eine*
  - recognising interrogatives, eg *was, wer, wie, wo*
  - recognising subject pronouns, eg *ich, du, er, sie, es, wir*
  - recognising numerals, eg cardinal, ordinal, dates, time
  - recognising commonly used adverbs to qualify verbs and adjectives, eg *sehr*
  - recognising standard word order
  - making simple statements, eg *Ich bin vierzehn. Ich wohne in ...*
  - responding to and making polite requests, eg *Ich möchte ..., bitte. Danke! Bitte!*
  - identifying the subject of a German sentence, eg personal pronouns
  - using a range of verb forms and tenses

- recognise the dynamic nature of German and other languages, for example: 📖 🎓 🌐
  - recognising German words that are commonly used in English, eg *Kindergarten, Delikatessen* 🌐 🎓
  - exploring a range of dialects in German-speaking communities, eg *Servus!* 🌐 🎓
  - identifying how the German language is used in familiar routines, eg *Das Papier in den Recyclingbehälter, bitte!* 🗑️ 🌐 🎓
  - recognising German words and phrases that have emerged in response to new ideas and developments in communications and technology, eg *Denglisch, das Internet* 📖 🌐 🎓
  
- explore how different texts are structured, for example: 🎓
  - identifying the format of familiar texts, eg greeting card, invitation, email, map, menu, timetable 📖 🎓 📄
  - identifying language forms and features of texts, eg a date, time and place in an invitation 🎓 📄
  - recognising the purpose and audience of a range of texts 🎓 📄

**Content for students with prior learning, experience and/or background**

Students:

- recognise and use German pronunciation and intonation patterns, for example: 🗣️
  - recognising correct pronunciation and intonation when speaking, eg the letters 'j', 'w', 'v' 🗣️ 🗣️
  - recognising the difference between German and English pronunciation 🗣️
  - recognising structure of German syllabary and pronouncing sounds correctly, eg 'ei', 'ie' 🗣️
  
- recognise and use elements of German grammar and sentence structure, for example: 🗣️
  - recognising different question words, eg *wer, wie, wo, wann* 🗣️
  - recognising basic time expressions, eg days of the week and months 🗣️
  - exploring basic sentence structure in German, consisting of subject–verb–object, and learning to explore sentences in both German and English 🗣️
  - exploring the use of word order to convey meaning, eg *Wenn ich Hunger habe, esse ich.* 🗣️
  - recognising grammatical features and how their use differs in German and English, eg the lack of articles in German, eg *Ich bin Lehrer.* 🗣️ 🗣️
  - manipulating verb tense to communicate past experiences, eg *Er hat Tennis gespielt.* 🗣️
  
- explore how German has changed, for example: 🗣️ 🗣️ 🗣️
  - exploring the influence of technology and globalisation on German, eg technology, computers, automobiles 🗣️ 🌐
  - exploring the existence of foreign words in German 🗣️ 🗣️
  - recognising the impact of youth culture on language, eg the use of English words in German music, cartoons, films or advertising 🌐 🗣️ 🗣️
  - participating in discussion about the origin of borrowed words and how they came to be adopted in the German language 🌐 🗣️ 🗣️
  
- explore and recognise textual conventions of familiar multimodal texts, for example: 🗣️
  - exploring a range of German texts 🗣️
  - recognising how content is organised in a range of German texts, including headings, images, use of scripts and fonts 🗣️
  - demonstrating appropriate structure when composing texts, eg narrative, letter, argument 🗣️
  - applying knowledge of text features to locate key information in a range of texts, eg maps, menus, emails, narratives and recipes 🗣️ 🗣️
  - comparing familiar texts in both German and English and explaining how the features of the text suit its purpose, eg a menu has pictures of dishes to help the customer understand what kind of food is listed, an online shopping catalogue showing clothes styles 🗣️ 🗣️

## Understanding

### Role of Language and Culture

#### Outcome

##### A student:

- › explores their own and other languages and cultures LGELS-8U

**Related Stage 4/5 outcomes:** LGE4-8U, LGE5-8U

#### Content

Students:

