Government of Western Australia
School Curriculum and Standards Authority

Western Australian Curriculum

Languages | German

Year level descriptions | Pre-primary–Year 10
For familiarisation in 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Contents

Overview 1
Pre-primary 2
Year 1 3
Year 2 4
Year 3 5
Year 4 6
Year 5 7
Year 6 8
Year 7 9
Year 8 10
Year 9 11
Year 10 12

Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation.

The proposed revisions to the Western Australian Curriculum: Languages, German are adopted and adapted from the Australian Curriculum version 9.

Pre-primary

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's knowledge base. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

German provides opportunities for children to engage with linguistic and cultural diversity.

Children enter the early years of school with communication skills in one or more languages, varying degrees of early literacy capabilities, and little or no prior experience of the language and culture.

In Pre-primary, children explore the German language through play-based and action-related learning. They exchange greetings and simple information, imitating gestures and using familiar words. Children participate in shared listening and viewing of German language texts, noticing similarities and differences between German and English. They experience and imitate the sounds and rhythms of the German language, and begin to recognise the different sounds of German compared to English and other languages.

In Pre-primary, children receive extensive support through modelling and scaffolding. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.

Year 1

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

German provides opportunities for children to engage with linguistic and cultural diversity.

In Year 1, German language learning builds on children's prior learning and experiences with language. They use the German language to exchange information about themselves, participate in class experiences and in play-based and action-related learning. Children locate specific points of information in familiar texts and respond using gestures, images and familiar words. They begin to use high-frequency words and modelled language to create simple texts.

Children experience and imitate the sounds and rhythms of the German language, and use gestures, words and modelled phrases to communicate.

In Year 1, children receive support through modelling, scaffolding, repetition and the use of targeted resources. They are encouraged to use the German language for classroom routines, social interactions and learning tasks. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.

Year 2

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

German provides opportunities for children to engage with linguistic and cultural diversity.

In Year 2, German language learning builds on children's prior learning and experiences with language. They use the German language to exchange information about themselves and family, and to engage in class experiences and play-based and action-related learning. Children locate specific points of information in familiar German texts, such as conversations, songs and rhymes, picture books and storybooks, animated cartoons, films and performances, and respond using gestures, images and modelled language. They use words, familiar phrases and modelled language to create simple texts.

Children experience and imitate the sounds and rhythms of the German language and use gestures, words and modelled language to communicate.

In Year 2, children receive support through modelling, scaffolding, repetition and the use of targeted resources. They are encouraged to use the German language for classroom routines, social interactions and learning tasks. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.

Year 3

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

German provides opportunities for students to engage with linguistic and cultural diversity, reflecting on their experiences in various aspects of personal life.

In Year 3, German language learning builds on student's literacy capabilities and prior learning. They use modelled German language to exchange information about themselves and others and to participate in class experiences and interactions. Students engage with German texts, such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements, and respond using gestures, images and modelled language. They use modelled language to create simple texts.

Students become familiar with the sounds and rhythms of the German language, using gestures, words and modelled phrases to communicate in German. They recognise that language and culture reflect practices and behaviours.

In Year 3, students receive support through modelling, scaffolding, repetition and the use of targeted resources. They are encouraged to use the German language for classroom routines, social interactions and learning tasks. Regular feedback, encouragement and opportunities to revisit and review assist students in the language learning process.

Year 4

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

German provides opportunities for students to engage with linguistic and cultural diversity, reflecting on their experiences in various aspects of personal life.

In Year 4, German language learning builds on student's literacy capabilities and prior learning. They use modelled German language to exchange information about daily life and to participate in class experiences and collaborative activities. Students engage with German texts, such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements, using their literacy knowledge to locate key information and convey comprehension. They use familiar language to create modelled informative and imaginative texts.

Students become more familiar with the systems of the German language, recognising and using features of pronunciation, intonation, context-related vocabulary and grammatical elements in simple spoken and written texts. They recognise that language and culture reflect practices and behaviour

In Year 4, students receive support through modelling, scaffolding, repetition and the use of targeted resources. They are encouraged to use the German language for classroom routines, social interactions and learning tasks. Regular feedback, encouragement and opportunities to revisit and review assist students in the language learning process.

Year 5

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

German provides opportunities for students to engage with linguistic and cultural diversity, reflecting on experiences in various aspects of their lives.

In Year 5, students build on literacy capabilities and the skills, knowledge and understanding of prior learning and experiences. They use the German language to exchange information about homes and neighbourhoods, and to engage in classroom activities that require collaboration and involve planning. Students engage with German texts, such as stories, posters, notes, invitations and procedures, using their literacy knowledge to locate key information and convey comprehension. They adapt familiar and modelled language to create informative and imaginative texts.

