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

Western Australian Curriculum

Languages | German

Scope and sequence | Pre-primary–Year 10
Revised curriculum | 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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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 for the Australian Curriculum.

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

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, German shows the proposed content across the years of schooling from Pre-primary to Year 10.

The Scope and sequence for Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes **Interacting in German**; **Mediating meaning in and between languages**; **Creating text in German**.

The **Understanding language and culture** strand includes **Understanding systems of language**; **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, German curriculum.

<table>
<tr><th colspan="3">Languages</th></tr>
<tr><td colspan="3">German</td></tr>
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Pre-primary–Year 6

Strand: Communicating

Sub-strand: Interacting in German

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share simple information For example: • respond to simple questions about themselves, such as name and age. *Ich heiße Paula. Ich bin fünf.* • use simple expressions for celebrations, such as *Alles Gute zum Geburtstag!* • use exclamations, such as *Fantastisch!*; *Lecker!*	Share simple information about themselves For example: • introduce themselves, such as *Ich heiße … Ich bin fünf.* • respond to simple questions, such as *Was ist dein/e Lieblings …? Ich mag …* • exchange information about themselves using puppets to perform role-plays, such	Share information about themselves and family For example: • use phrases and simple statements to talk about themselves, such as *Mein Name ist Peter. Ich bin sechs Jahre alt. Ich wohne in Perth.* • talk about family members, such as *Das ist meine Schwester. Sie ist 4 Jahre alt.* • express likes/dislikes,	Participate in exchanges, sharing information about themselves and others For example: • share information about themselves and others using modelled language, such as *Hast du Geschwister? Ja, ich habe einen Bruder.*; *Wie alt ist deine Mutter? Meine Mutter ist 34 Jahre alt. Sie hat blaue Augen*	Participate in, and begin to initiate, short exchanges about daily life For example: • share information about home and school routines, such as *Ich habe Mathe am Montag und Deutsch am Mittwoch. Wann hast du Mathe?*; *Ich stehe um 7 Uhr auf. Wann stehst du auf? Ich stehe um 6 Uhr auf.*	Participate in, and initiate, short exchanges about homes and neighbourhoods For example: • share information about their home using modelled language, such as *Wo wohnst du? Ich wohne in einem Mehrfamilien-haus. Und du? Ich wohne in einer Wohnung. Wir haben zwei Badezimmer.*	Participate in, and initiate, extended exchanges about their worlds For example: • share information about leisure activities and interests, such as *Was machst du am Wochenende? Ich gehe gerne reiten, weil ich Pferde mag. Und du? Ich mag am liebsten Gitarre spielen.* • ask and respond to questions that

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	as *Hallo! Hallo! Wie geht's? Gut. Und dir? Ich bin krank.* • describe themselves when using dress-up clothes, masks and props, such as *Ich bin ein Tiger.*	such as *Was ist dein/e Lieblingstier/ buch/musik? Mein Lieblingstier ist der Tiger. Ich mag Schlangen nicht.* • describe activities they like to do on different days, such as *Ich schwimme am Montag.; Ich tanze am Dienstag.*	*und ist sportlich.*; *Wer ist das?* • exchange information about themselves related to days of the week, months or seasons, such as *Mein Geburtstag ist am Samstag. Wann ist dein Geburtstag? Mein Geburtstag ist im Juli. Das ist im Winter in Australien.* • ask and respond to questions about likes/dislikes, such as *Magst du Fußball? Nein, ich mag Tennis.* • use modelled expressions to	• ask and respond to questions about personal interests and weekly schedules, such as *Was ist dein Hobby?*; *Wann spielst du Tennis? Am Samstag spiele ich Hockey.*; *Was machst du am Freitagabend? Ich tanze gern. Und du? Ich gehe ins Kino.* • discuss likes/dislikes and give reasons, such as *Magst du Sport? Ja, ich mag Sport. Ich kann schnell rennen.*; *Magst du Mathe? Nein, das ist*	*Hast du einen Garten?* • exchange information about neighbourhoods, such as *Was gibt es in deiner Stadt? In meiner Stadt gibt es eine Bibliothek und ein Fußball-stadion. Es gibt auch eine große Kirche. Ach so! In meiner Stadt gibt es auch eine Kirche.* • ask for and give directions to places around the neighbourhood, such as *Wo ist der Marktplatz? Der Marktplatz ist neben der*	elicit information about friends, families, heroes or cultural icons, such as *Wo wohnst du? Ich wohne in Perth.Wo bist du gerboren?; Hast du eine große Familie? Ja, ich habe drei Geschwister und meine Oma wohnt auch bei uns.* • negotiate a shared experience, for instance arranging to go to the cinema, such as *Möchtest du ins Kino gehen? Ja, gern. Wann gehen wir? Hast du am*

