Government of **Western Australia**
School Curriculum and Standards Authority

GERMAN: BACKGROUND LANGUAGE

ATAR COURSE

Year 11 syllabus

IMPORTANT INFORMATION

This syllabus is effective from November 2016.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

This document incorporates material from the Heritage Stage 6 syllabuses (Preliminary and HSC courses) and the Heritage Language Syllabuses Support Document syllabus prepared by the Board of Studies NSW for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

Victorian Curriculum and Assessment Authority

SACE Board of South Australia

Queensland Studies Authority

School Curriculum and Standards Authority (Western Australia)

Northern Territory Board of Studies

Tasmanian Qualifications Authority

New Zealand Qualifications Authority

Copyright

© School Curriculum and Standards Authority, 2016.

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution 4.0 International licence.

Content

Rationale

The place of the German culture and language in Australia and in the world

German is an official language of Germany, Austria, Switzerland and Liechtenstein, as well as of Belgium and Luxembourg. It is also used as an official regional or auxiliary language in a number of other countries in Europe, and Namibia in Africa. As one of three procedural languages for the European Union, and the first language of 120 million Europeans, German language showcases the cultural diversity and range of these German-speaking communities. In particular, the interplay between culture and language can be seen in the global influence of Germany's past and contemporary achievements in architecture, the arts, engineering, philosophy, recreational pursuits, and scientific innovations, particularly related to environmental sustainability. The conceptual understandings that sit behind this influence are an integral part of the selection of text types and key concepts, through which students will have opportunities to use German actively.

The place of the German language in Australian education

German has been taught in schools, universities and communities in Australia since the mid 1800s, and by the 1930s was a well-established part of the Australian educational landscape. As a core element of the tradition of a broad humanistic education, German can also be seen as a cultural marker of the waves of immigration from Western Europe. Migration from German speaking countries is ongoing; thus continuing the contribution that German speakers have made in shaping Australian culture from the time of the first German settlements.

Strong partnerships have developed with organisations such as the Goethe-Institut, the German Embassy, the German-Australian Chamber of Industry and Commerce, the Bavarian Youth Ring student exchange organisation (BJR), and the German Academic Exchange Service (DAAD), to provide solid support to the teaching and learning of German in Australia.

The nature of German language learning

German and English are both derived from the Germanic branch of the Indo-European language family, and share many similar lexical items (cognates), as well as grammatical features. Consequently, a native speaker of English has some immediate access to spoken and written German, and from an early stage learners can engage with authentic texts. Modern German also borrows from modern English, for example, *der Computer*, as does English from German, for example, 'kindergarten'. German has different regional and national varieties, although all users understand '*Hochdeutsch*', so called 'Standard German', that is taught in Australian schools and universities.

German is a largely phonetic language with many of the same sounds as English, and the same Roman alphabet. In addition to the standard 26 letters, there is the use of the *umlaut* (*Ä/ä, Ö/ö*, and *Ü/ü*) and the *eszett* (*ß*). A major difference in orthography from English is the capitalisation of all nouns, a feature that assists the comprehensibility of written texts.

German is well known for its morphological creativity in forming long words through compounding. The German language has two different forms of address, formal and informal, dependent on the relationship between the communicators. German speakers generally rely more heavily than native speakers of

Australian English, on the use of the imperative to effect action, thus sometimes appearing to be more direct.

Another distinct feature of German is the case system. Changes in the articles of nouns, in pronouns and adjective endings, mark the four cases, indicating subject, and direct and indirect objects, as well as possession. Marking cases in this way leads to flexibility in word order, which is not possible in English. Sentences may appear long to English users, but the case markers and clear and consistent punctuation rules aid comprehension.

The diversity of learners of German

The cohort of learners of German in Australia schools generally comprises students who are second language learners. Within this pathway, learners demonstrate a range of exposure to, and experience in, German. Some learners will have little familiarity with German, although they will most likely have experience of English, another Germanic language; while others will have German heritage, or a family member who has knowledge of German, and/or connections with German-speaking countries.

The WACE German courses

In Western Australia, there are three German courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups there are differences in proficiency in using the German language and cultural systems.

The following courses are available:

- German: Second Language ATAR
- German: Second Language General
- German: Background Language ATAR.

The German: Background Language ATAR course

This course focuses on building on and further developing a student's language capability through engagement with the German-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the German culture and language, and enhances the development of their bilingual competence and bicultural identity.