- explore how language changes in formal and informal contexts, for example: 🗣️
  - observing forms of communication in different situations, eg telephone conversations 🗣️ 📞
  - exploring how different people use language in different ways, eg formal and informal language 🗣️
  - recognising that greetings can change when talking to teachers or peers, eg *du*, *Sie* 🗣️ 📞
  - exploring specific formal language, eg addressing male and female forms, addressing a teacher 🗣️
  - exploring basic phrases according to relationship, age and familiarity, eg *Wie geht's dir?* to a friend but *Wie geht es Ihnen?* to a teacher 🌐 📞
- explore links between language, culture and behaviours, for example: 🌐 📞
  - recognising countries where German is the main language spoken 🌐 📞 🗣️
  - exploring the range of languages spoken in Australia, including the languages of Aboriginal and Torres Strait Islander Peoples 🗣️ 🌐 🗣️
  - recognising that there are culturally appropriate expressions and behaviours for particular contexts, eg *Danke! Bitte! Gerne!* 🗣️ 🌐 🗣️ 📞
  - recognising the importance of declining politely, eg *Es tut mir leid! Nein, danke.* 🗣️ 📞
  - exploring and participating in specific German celebrations or special events 🗣️ 🌐 📞
  - exploring the ways special events are celebrated differently across geographical regions, eg *Karneval, Fasching, Fastnacht* 🗣️ 🌐 📞
- explore their own and others' lifestyles, beliefs and cultural practices, for example: 🌐 🗣️ 🗣️
  - participating in traditional games and songs of German-speaking countries 🌐 📞
  - exploring celebrations and cultural traditions 🌐 🗣️
  - exploring German money systems, eg participating in simulated transactions using Euro currency 📞 🗣️
  - exploring popular entertainment and recreational activities 🌐 🗣️
  - participating in a shared meal of German food and identifying that customs associated with eating vary according to culture 🌐 📞 🗣️ 🗣️
  - identifying people in the local community or in the media who speak a different language, including Aboriginal and Torres Strait Islander languages, eg 'My mum's friend is from Germany, and she speaks German', 'the local Elder speaks the language of their Country' 🗣️ 🌐 🗣️
  - comparing cultural practices around the world 🌐 🗣️ 🗣️
  - comparing everyday experiences of German-speaking and Australian people, eg sharing experiences of life in school with a German friend online 📞 🌐 🗣️ 🗣️

- sharing information about themselves and their family background, eg their age, interests, country of origin and languages spoken 🌐 🗣️ 🇩🇪
- comparing lifestyles of Australian and German-speakers related to festivals and celebrations, eg music, food staples and cooking styles, and discussing own engagement with these 🌐 🗣️ 🇩🇪

### **Content for students with prior learning, experience and/or background**

Students:

- explore how language changes in formal and informal contexts, for example: 🗣️
  - using polite language when speaking to seniors, teachers, German-speaking guests and students 🗣️ 🇩🇪
  - using formulaic expressions and polite greetings in everyday contexts, eg *Guten Tag, Frau Schmidt, darf ich reinkommen?* 🗣️ 🇩🇪
- explore the relationship between language, culture and behaviour, for example: 🌐 🗣️
  - recognising the use of body language and gestures when communicating in German 🌐
  - exploring the idea of belonging through a shared culture and behaviour 🌐 🗣️
  - exploring difference and diversity of cultural expression in Australia, including Aboriginal and Torres Strait Islander Peoples, eg celebrations, food, music, art, craft, beliefs/protocols, dance and clothing 🇺🇸 🌐 🇩🇪
  - participating in exchanging good wishes in celebrations and comparing cultural practices of celebration around the world, eg *Geburtstage, Muttertag* 🌐 🗣️ 🇩🇪
- explore how aspects of identity, including family background, traditions and beliefs, influence us, for example: 🌐 🗣️
  - recognising that identity can be reflected through culture and language 🌐
  - participating in class activities about own and others' cultural practices 🌐 🗣️ 🇩🇪
  - sharing information about themselves and their families, eg their family origins, languages they speak at home, when their family emigrated to Australia 🌐 🗣️ 🇩🇪
  - demonstrating respect for diverse cultural practices, eg differences in speech, dress, celebrations and beliefs 🌐 🇩🇪
  - deciding how best to address and refer to others, eg addressing an older stranger 🗣️ 🇩🇪

# Assessment

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## Standards

The NSW Education Standards Authority's (NESA) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage.

