



# **German Beginners**

## **Stage 6 Syllabus**

### **Preliminary and HSC Courses**

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# 1 The Higher School Certificate Program of Study

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

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster the students' physical and spiritual development.

## **2 Introduction to German Beginners in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the modern standard version of German (*Hochdeutsch*). Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences.

### **2.2 Description of Target Group**

The German Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of German at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the German language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies *Assessment, Certification and Examination Manual*.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.

## 2.3 Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century.

Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.

Language learning is both interesting and rewarding. German and English have a common origin, placing them in the same family of European languages. Many commonly used German words have a similarity to English, which assists in the early stages of learning German, helping make this an achievable and enjoyable experience.

German-speaking countries have emerged as strong international leaders in trade, commerce, environmental protection and politics. German is one of the most commonly spoken languages in the European Union and, as a leading industrial nation, Germany is one of Australia's largest single trading partners. German-speaking countries are major investors in Australian companies and many German companies have established regional offices in Australia.

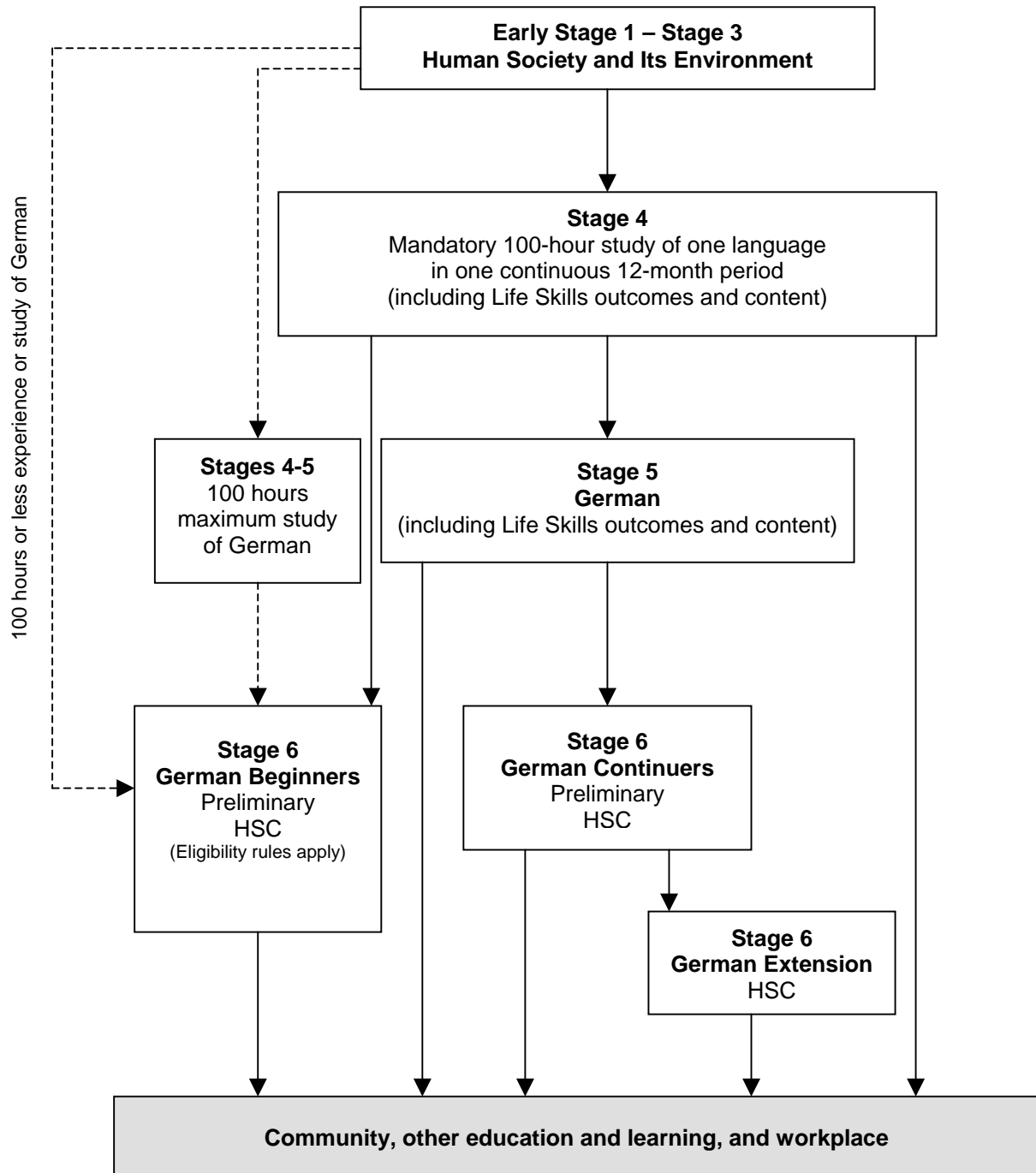
German-speaking communities contribute significantly to the rich linguistic and cultural diversity of Australia. German has long been recognised as a prominent international language and plays a significant role in the world of science, culture, music and philosophy. It is also a key language in the fields of medicine, economics, technology and space exploration. The study of German provides students with a deeper insight into a region that plays a vital role in central Europe's intellectual and economic life and in its cultural history.