This course is aimed at students who have typically been brought up in a home where German is used, and who have a connection to that culture. These students have some degree of understanding and knowledge of German. They have received all or most of their formal education in schools where English, or a language other than German, is the medium of instruction. Students may have undertaken some study of German in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where German is the medium of instruction, and may have spent some time in a country where it is a medium of communication.

For information on the German: Second Language ATAR and German: Second Language General courses, refer to the course page on the Authority website at www.scsa.wa.edu.au

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Information about the process, including an application form, is sent to schools at the end of Term 2.

Course outcomes

The German: Background Language ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in German through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in German.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on the three topics: Young people and their relationships, Traditions and values in a contemporary society, and Our changing environment. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the German language.

Unit 2

This unit focuses on the three topics: Pressures in today's society, German identity in the Australian context, and Media and communication. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the German language.

Each unit includes:

- a unit description – a short description of the focus of the unit

- unit content – the content to be taught and learned.

Organisation of content

The course content is divided into five content areas:

- Learning contexts and topics

- Text types and kinds of writing

- Linguistic resources

- Intercultural understandings

- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual

- The German-speaking communities

- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the German language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

Text types and kinds of writing

In learning a language, it is necessary to engage with, and to produce, a wide variety of text types and kinds of writing.

Text types are categories of print, spoken, visual, or audiovisual text, identified in terms of purpose, audience and features. Text types vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Students should also be made aware of the defining characteristics of different texts and different kinds of writing. In school-based assessments and the ATAR course examinations, students are expected to respond to, or to produce, a range of spoken and written text types in German, and to produce the following kinds of writing: informative, evaluative, persuasive and reflective. Text types and kinds of writing for assessment and examinations are defined in Appendix 3.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar and sound and writing systems of German.

In the German: Background Language ATAR course, students are required to deepen their knowledge and understanding of the structure of German. Students will need to use German at a sophisticated level, with a wide range of vocabulary and idiom, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within, and about, the topics.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding to communicate and interact effectively across languages and cultures. Students with a background in the German language and/or culture, already have experience of negotiating between that culture and language, as well as their Australian cultural identity. The German: Background Language ATAR course provides opportunities for these students to reflect and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually to move between their cultures and languages.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Progression from the Year 7–10 curriculum

The Year 7–10 Languages curriculum is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop knowledge, understanding and skills to ensure students communicate in German, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the German: Background Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems

- mastering of grammatical, orthographic, and textual conventions

- developing semantic, pragmatic, and critical literacy skills.

For learners of German, literacy development in the language also extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to develop, use and understand, patterns, order and relationships, to reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the German language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. Intercultural understandings is one of the five content areas of this course.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the German: Background Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Learning German provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

Asia and Australia's engagement with Asia

In learning German, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

In learning German, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment

- conservation

- social and political change

- how language and culture evolve.

Unit 1

Unit description

In Unit 1, students build on their intercultural and linguistic skills to gain a deeper understanding of the German language.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 1 is organised around three learning contexts and a set of three topics. Engaging with the topics from the perspective of the different learning contexts provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	**Young people and their relationships** Students reflect on their relationships with family and their connections with friends.
The German-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	**Traditions and values in a contemporary society** Students explore how the traditions and values of German-speaking communities are maintained.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	**Our changing environment** Students explore global environmental issues.

Refer to Appendix 2 for a list of suggested sub-topics for delivery of the unit topics.

Text types and kinds of writing

It is necessary for students to engage with a range of text types and kinds of writing. In school-based assessments, students are expected to produce the following kinds of writing: informative, evaluative, persuasive and reflective. They are also expected to respond to, and to produce, a range of text types in German from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the kinds of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Adjectives	present participle used as adjective†
Conjunctions	coordinating: • *entweder … oder* • *weder … noch* • *sowohl … als auch*
Particles	modal particles †: • *doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich, überhaupt*

Prepositions	cases:
	• prepositions with the genitive:
	  ▪ *wegen*
	  ▪ *trotz*
	  ▪ *während*

Pronouns	relative clauses
Sentence and phrase types	indirect questions
Verbs	imperfect tense
	pluperfect tense

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the German: Background Language ATAR course, students show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions in a variety of situations.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types and kinds of writing selected, and the linguistic resources for the unit, should provide students with opportunities to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

Unit 2

Unit description

In Unit 2, students build on their intercultural and linguistic skills to gain a deeper understanding of the German language.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 2 is organised around three learning contexts and a set of three topics. Engaging with the topics from the perspective of the different learning contexts provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	**Pressures in today's society** Students reflect on a range of personal and social pressures and the relevance of these in their own lives.
The German-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	**German identity in the Australian context** Students explore the place of German-speaking communities in Australia through migration experiences.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	**Media and communication** Students explore the media and new technologies and their impact on society.