Syllabus outcomes in German contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

## Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

*Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.

### Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

### Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

### Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

## Assessment for Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted keywords or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of [collaborative curriculum planning](#).

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

## Reporting

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

## Glossary

Glossary term	Definition
<b>Aboriginal and Torres Strait Islander Peoples</b>	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> <li>• is of Aboriginal and/or Torres Strait Islander descent</li> <li>• identifies as an Aboriginal person and/or Torres Strait Islander person, and</li> <li>• is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.</li> </ul>
<b>accent</b>	A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.
<b>accent marks</b>	<p>Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different meaning or grammatical usage for the word within they appear, as in the following:</p> <ul style="list-style-type: none"> <li>• <i>umlaut, eg Mädchen, schön, für</i></li> </ul>
<b>activity</b>	A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. 'Classroom activities' is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks.
<b>adjective</b>	A word that modifies or describes a noun or pronoun, eg <i>astonishing</i> in <i>an astonishing discovery</i> .
<b>adverb</b>	A word class that may modify or qualify a verb, an adjective or another adverb, eg <i>beautifully</i> in <i>She sings beautifully</i> ; <i>really</i> in <i>He is really interesting</i> ; <i>very</i> and <i>slowly</i> in <i>She walks very slowly</i> .
<b>adverbial</b>	A word or group of words that functions as an adverb, eg 'at the speed of light'.
<b>aesthetic</b>	Relates to a sense of beauty or appreciation of artistic expression.
<b>audience</b>	Intended readers, listeners or viewers.
<b>authentic (texts/materials)</b>	Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.
<b>author</b>	A composer or originator of a work, eg <i>a novel, film, website, speech, essay, autobiography</i> .

<b>Glossary term</b>	<b>Definition</b>
<b>bilingualism</b>	An ability to use two languages.
<b>biography</b>	A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.
<b>case</b>	The inflection of articles, nouns, adjectives and pronouns according to their grammatical function and relationship to other words in a sentence.
<b>clause</b>	A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.
<b>CLIL</b>	Content and Language Integrated Learning. An approach to learning content through an additional language.
<b>cognates</b>	Similar or identical words which have shared origins. For example, <i>father</i> (English), <i>vater</i> (German) and <i>pater</i> (Latin) have a shared origin. English <i>ship</i> and <i>skiff</i> share the same Germanic origin.
<b>cohesion</b>	That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (eg <i>study/laze about</i> , <i>ugly/beautiful</i> ), repetition (eg <i>work, work, work – that's all we do!</i> ) and collocation (eg <i>friend</i> and <i>pal</i> in, <i>My friend did me a big favour last week. She's been a real pal.</i> )
<b>communication</b>	A mutual and reciprocal exchange of meaning.
<b>composing</b>	A process of producing written, spoken, graphic, visual or multimodal texts.  It also includes applying knowledge and control of language forms, features and structures required to complete the task.
<b>compound sentence</b>	A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as <i>or</i> , <i>and</i> , <i>but</i> . In the following examples, the main clauses are indicated by square brackets: [Alice came home this morning] but [she didn't stay long]. [Kim is an actor], [Pat is a teacher], and [Sam is an architect].
<b>conjugation</b>	Varying the forms of verbs in similar patterns according to grammatical rules.
<b>conjunction</b>	A part of speech that signals relationships between people, things, events, ideas, eg <i>Sophie and her mother might come, or they might stay at home</i> . The conjunction <i>and</i> links the two participants, while <i>or</i> links alternative options.

<b>Glossary term</b>	<b>Definition</b>
<b>context</b>	An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.
<b>convention</b>	An accepted language or communicative practice that has developed and become established over time, eg the use of punctuation or directionality.
<b>Country</b>	Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.
<b>create/compose</b>	Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.
<b>cues</b>	Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.
<b>culture</b>	<p>In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture.</p> <p>Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:</p> <ul style="list-style-type: none"> <li>• see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity.</li> </ul> <p>Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.</p>
<b>de-centre</b>	A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.
<b>dialect</b>	A variant of a language that is characteristic of a region or social group.
<b>digital media</b>	Various platforms via which people communicate electronically.