The study of German has many long-term benefits. It is both useful and desirable in a number of areas of tertiary study and provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.



### 3 Continuum of Learning

The diagram places the syllabus in the context of the K–12 German curriculum.



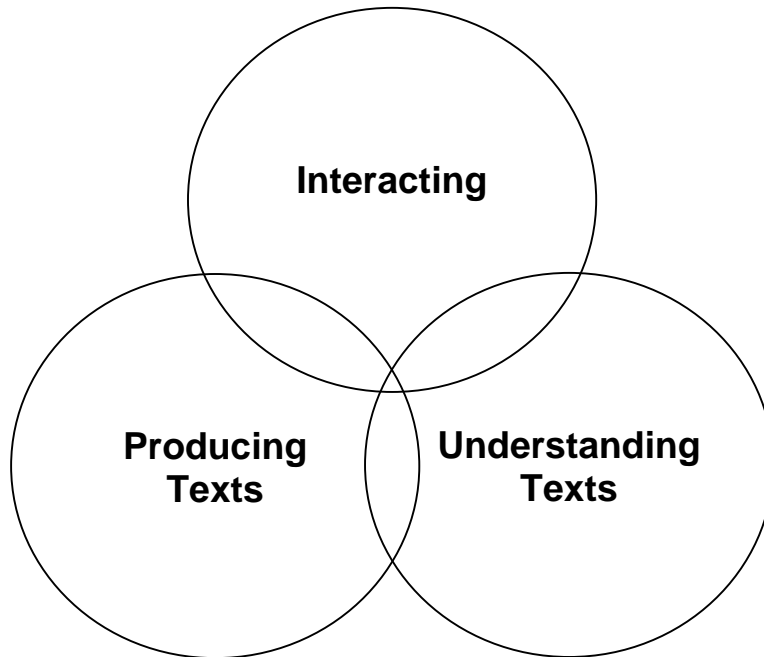
## **4 Aim**

The aim of the *German Beginners Stage 6 Syllabus* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

## 5 Objectives

### Communication



#### **Objective 1 – Interacting**

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in German in interpersonal situations.