Refer to Appendix 2 for a list of suggested sub-topics for delivery of the unit topics.

Text types and kinds of writing

It is necessary for students to engage with a range of text types and kinds of writing. In school-based assessments, students are expected to produce the following kinds of writing: informative, evaluative, persuasive and reflective. They are also expected to respond to, and to produce, a range of text types in German from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the kinds of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Adjectives	present participle used as adjective†
Conjunctions	coordinating: • *entweder… oder* • *weder … noch* • *sowohl … als auch*
Particles	modal particles †: • *doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich,überhaupt*

Prepositions	cases:
	• prepositions with the genitive:
	  ▪ *wegen*
	  ▪ *trotz*
	  ▪ *während*

Pronouns	relative clauses
Sentence and phrase types	indirect questions
Verbs	imperfect tense
	pluperfect tense

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the German: Background Language ATAR course, students show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions in a variety of situations.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types and kinds of writing selected, and the linguistic resources for the unit, should provide students with opportunities to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the German: Background Language ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken German. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	20%
Response: Listening Comprehension and interpretation of, and response to, a range of German spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	15%
Response: Viewing and reading Comprehension and interpretation of, and response to, a range of German print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.	15%
Written communication Production of written texts to express information, ideas, opinions and/or experiences in German. This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.	20%
Practical (oral) examination Typically conducted at the end of each semester and/or unit. This can involve an interview or a conversation based on the topics in the unit(s).	10%
Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	20%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the German: Background Language ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	**Written production and oral production** Manipulates and uses German effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments and justifies points of view consistently, and shows highly effective use of textual references. Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant. Uses German with a high degree of accuracy and uses vocabulary and language conventions effectively. Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is fluently conveyed. Organises information coherently and expresses ideas effectively. **Comprehension** Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.
B	**Written production and oral production** Uses German mostly effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments and justifies points of view. Shows effective use of textual references. Applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and a range of language conventions accurately. Influence of accent/dialect may be evident; however, meaning is effectively conveyed. Organises information logically and develops ideas clearly. **Comprehension** Ably extracts most relevant key points and synthesises information in texts, with some analysis and interpretation.
C	**Written production and oral production** Uses German satisfactorily to communicate ideas and opinions relevant to context, purpose and audience. Shows some ability to express and support a point of view. Applies some knowledge of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and language conventions mostly accurately. Some influence of accent/dialect may be evident; however, meaning is mostly accurately conveyed. Shows some organisation and sequencing of ideas and information. **Comprehension** Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

D	**Written production and oral production**
	Communicates simple, personal ideas and basic information in German.
	Displays some ability to express a point of view using predominantly well-rehearsed, simple vocabulary and language conventions.
	Shows some awareness of the relationships between language, culture and identity in a bilingual context.
	Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately.
	Influence of accent/dialect may be evident and may affect fluency and ability to convey meaning clearly and effectively.
	Comprehension
	Extracts and summarises some relevant information from texts, with limited analysis.

E	Does not meet the requirements of a D grade.

Appendix 2 – Suggested sub-topics to guide the treatment of topics in Unit 1 and Unit 2

Each unit has a number of topics with which students will engage in their study of German. The following suggested sub-topics are provided to guide students and teachers as to how the topics may be treated. The list is neither prescriptive nor exhaustive.