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			support interactions with others, such as *Wie bitte?*; *Ja, genau!*; *Ich verstehe das nicht!*; *Entschuldigung!*; *Alles Gute zum Geburtstag!*	*langweilig. Ich finde Informatik sehr interessant.* • discuss and begin to use strategies to initiate conversations, including gaining eye contact, saying a greeting or asking a question, such as *Entschuldigung, …*; *Bitte!*; *Hallo, wie geht's?*	*Kirche.*; *Wo ist das Stadion?* • use conversation strategies to support exchanges, such as *Und du?*; *Genau!*; *Ich finde...*; *Ja klar!*	*Freitagabend Zeit?* • use active listening skills, interjections and requests for clarification to sustain interaction, such as *Ich wohne mit meinen Eltern. Ach, du wohnst mit deinen Eltern? Ich auch!*; *Genau!*; *Ich verstehe nicht, wie heißt das auf Englisch?*
Engage in play-based learning exploring modelled language For example: • participate in experiences,	Engage in play-based learning using modelled language For example: • explore language in scenarios,	Engage in play-based learning using modelled language For example: • role-play family scenarios using	Participate in activities using some modelled language to complete tasks and play games For example:	Participate in collaborative activities using a range of familiar and modelled language For example:	Participate in collaborative activities that involve planning to share information, preferences and ideas	Participate in collaborative activities that involve planning and negotiating to share information,

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
such as dress-ups, puppets, and pretend cafés • explore onomatopoeia, such as animal sounds on a farm, like *wau wau* and *kikeriki* • use expressions when playing with friends, such as *Komm!*; *Super!*; *Ich bin dran!* • experiment with language through participating in songs, stories, dances, rhymes or games, and use non-verbal forms of expression, such as clapping,	such as playing shops or visiting a restaurant, using simple language, *Was kostet das? 10 Euro. Danke!*; *Guten Appetit!* • participate in games, such as *Lotto*, *Memory*, *Simon sagt* and *Obstsalat* • participate in songs, rhymes, chants and stories, such as *Brüderchen, komm tanz mit mir.*; *Kopf, Schulter, Knie und Fuß.*	simple language, such as *Ich bin die Mama. Du bist die Katze. Du bist das Baby.* • participate in a guided role-play of a pretend zoo or hospital using simple language, such as *Hier ist der Elefant. Wo ist der Tiger?*; *Wie geht's? Nicht gut! Ich bin krank.* • use repetitive language and actions to join in shared stories, songs, rhymes and chants	• plan and participate in a role-play introducing a fictional family, such as *Unsere Familie heißt Familie Schmidt. Das ist die Mutter. Hier ist meine Schwester. Sie ist 6 Jahre alt. Ich bin der Vater. Das Baby heißt Peter.* • make and play card matching games using German and English words or images, such as days of the week, months, or vocabulary associated with family	• use familiar phrases to draft a school timetable in collaboration with a partner, such as *Was lernen wir am Montag? Ich möchte Mathe, Englisch und Sport lernen. Und du? Gute Idee!*; *Mittagspause ist um 13 Uhr.* • collaborate with others to compile a timetable of sports and other free-time activities to do in the holidays using modelled language, such as *Was möchtest*	For example: • collaborate with others to plan and produce a visual display about a trip to a city in a German-speaking country, sharing the information with peers, such as *Das ist Hamburg. Hamburg ist in Deutschland.* • plan outings or events, such as a class celebration or assembly performance, deciding on group names and activities • collaborate with others to make a menu for a restaurant to use	preferences and ideas For example: • make collaborative decisions when planning a class picnic negotiating the location, food and activities, such as *Wohin sollen wir gehen? Ich möchte zum Strand gehen. Und du? Ich schlage vor … Ich möchte lieber …* • participate in a shared project to create promotional posters or videos to encourage recycling and use comments and

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
gestures and facial expressions			• compliment each other when working on collaborative tasks using modelled language, such as *Bin ich dran? Ja, du bist dran!*; *Fantastisch!*; *Toll!*; *Einen Moment, bitte!*; *Gut gemacht!*	*du am Montag-vormittag machen? Ich möchte Tennis spielen. Und du? Ich auch! Das ist eine gute Idee!* • follow procedures and instructions with peers, guided by the teacher, to cook simple meals or participate in craft activities, such as making a *Lebkuchenhaus* or *Himmel und Hölle* chatterbox	in a role-play and discuss preferences and prices, such as *Was sollen wir auf die Speisekarte setzen?; Wie viel kostet der Nachtisch?; Magst du Eis? Ja, sehr gern!*	questions to check on peer progress, such as *Das hast du gut gemacht!*; *Bist du fertig? Ich bin fertig.*; *Verstehst du das? Ja/Nein*; *Das ist eine gute Idee!* • negotiate tasks and shared activities using modelled language to discuss ideas and preferences and allocate roles, such as *Was meinst du? Ich finde das toll!*
Recognise and respond to classroom-related language	Recognise and respond to classroom-related language	Recognise and respond to classroom-related language	Recognise and respond to classroom-related language	No content	No content	No content