#### **Objective 2 – Understanding Texts**

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

#### **Objective 3 – Producing Texts**

Students will create and present texts in German for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

## **6 Course Structure**

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

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

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

In the HSC course students will extend and refine their communication skills in German in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

Objectives	Outcomes
<b>Interacting</b>	A student:
	1.1 establishes and maintains communication in German
	1.2 manipulates linguistic structures to express ideas effectively in German
	1.3 sequences ideas and information
<b>Understanding Texts</b>	1.4 applies knowledge of the culture of German-speaking communities to interact appropriately
	2.1 understands and interprets information in texts using a range of strategies
	2.2 conveys the gist of and identifies specific information in texts
	2.3 summarises the main points of a text
	2.4 draws conclusions from or justifies an opinion about a text
	2.5 identifies the purpose, context and audience of a text
<b>Producing Texts</b>	2.6 identifies and explains aspects of the culture of German-speaking communities in texts
	3.1 produces texts appropriate to audience, purpose and context
	3.2 structures and sequences ideas and information
	3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in German
3.4 applies knowledge of the culture of German-speaking communities to the production of texts.	

## 7.2 Key Competencies

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

Key competencies are embedded in the *German Beginners Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction the key competencies of **planning and organising activities** and **working with others and in teams** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of **using technology**. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency of **solving problems**.

## **8 Content**

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus content is to be studied through the prescribed topics (see Section 8.2).

## 8.1 Content of German Beginners Preliminary and HSC Courses

### Objective 1 – Interacting

**Outcomes:**

A student:

- 1.1 establishes and maintains communication in German
- 1.2 manipulates linguistic structures to express ideas effectively in German
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of German-speaking communities to interact appropriately.

**Students learn about:**

- the importance of listening for key words to assist understanding
- the importance of reading for key words to assist understanding
- links in communication
- the purpose and context of communication
- register in language use
- responding to factual and open-ended questions
- ways to support effective interaction
- the logical sequencing of ideas
- formal and informal language, and when and where it is used
- sociolinguistic conventions relating to everyday activities.

**Students learn to:**

- listen for meaning
- read for meaning
- use strategies to initiate, maintain and conclude an interaction, eg *Tag! Was machst du jetzt? Wie bitte? Ich auch. Auf Wiedersehen!*
- select and incorporate particular vocabulary and structures to achieve specific communication goals
- interact with reference to context, purpose and audience
- maintain an interaction by responding to and asking questions and sharing information, eg *Das Wetter ist herrlich! Was machen wir heute?*
- use appropriate language features to enhance communication, eg tone, intonation *Das wäre toll! So was kann ich gar nicht machen!*
- structure information and ideas coherently
- apply appropriate social conventions in formal and informal contexts, eg terms of address *Peter, kommst du mit? Und Sie auch, Herr Schmidt?*
- use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations *Guten Appetit! Kann ich noch eine Tasse Tee haben? Danke, ich komme gern zur Party. Tut mir Leid, ich habe schon etwas vor.*



**Objective 2 – Understanding Texts**

**Outcomes:**

A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of German-speaking communities in texts.

**Students learn about:**

- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways of inferring meaning from text
- resources available to access, to enhance or to promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts

**Students learn to:**

- identify why, how or to whom a text is delivered or presented
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect *Das Essen war toll. Ich habe Wurst und Salat gegessen. Kannst du kommen? In den kommenden Wochen habe ich viel zu tun.*
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts, eg *gemütlich, das Gymnasium, das Straßenfest, die Konditorei, die Autobahn, der Weihnachtsmarkt*

<b>Students learn about:</b>	<b>Students learn to:</b>
<ul style="list-style-type: none"><li>• register and common expressions in language use.</li></ul>	<ul style="list-style-type: none"><li>• explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms <i>Grüß Gott! Tschüs! Du hast einen Vogel! Du spinnst! Ende gut, alles gut!</i></li></ul>

**Objective 3 – Producing Texts**

**Outcomes:**

A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in German
- 3.4 applies knowledge of the culture of German-speaking communities to the production of texts.

**Students learn about:**

- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- the application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- register in language use.

**Students learn to:**

- present and organise information in ways appropriate to audience, purpose and context
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate language when creating and presenting texts, eg *Wo wohnst du? Kann ich Ihnen helfen? Ich möchte euch zu meiner Party einladen.*

## 8.2 Topics

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the German-speaking communities.