Learning contexts	Unit 1	Unit 2
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	**Young people and their relationships** Students reflect on their relationships with family and their connections with friends. **Suggested sub-topics:** • the nature of friendship • the importance of family • relationships with family and friends • changing relationships between generations • popular youth culture • peer group pressure and conflict.	**Pressures in today's society** Students reflect on a range of personal and social pressures, and the relevance of these in their own lives. **Suggested sub-topics:** • coping with change • tolerance of others • peer and social pressures • gender roles in today's society • self-image.
The German-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	**Traditions and values in a contemporary society** Students explore how the traditions and values of German-speaking communities are maintained. **Suggested sub-topics:** • the role of traditions and values • lifestyles, past and present • rural and urban life: a comparison • leisure pursuits • the importance of preserving tradition • the family in contemporary society • the individual and the community.	**German identity in the Australian context** Students explore the place of German-speaking communities in Australia through migration experiences. **Suggested sub-topics:** • the contribution of the German-speaking communities to the Australian community • the Australian-German identity • migration experiences • vice versa: an Australian in a German-speaking community • ethnic and national identity • adapting to new cultures (education, work, lifestyle) • bicultural identity • maintaining the German culture in Australia.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	**Our changing environment** Students explore global environmental issues. **Suggested sub-topics:** • preserving the environment • traditional and renewable energy sources • environmental pressure groups • ecotourism.	**Media and communication** Students explore the media and new technologies and their impact on society. **Suggested sub-topics:** • media in a contemporary society • the social effects of new technologies • advertising and the language of persuasion • the culture of celebrity.

Appendix 3 – Text types and kinds of writing

These lists are provided to enable a common understanding of the text types and kinds of writing listed in the syllabus.

Text types	
Account	In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events.
Advertisement	Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.
Announcement	In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.
Article	Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.
Blog posting	Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a posting). Postings can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog posting can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.
Cartoon	Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

Chart	Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical, and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.
Conversation	In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.
Description	Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.
Diary entry	Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
Discussion	In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register, but may also be informal. The language of discussions uses comparison and contrast words, linking words, and language that indicates judgements and values.
Email	The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage, in order to indicate more clearly the context of the message.
Film or TV program (excerpts)	Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.
Form	Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.

Image	Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.
Interview	In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers, to maintain the conversation. The register of interviews will often depend on the context and relationship between participants.
Journal entry	Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entires are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
Letter	Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas. Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.
Map	Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.
Message	In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.
Note	Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Plan	Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive. Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.
Review	Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.
Script – speech, interview, dialogue	Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers, to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.
Sign	Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.
Summary	Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.
Table	Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

Kinds of writing	
Informative	Informative texts convey information as clearly, comprehensively and as accurately as possible. The language should generally be formal, and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies, and sometimes statistical information, quotations, and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images, except as examples or analogies in explanation.
Evaluative	Evaluative texts give a balanced view of both sides of a case, weighing up two or more items or ideas, in order to convince the reader rationally and objectively, that a particular point of view is correct. The writing presents two or more important aspects of an issue or sides of an argument, and discusses these, using evidence to support the contrasting sides or alternatives. The style is objective, appealing to reason rather than emotion, in order to create an impression of balance and impartiality. The writing often includes expressions of cause, consequence, opposition and concession.
Persuasive	Persuasive texts aim to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour, to create a relationship between the writer and the reader.
Reflective	Reflective texts explore opinions or events for greater understanding, and try to convey something personal to the reader. Generally using a personal voice, these texts allow the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as writing involves personal responses to experiences, events, opinions and situations.

Appendix 4 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

Unit 1		
Grammatical items	**Sub-elements**	**Elaborations**
Adjectives	present participle used as adjective†	*die weinenden Kinder*
Conjunctions	coordinating: • *entweder … oder* • *weder … noch* • *sowohl … als auch*	*Entweder du kommst mit mir oder du bleibst bei deiner Großmutter.* *Sie ist weder glücklich noch traurig.* *Sowohl meine Eltern als auch meine Großeltern sind in Europa geboren.*
Particles	modal particles †: • *doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich, überhaupt*	*Das ist ja schön.* *Was machst du denn?* *Was willst du überhaupt machen?*

Prepositions	cases:
	• prepositions with the genitive:
	  ▪ *wegen*
	
	  ▪ *trotz*
	
	  ▪ *während*
		
		Wegen des schlechten Wetters konnte die Maschine nicht abfliegen.
		Trotz der Kälte ist er schwimmen gegangen.
		Während der Schulferien arbeiten viele Jugendliche.