Students continue to develop their understanding of the systems of the German language, recognising and using features of intonation, pronunciation, context-related vocabulary and grammatical elements in simple spoken and written texts. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

In Year 5, students continue to receive support through modelling, scaffolding, and the use of targeted resources. They are encouraged to work independently and use the German language for classroom routines, social interactions and learning tasks. Regular feedback, encouragement and opportunities to revisit and review assist students in the language learning process.

Year 6

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

German provides students with opportunities to engage with linguistic and cultural diversity, reflecting on experiences in various aspects of their lives.

In Year 6, students build on literacy capabilities and the skills, knowledge and understanding of prior learning and experiences. They use the German language to exchange information about their worlds and to engage in classroom activities involving collaborating, planning and negotiating. Students engage with German texts, such as stories, posters, notes, invitations and procedures, using their literacy knowledge to locate key information and convey comprehension. They adapt familiar and modelled language to create and present informative and imaginative texts.

Students continue to develop their understanding of the systems of the spoken and written German language, discussing and comparing German language structures and features. They use context-related vocabulary and grammatical elements to communicate in German. Students understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

In Year 6, students are encouraged to use German as much as possible for interactions, structured learning tasks and language experimentation and practice. Regular feedback, encouragement and opportunities to revisit and review assist students in the language learning process.

Year 7

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

German provides students with opportunities to engage with linguistic and cultural diversity and reflect on experiences in various aspects of their lives.

In Year 7, students continue to build on the skills, knowledge and understanding of prior learning and experiences. They use the German language to exchange information, ideas and opinions about themselves, others and their personal worlds, and when collaborating in activities involving planning and negotiating. Students engage with, and use, information from German texts, including authentic sources, such as audio and video clips, online magazines, advertisements, stories and articles. They adapt familiar and modelled language to create and present informative, imaginative and personal texts for specific purposes.

Students continue to develop their understanding of the systems of spoken and written German language, discussing grammatical rules and variations in language structures and applying linguistic resources to communicate in German. Students recognise that language choices reflect cultural values, beliefs and identity.

In Year 7, students are encouraged to use German as much as possible for interactions, structured learning tasks and language experimentation and practice. They work increasingly independently and continue to receive feedback and support.

Year 8

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

German provides students with opportunities to engage with linguistic and cultural diversity and reflect on experiences in various aspects of their social world.

In Year 8, students continue to build on the skills, knowledge and understanding of prior learning and experiences. They use the German language to exchange information, ideas and opinions about themselves, others and their social world, and when collaborating in activities involving negotiating and problem-solving. Students engage with, and use, information from German texts, including authentic sources, such as audio and video clips, online magazines, advertisements, stories and articles. They adapt familiar and modelled language to create and present informative, imaginative and personal texts for specific purposes.

Students continue to develop their understanding of the systems of the spoken and written German language. They discuss grammatical rules and variations in language structures and use linguistic resources to communicate in German with increasing fluency and in more extended ways. Students recognise that language choices reflect cultural values, beliefs and identity.

In Year 8, students are encouraged to use German as much as possible for interactions, structured learning tasks and language experimentation and practice. They work increasingly independently and continue to receive feedback and support.

Year 9

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

German provides students with opportunities to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of the wider world.

In Year 9, students consolidate and progress the skills, knowledge and understanding of prior learning and experiences. They use the German language to exchange information, ideas and opinions about German-speaking countries and the cultures, and when collaborating in activities involving planning and problem-solving. Students engage with, and use, information from German texts, including authentic sources, such as textbooks, audio and video clips, feature articles and television programs. They adapt familiar and modelled language to create and present more detailed informative, imaginative and personal texts for specific purposes.

Students continue to expand their understanding and control of the systems of the German language. They apply grammatical rules and variations in language structures and use linguistic resources to communicate in German with increasing fluency and in more extended ways. Students acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

In Year 9, students are encouraged to use German as much as possible and to reflect on and monitor their language learning and intercultural experiences. They work increasingly independently and continue to receive guidance, feedback and support.

Year 10

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

German provides students with opportunities to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of the wider world.

In Year 10, students consolidate and progress the skills, knowledge and understanding of prior learning and experiences. They use the German language to exchange information, ideas and opinions about future plans and travel, and when collaborating in activities involving planning and problem-solving. Students engage with, and use, information from German texts, including authentic sources, such as textbooks, audio and video clips, feature articles and television programs. They adapt familiar language to create and present more detailed informative, imaginative and personal texts for specific purposes.

Students further expand their understanding and control of the systems of the German language. They apply linguistic resources to communicate in German with increasing fluency and in more extended ways. Students acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

In Year 10, students work increasingly independently to reflect on and monitor their language learning and intercultural experiences. They are encouraged to use German as much as possible and continue to be guided and mentored.