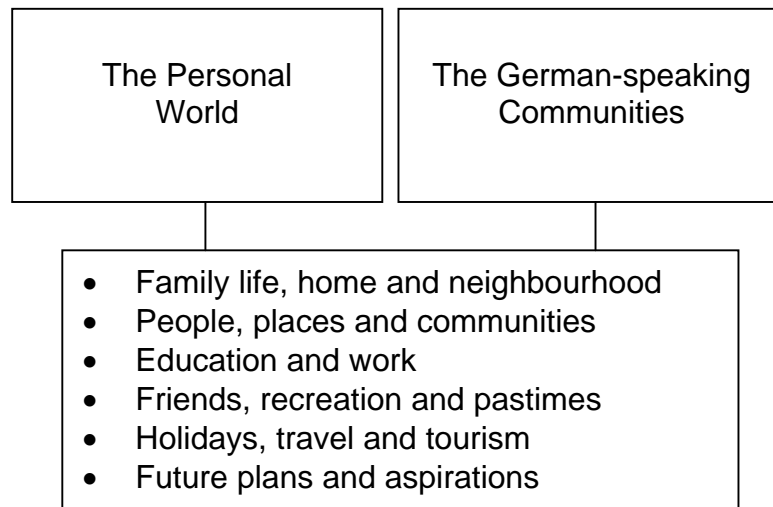
The two perspectives will enable students to develop knowledge and understanding of and skills in the German language, linked to cultural values, attitudes and practices.

The perspective, *the personal world*, will enable students to use German to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, *the German-speaking communities*, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where German is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

### Topics



The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.

### 8.3 Texts

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

article (eg for a school magazine)	message
diary/journal entry	note
email	postcard
informal letter	script of a talk (to an audience)

### 8.4 Tasks

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

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

Tasks can be described as having five elements:

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

### 8.5 Vocabulary

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

### 8.6 Dictionaries

Students should be encouraged to use dictionaries to enhance learning. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in German Beginners Stage 6*.

## 8.7 Grammar

Throughout the German Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Students will be expected to **recognise** and **use** the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
<p><b>Nouns</b></p> <p>gender:                      masculine                      feminine                      neuter</p> <p>plural</p> <p>formation of the feminine</p> <p>compound nouns</p> <p>case:                      nominative                      accusative                      dative</p>		<p><i>der Mann</i>  <i>die Frau</i>  <i>das Kind</i></p> <p><i>die Leute</i></p> <p><i>die Lehrerin, die Direktorin</i></p> <p><i>das Mineralwasser</i>  <i>die Geburtstagsparty</i></p> <p><i>Der Mathelehrer heißt Herr Lenz.</i>  <i>Hast du den Mantel gekauft?</i>  <i>Wir fahren mit dem Bus.</i></p>
<p><b>Articles</b></p> <p>definite</p> <p>indefinite</p>	<p><i>der, die, das, etc</i></p> <p><i>ein, eine, etc</i></p>	<p><i>Hier ist das Klassenzimmer.</i>  <i>Ich möchte den Mantel kaufen.</i>  <i>Nach der Schule gehen wir schwimmen.</i></p> <p><i>Ist Grünwald ein Dorf oder eine Stadt?</i>  <i>Hast du einen Plan?</i>  <i>Möchten Sie in einem Café essen?</i></p>