Pronouns	relative clauses	*Wie heißt der Fluß, an dem Heidelberg liegt?*
Sentence and phrase types	indirect questions	*Weißt du nicht, wo er wohnt?*
Verbs	imperfect tense	*er ging, sie machte*
	pluperfect tense	*Er war gegangen.* *Sie hatte es gemacht.*

† For recognition only

Unit 2		
Grammatical items	**Sub-elements**	**Elaborations**
Adjectives	present participle used as adjective†	*die weinenden Kinder*
Conjunctions	coordinating: • *entweder… oder* • *weder … noch* • *sowohl … als auch*	*Entweder du kommst mit mir oder du bleibst bei deiner Großmutter.* *Sie ist weder glücklich noch traurig.* *Sowohl meine Eltern als auch meine Großeltern sind in Europa geboren.*
Particles	modal particles †: • *doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich, überhaupt*	*Das ist ja schön.* *Was machst du denn?* *Was willst du überhaupt machen?*

Grammatical items	Sub-elements	Elaborations

Prepositions	cases:
	• prepositions with the genitive:
	   ▪ *wegen*
	
	   ▪ *trotz*
	   ▪ *während*
		Wegen des schlechten Wetters konnte die Maschine nicht abfliegen.
		Trotz der Kälte ist er schwimmen gegangen.
		Während der Schulferien arbeiten viele Jugendliche.

Pronouns	relative clauses	*Wie heißt der Fluß, an dem Heidelberg liegt?*
Sentence and phrase types	indirect questions	*Weißt du nicht, wo er wohnt?*
Verbs	imperfect tense	*er ging, sie machte*
	pluperfect tense	*Er war gegangen.* *Sie hatte es gemacht.*

† For recognition only

Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following German grammatical items:

Grammatical items	Sub-elements	Elaborations
Adjectives	common adjectives	*klein, groß*
	adjectives derived from place names	*Schweizer Schokolade* *das Brandenburger Tor* *Münchner Bier* *im Kölner Dom*
	attributive: • nominative • accusative • dative • genitive	*der, die, das, die, ein, eine, ein, keine* *eine schöne stadt* *Der blaue Rock steht mir gut.* *der, dem, der, einen, eine, ein, keine* *Petra hat einen neuen Freund.* *dem, der, dem, den, einem, einer, einem, keinen* *die schöne stadt* *den anderen Leuten* *Wir fahren mit dem nächsten Bus.* *des Weines, der Wurst, des Biers, des kalten Weines, der kalten Wurst, des kalten Biers* *Das Haus meiner alten Großmutter ist schön.*
Adverbs	expressions of time	*morgen, heute, gestern*
	positive, comparative and superlative forms	*schnell, schneller, am schnellsten* *viel, mehr, am meisten* *gern, lieber, am liebsten* *Ich trage lieber ein Kleid.* *Ich trage am liebsten Jeans.*

Grammatical items	Sub-elements	Elaborations
Articles	definite	*der, die, das*
	indefinite	*ein, kein*
	possessive	*mein, dein, sein, ihr, unser, euer, Ihr* *Das ist mein Fahrrad.*
	demonstrative	*jener, solcher, dieser* *Dieser Mantel ist mir zu klein.*
Conjunctions	coordinating	*und, aber, den, oder, sodern* *Ich gehe schwimmen und sehe auch fern.*
	subordinating	*weil, wenn, als, daß, obwohl, während …* *Wenn das Wetter schlecht ist, fahre ich mit dem Bus.*
Nouns	cases: • nominative • accusative • dative • genitive	 *Der Mathelehrer heißt Herr Lenz.* *Hast du den Mantel gekauft?* *Wir fahren mit dem Bus* *das Haus meiner Eltern.*
	gender	*Der Mann, die Frau, das Kind*
	number	*Das Betreten des Rasens ist verboten.*
	adjectival	*Alles Gute zum Geburtstag!*
Numbers	cardinal	*eins, zwei, drei etc.*
	ordinal	*erste, zweite, dritte etc.* *am ersten, am zwölften etc.*
Prepositions	cases: • prepositions with the accusative	 *bis, durch, entlang, für, gegen, ohne, um*
	• prepositions with the dative	*aus, bei, mit, nach, seit, von, zu, entgegen, gegenüber*
	• prepositions with the genitive	*trotz, während, statt, anstatt, wegen* *Wegen des Wetters kann ich nicht kommen.*
	• dual prepositions with the accusative or the dative	*an, auf, hinter, in, neben, über, unter, vor, zwischen* *Ich gehe jetzt in die Schule.* *Ich lerne Deutsch in der Schule.*
	formation and use of compounds with *da(r)* and *wo(r)*	*womit, wozu, damit, dazu, dabei, darauf, worauf*
	prepositions of time: • time expressions and temporal phrases	 *vor einiger Zeit* *letztens* *vor Kurzem …* *Gestern war ich im Kino.* *Nächste Woche mache ich das.* *Vor einem Jahr habe ich das nicht gewusst.* *Wir studieren seit einem Jahr in Berlin.*