Glossary term	Definition
<b>digital texts</b>	Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.
<b>ellipsis</b>	<p>Ellipsis is the omission of words where:</p> <ul style="list-style-type: none"> <li>• words repeat what has gone before and these terms are simply understood, eg <i>The project will be innovative. To be involved (in the project) will be exciting.</i></li> <li>• a word like <i>one</i> is substituted for a noun or group, as in <i>There are lots of apples in the bowl. Can I have one?</i></li> <li>• a cohesive resource that binds text together and is commonly used in dialogue for speed of response, eg <i>(Do you) Want a drink?/Thanks (I would like a drink.)</i></li> <li>• three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu</li> <li>• the points of ellipsis take the place of sections of text when quoting from a source.</li> </ul>
<b>Eszett</b>	A grapheme representing an 's' and used in German spelling when followed by a long vowel or diphthong. (Also known as a <i>scharfes 's'</i> .)
<b>exercise</b>	A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.
<b>form-focused learning activities</b>	Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, eg drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.
<b>formulaic language</b>	Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, eg <i>Once upon a time</i> (story-starter); <i>G'day, how are you going?</i> (greeting in Australian English).
<b>genre</b>	<p>A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.</p> <p>The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.</p>
<b>gist</b>	The general meaning or most important piece of information in a text.

Glossary term	Definition
<b>identity</b>	A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners' experiences with different linguistic and cultural systems introduce them to alternative ways of considering the nature and the possibilities associated with identity.
<b>idiomatic expressions</b>	A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, eg <i>I am over the moon, on thin ice, a fish out of water, fed up to the back teeth.</i>
<b>Indigenous cultural and intellectual property</b>	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous Peoples as a whole or their territory.
<b>Indigenous Peoples</b>	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander Peoples within Australia.
<b>input</b>	Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.
<b>intercultural capability</b>	<p>An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours.</p> <p>Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to difference and diversity.</p>
<b>intercultural language teaching and learning</b>	An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language-culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Glossary term	Definition
<b>interpret</b>	<p>In the context of second or additional language learning, interpret refers to two distinct processes:</p> <ul style="list-style-type: none"> <li>• the act of translation from one language to another</li> <li>• the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.</li> </ul>
<b>intonation</b>	<p>A key component of communication, involving patterns of melody of spoken language that can be used like punctuation, eg to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.</p>
<b>language</b>	<p>A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.</p> <p>Language is described and employed:</p> <ul style="list-style-type: none"> <li>• <b>as code</b> – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems</li> <li>• <b>as social practice</b> – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways</li> <li>• <b>as cultural and intercultural practice</b> – means by which communities construct and express their experience, values, beliefs and aspirations</li> <li>• <b>as cognitive process</b> – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.</li> </ul>
<b>language features</b>	<p>Features of language that support meaning, eg sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.</p>
<b>language patterns</b>	<p>Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.</p>
<b>language systems</b>	<p>Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.</p>

<b>Glossary term</b>	<b>Definition</b>
<b>learning task</b>	<p>Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms.</p> <p>The learning task may be authentic, eg to conduct a German-speaking person around a school or to participate in an experiment; or simulated, eg to compose an email to a German-speaking friend or read a friend's blog.</p> <p>Learning tasks provide the organising structure and context for meaning-focused language learning.</p>
<b>macro skills</b>	Four major language skills of listening, speaking, reading and writing.
<b>manipulate</b>	To change or alter the vocabulary or syntax of a sentence.
<b>media texts</b>	Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.
<b>metalanguage</b>	A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as <i>sentence, clause, conjunction</i> ; or about the social and cultural nature of language, such as <i>face, reciprocating, register</i> ).
<b>mnemonic</b>	An aid such as a pattern, rhyme, acronym, visual image used for memorising information.
<b>modal verbs</b>	A verb attached to another verb to express a degree of probability, eg <i>I might come home</i> , or obligation, eg <i>You must give it to me</i> .
<b>mode</b>	Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.
<b>monolingual</b>	Using only one language.
<b>multimodal text</b>	A text which involves two or more communication modes; for example the combining of print, image and spoken text in film or computer presentations.
<b>narrative</b>	A story of events or experiences, real or imagined.
<b>noun</b>	A part of speech that includes all words denoting physical objects such as <i>man, woman, boy, girl, car, window</i> . These are concrete nouns. Abstract nouns express intangibles, such as <i>democracy, courage, success, idea</i> .
<b>off-Country</b>	Taking place away from Aboriginal land or Country of origin.
<b>on-Country</b>	Taking place on Aboriginal land or Country of origin.