Grammatical Items	Sub-elements	Example(s)
<p><b>Pronouns</b></p> <p>personal:</p> <p>    nominative     accusative</p> <p>    dative     reflexive</p> <p>indefinite</p> <p>interrogative</p>	<p><i>ich, du, er, sie, es, etc</i> <i>mich, dich, ihn, sie, es, etc</i></p> <p><i>mir, dir, ihm, ihr, etc</i> <i>mich, dich, sich, etc</i></p> <p><i>man</i></p> <p><i>wer, was, wann, wo, warum, woher, wohin, wie viel, wie viele, wie lange, etc</i></p>	<p><i>Hast du Peter gesehen?</i> <i>Wir wollen dich besuchen.</i></p> <p><i>Gabi wohnt bei uns.</i> <i>Ich wasche mich.</i></p> <p><i>Hier darf man nicht rauchen.</i></p> <p><i>Wer ist das?</i> <i>Was machst du?</i> <i>Warum fährt er nach London?</i></p>
<p><b>Adjectives</b></p> <p>predicative</p> <p>attributive:</p> <p>    nominative     accusative     dative</p> <p>possessive</p> <p>comparative superlative</p> <p>derived from place names</p> <p>indefinite</p>	<p><i>mein, dein, sein, etc</i></p> <p><i>alle, viele, etc</i></p>	<p><i>Mein Haus ist klein.</i></p> <p><i>Der blaue Rock steht mir gut.</i> <i>Petra hat einen neuen Freund.</i> <i>Wir fahren mit dem nächsten Bus.</i></p> <p><i>Das ist mein Fahrrad.</i></p> <p><i>Ich bin jünger als Anna.</i> <i>Die billigsten Blumen kauft man auf dem Markt.</i></p> <p><i>der Hamburger Hafen</i></p> <p><i>Alle meine Freunde haben ein Handy. Nur ich nicht.</i> <i>Ich habe viele Städte besucht.</i></p>
<p><b>Adverbs</b></p> <p>simple</p> <p>comparative superlative</p>		<p><i>Ich spreche oft mit Oma.</i> <i>Sie singt gut.</i> <i>Ich trage gern eine Uniform.</i></p> <p><i>Ich trage lieber ein Kleid.</i> <i>Ich trage am liebsten Jeans.</i></p>
<p><b>Numbers</b></p> <p>cardinal numbers ordinal numbers</p>	<p><i>eins, zwei, drei, etc</i> <i>erste, zweite, dritte, etc</i></p>	<p><i>Kannst du um zwei Uhr kommen?</i> <i>Am zwanzigsten Februar habe ich Geburtstag.</i></p>

<b>Grammatical Items</b>	<b>Sub-elements</b>	<b>Example(s)</b>
<b>Verbs</b>		
present tense	regular verbs irregular verbs modal verbs  <i>seit</i> + present tense	<i>Wir spielen Tennis. Papa fährt morgen nach Wien. Susi will in die Stadt gehen.  Ich spiele seit sechs Jahren Klavier.</i>
perfect tense	regular verbs irregular verbs	<i>Ich habe den Wagen gekauft. Hast du den Film gesehen? Wir sind nach Rom geflogen.</i>
imperfect tense	<i>sein</i> and <i>haben</i> modal verbs	<i>Das Wetter war schön. Er konnte leider nicht kommen.</i>
future tense		<i>Du wirst in den Ferien arbeiten. Ich werde in Paris wohnen.</i>
conditional	<i>würde</i> + infinitive  subjunctive II of <i>mögen</i> and <i>können</i>	<i>So etwas würde ich nie machen.  Möchten Sie hier bleiben?</i>
<b>Prepositions</b>		
with the accusative	<i>bis, durch, für, entlang, gegen, ohne, um</i>	<i>Das Geschenk ist für dich.</i>
with the dative	<i>aus, bei, gegenüber, mit, nach, seit, von, zu</i>	<i>Kannst du mit mir Tennis spielen?</i>
with the accusative or dative	<i>an, auf, in, hinter, neben, über, unter, vor, zwischen</i>	<i>Gehst du ins Kino? Mein Bruder arbeitet in der Stadt. Ich warte vor dem Kaufhaus.</i>
<b>Conjunctions</b>		
coordinating	<i>und, aber, oder, denn</i>	<i>Ich gehe schwimmen und sehe auch fern.</i>
subordinating	<i>weil, wenn, dass, als</i>	<i>Wenn das Wetter schlecht ist, fahre ich mit dem Bus.</i>