Grammatical items	Sub-elements	Elaborations
Pronouns	personal: • accusative • dative • nominative	*mich, dich, ihn, sie, uns, euch, sie, Sie etc.* *Wir wollen dich besuchen.* *mir, dir, ihm, ihr etc.* *Gabi wohnt bei uns.* *ich, du, er, sie, es etc.* *Hast du Peter gesehen?*
	interrogative	*wer, was, wann, wo, warum, woher, wohin, wie viel, wie viele, wie lange etc.* *was für ein ….* *welcher …* *Was für ein Auto ist das?*
	relative: • accusative • dative	*der, die, das etc.* *Der Mantel, den sie gekauft hat, ist schön.* *Die CD, die er zum Geburtstag bekommen hat, funktioniert nicht.* *Kennst du die Frau, mit der Karl spricht?* *Kennst du den Mann, mit dem Karl gerade spricht.*
	relative clauses	*Wie heißt der Fluß, an dem Hamburg liegt?*
	reflexive	*mich, dich, sich, uns, euch etc.* *Ich wasche mich.*
Sentence and phrase types	statements	*Morgen kaufe ich ein Kleid.* *Heute gehe ich in die Stadt.*
	questions	*Ich heiße…, Wie alt bist du?* *Wohnst du in Perth?* *Warum kommst du nicht mit?* *Bringst du Wurst oder Salat?*
	commands	*Bleib hier!*
	main clauses	*Am Dienstag spiele ich Fußball.*
	position of *nicht*	*Er hat seine Hausaufgaben nicht gemacht.*
	position of adverbs and adverbial phrases: time, manner, place	*Er fährt jeden Tag mit demBus zur Arbeit.* *Ich fahre morgen mit Peter nach Perth.*
	position of the past participle and auxiliary verb	*Er hat seine Hausaufgaben schon gemacht.* *Hast du eine Postkarte geschrieben?*
	phrases expressing wishes and abilities	*Ich möchte gerne …* *Ich kann Tennis spielen.*
Verbs	present tense of common regular and irregular verbs	*Ich lerne Deutsch.* *Bist du krank?*
	using the present tense + an adverb to indicate the future	*Morgen fährt er nach Bamberg.*
	verbs taking prepositional objects	*Ich freue mich auf deinen Besuch.* *Sie entschuldigt sich bei der Lehrerin.*

Grammatical items	Sub-elements	Elaborations
	infinitives with verbs of perception, motion and with *lassen*	*Ich hörte ihn kommen.* *Wir gehen schwimmen.* *Meine Mutter läßt mich nie fernsehen.*
	verbs taking the dative	*Ich danke dir.* *Er hilft seinem Freund.* *Das gehört ihm.* *Das gefällt mir.*
	separable verbs	*Morgen fängt die Schule an.*
	modals: • present • past	*mögen, können, müssen, wollen, dürfen, sollen* *durfte, sollte*
	perfect tense: • common regular and common irregular verbs	*Gestern sind wir ins Kino gegangen.* *Er hat seine Hausaufgaben schon gemacht.* *Ich habe den Wagen gekauft.* *Hast du den Film gesehen?* *Wir sind nach Rom geflogen.*
	future tense	*Du wirst in den Ferien arbeiten.* *Ich werde in Paris wohnen.* *Wir werden die Wahl gewinnen.*
	imperfect tense: • common regular and irregular verbs	*Es war kalt und dunkel im Wald.* *Hänsel und Gretel verliefen sich im Wald.* *Damals wohnte sie auf dem Land.*
	subjunctive II: • *haben*, *sein* and modals • in requests • conditional clauses	*würde, hätte, wäre, könnte, müsste, sollte, möchte, dürfte, wollte* *Würden Sie mir bitte noch ein Stück Kuchen reichen?* *Würden Sie mir bitte noch einen Tee einschenken?* *Ich würde mitgehen, wenn ich dürfte.* *Wenn ich reich wäre, könnte ich viel reisen.*