<b>Glossary term</b>	<b>Definition</b>
<b>onomatopoeia</b>	The formation of a word by imitating the sound associated with the object designated.
<b>orthography</b>	Writing words correctly according to common usage.
<b>performance</b>	A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.
<b>phonological awareness</b>	Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.
<b>Place</b>	A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.
<b>plurilingual</b>	An ability to use several languages.
<b>pragmatics</b>	A study of how context affects communication, eg in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.
<b>prefix</b>	A meaningful element (morpheme) added before the main part of a word to change its meaning, eg <i>un</i> in <i>unhappy</i> .
<b>preposition</b>	<p>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</p> <ul style="list-style-type: none"> <li>• space/direction (for example <i>below, in, on, to, under</i> – eg <i>She sat on the table.</i>)</li> <li>• time (for example <i>after, before, since</i> – eg <i>I will go to the beach after lunch.</i>)</li> <li>• those that do not relate to space or time (for example <i>of, besides, except, despite</i> – eg <i>He ate all the beans except the purple ones.</i>).</li> </ul> <p>Prepositions usually combine with a noun group or phrase to form a prepositional phrase, eg <i>in the office, besides these two articles.</i></p>
<b>productive language</b>	One of two aspects of communication through language (see receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.
<b>pronoun</b>	A part of speech that refers to nouns, or substituting for them, within and across sentences, eg Ahmad chose a chocolate cake. <i>He ate it that evening</i> (where <i>he</i> and <i>it</i> are personal pronouns; and <i>that</i> is a demonstrative pronoun).
<b>pronunciation</b>	A manner in which a syllable is uttered.

Glossary term	Definition
<b>question</b>	<p>A commonly employed prompt to find out information. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:</p> <ul style="list-style-type: none"> <li>• <b>closed questions</b> are questions for which there are predictable answers, eg <i>What time is it?</i> These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development.</li> <li>• <b>open questions</b> are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, eg <i>How do you feel about that? What do you think might happen next?</i> They are used as stimulus for discussion, reflection and investigation.</li> </ul> <p>Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.</p>
<b>receptive language</b>	<p>One of the two components of communication through language (see productive language): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.</p>
<b>register</b>	<p>A variety of language used for a particular purpose or in a particular situation, the variation being defined by <i>use</i> as well as <i>user</i>, eg informal register or academic register.</p>
<b>scaffolding</b>	<p>Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.</p>
<b>speak</b>	<p>Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.</p>
<b>stereotype</b>	<p>A widely held but fixed and oversimplified image or idea of a particular type of person or thing.</p>
<b>stress</b>	<p>An emphasis in pronunciation that is placed on a particular syllable of a word, eg <i>She will <b>conduct</b> the orchestra; her <b>conduct</b> is exemplary.</i></p>

Glossary term	Definition
<b>suffix</b>	A meaningful element added after the root of a word to change its meaning, eg to show its tense: <i>-ed</i> in <i>passed</i> . Common suffixes in English include <i>-ing, -ed, -ness, -less, -able</i> .
<b>sustained interaction</b>	An exchange of information, ideas and/or opinions consisting of a series of questions, responses or comments.
<b>talk</b>	Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.
<b>text structure</b>	Ways in which information is organised in different types of texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.
<b>text types (genres)</b>	Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, eg texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts, eg a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in German or Korean.
<b>texts</b>	Communications of meaning produced in any media that incorporates German. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see multimodal texts).
<b>textual features/conventions</b>	Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).
<b>translation</b>	A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.
<b>verb</b>	A part of speech which expresses existence, action, state or occurrence, eg they <b>watch</b> football; she <b>is</b> exhausted; the day finally <b>came</b> .  <b>auxiliary verb</b> – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition, eg they <b>will</b> go, I <b>did</b> eat lunch, she <b>might</b> fail the exam.

Glossary term	Definition
<b>word borrowing</b>	A practice of incorporating words from one language into another. For example the use of German words such as <i>kindergarten</i> , <i>poltergeist</i> in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.
<b>word processing</b>	The use of a computer system to produce documents by inputting, editing, manipulating, storing and printing them.