<b>Grammatical Items</b>	<b>Sub-elements</b>	<b>Example(s)</b>
<b>Word order</b> in statements in questions  in commands in subordinate clauses  position of <i>nicht</i>  in adverbial phrases: time, manner, place  position of past participles  position of infinitives  position of separable prefix		<i>Morgen kaufe ich ein Kleid.                      Warum kommst du nicht mit?                      Bringst du Wurst oder Salat?</i>  <i>Bleib hier!                      Ich koche das Abendessen, weil meine Mutter arbeitet.</i>  <i>Das kann ich nicht machen.</i>  <i>Ich fahre morgen mit Peter nach Melbourne.</i>  <i>Hast du eine Postkarte geschrieben?</i>  <i>Katrina muss zu Hause bleiben.</i>  <i>Ich sehe gern fern.                      Kommst du mit?</i>

In addition, students will be expected to **recognise** the following grammatical structures:

<b>Grammatical Items</b>	<b>Sub-elements</b>	<b>Example(s)</b>
<b>Nouns</b> case: genitive		<i>Hast du den Sportwagen des Lehrers gesehen?                      Manfreds Bruder geht an die Uni.</i>
<b>Articles</b> demonstrative	<i>dieser, jeder, welcher</i>	<i>Dieser Mantel ist mir zu klein.</i>
<b>Pronouns</b> interrogative  relative	<i>was für</i>  <i>der, die, das, etc</i>	<i>Was für ein Auto ist das?                      Da ist der Junge, der so gut Hockey spielt.</i>
<b>Adjectives</b> attributive: genitive		<i>Das Haus meiner alten Großmutter ist schön.</i>

<b>Grammatical Items</b>	<b>Sub-elements</b>	<b>Example(s)</b>
<b>Verbs</b> imperfect tense  pluperfect tense  subjunctive II  passive voice  with a fixed preposition  impersonal expression	verbs other than <i>sein</i> , <i>haben</i> and modals          verbs other than <i>mögen</i> and <i>können</i>          <i>es gibt</i>	<i>Sie schrieb einen langen Brief.</i>   <i>Das hatte er nie gesehen..</i>  <i>Das wäre toll!</i> <i>Ich hätte gern einen Hund.</i>  <i>Das Parkhaus wird um 24 Uhr geschlossen.</i>  <i>Ich warte auf dich.</i>  <i>Heute gibt es kein Eis.</i>
<b>Prepositions</b> with the genitive case	<i>wegen, während, etc</i>	<i>Wegen des Wetters kann ich nicht kommen.</i>
<b>Conjunctions</b>	other than <i>weil, wenn, dass, als</i>	<i>Ich will eine Wohnung mieten, obwohl ich nicht viel Geld habe.</i> <i>Ich bin nicht 20, sondern 25 Jahre alt.</i> <i>Du kannst entweder mit dem Bus oder mit dem Zug fahren.</i>

## 9 Assessment and Reporting

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

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

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

## 10 Post-school Opportunities

The study of German Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of German Beginners Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### Recognition of Student Achievement

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

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

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

### Recognition by TAFE NSW

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

### Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in German Beginners Stage 6 so that the degree of recognition available can be determined.

## 11 Glossary

article	a self-contained piece of writing on a specific topic. It can appear in a printed publication such as a magazine or journal, or be posted as news.
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.
colloquialism	an informal expression, which is used in everyday speech and writing, and is conversational in tone. It adds colour to the language and is not usually used in formal speech or writing.
dialect	a regional or social variety of a language, distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the modern standard version of the language, eg <i>Plattdeutsch</i> and <i>Schwyzerdütsch</i> are dialects of <i>Hochdeutsch</i> .
idiom	an expression which cannot be translated literally. It has a different meaning from that conveyed by its individual words.
register	language which is used for a particular purpose, or in a particular social setting (eg formal or informal language). It often reflects cultural expectations and can differ between countries and regions. Register can be influenced by the subject matter, the relationship between the participants and whether the communication is spoken or written.
text	the actual wording of anything spoken or written.
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.