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
For example: • exchange simple greetings and farewells, such as *Guten Tag, Frau Smith! Hallo, Tom! Tschüß!* • participate in classroom interactions, for instance roll call and opening and closing lessons, such as *Ich bin hier!*; *Auf Wiedersehen!* • respond to teacher talk and instructions, such as *Bitte hinsetzen!*; *Leise bitte!*; *Komm nach vorne!*	For example: • exchange greetings, farewells, gratitude and good wishes to suit the situation, such as *Guten Morgen!; Hallo!; Danke!*; *Auf Wiedersehen!* • respond to classroom-related instructions, such as *Hier!*; *Steh auf!*; *Wir machen einen Kreis.*; *Hast du einen Bleistift?*; *Ja!*; *Nein!*; *Bitte!*; *Danke!* • ask and respond to simple questions about classroom	For example: • participate in exchanges, such as *Guten Tag, Frau Schulz!* and *Tag, Hannah!*; *Danke! Bitte schön!*; *Alles Gute!* • respond to classroom-related instructions and routines, such as *Hebt/Heb die Hand!*; *Genau hinhören!*; *Ich bin hier!*; *Es ist Montag.*; *Das Wetter ist kalt/warm.* • locate information about class jobs on a roster, for instance *Helfer des Tages* and	For example: • participate in exchanges, such as *Guten Morgen/Tag!*; *Tschüß!*; *Dankeschön!*; *Darf ich bitte auf die Toilette gehen?* • respond to instructions and ask for help or clarification, such as *Sprich lauter!*; *Ich brauche Hilfe!*; *Wie bitte?*; *Wie sagt man das?* • assist the teacher with classroom tasks, including taking the roll, leading familiar question routines or starting lessons			

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	objects, such as *Was ist das? Das ist mein Buch.*; *Wo ist dein Bleistift? Hier ist mein Bleistift!*	*Austeildienst*, and respond to questions, such as *Wer ist Helfer des Tages? Ich! Anna!*	using modelled language, such as *Ich bin hier!*; *Wie geht's?*; *Wer ist unser Klassensprecher?*			

Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise familiar words in texts For example: • match pictures or objects to spoken German • respond to games or songs with actions, such as pointing to *Kopf, Schulter, Knie, ...* • notice familiar words in group reading, such as *Mama* in a German story book • discuss familiar words of German origin that they may have encountered, such as	Locate key information in familiar texts and begin to respond using gestures, images and words For example: • listen for specific words and expressions in spoken texts, songs or stories, and respond by clapping or raising hands, and in written texts by pointing to or highlighting the word/s • use information from print/digital texts to sequence pictures,	Locate key information in familiar texts and respond using gestures, images and modelled language For example: • listen to a German story, and respond in German or English to questions about the texts, such as *Wer ist das?*; *Ist das eine gute Idee?*; *Und dann?*; *Wie viele Brüder hat er?* • listen for specific words and expressions in imaginative	Locate key information in familiar texts and respond using gestures, images and modelled language For example: • locate information about a person or character from a spoken/written text, to use in a *Steckbrief* or cloze activity • retell, sequence or re-enact the main events of a story, song, cartoon, comic or simple narrative	Locate key information in familiar texts and respond using modelled language For example: • locate information related to aspects of school life in German-speaking countries, and compare information about school subjects and routines with their own school experiences, recording the information in a Venn diagram	Locate and compare information and ideas in texts and respond in different ways to suit purpose For example: • view or read texts about the recycling system in German-speaking countries, compare with their local recycling system, and report the similarities and differences to peers • compile information from a survey showing	Locate and process information and ideas in texts and respond in different ways to suit purpose For example: • listen to a weather forecast and write a short message to a friend inviting them to join in an event suitable for the conditions, such as *Hallo Paul! Heute wird das Wetter schön sein. Möchtest du zum Strand gehen?* • view a news item or short

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Kindergarten, Bretzel, and *Schnitzel*	keywords or simple sentences to retell a story • mime, draw, point or drag and drop to show understanding of key points in a range of spoken/written and multimodal texts	print/digital texts, and respond by pointing to, clapping or highlighting the word/s • locate words, phrases and expressions in similar texts in German and English to compare meanings and share understandings about aspects of German language and culture that are different from English	• identify information in short spoken German texts about family members and draw and label the people	• create a graph with data from a class survey about their favourite free time activities, and share the results, such as *Was ist dein Lieblingssport/ hobby?*; *Interessant!*; *Die meisten Kinder mögen Fußball.* • identify key information using pictures, diagrams, and knowledge of grids in timetables, to determine the time of a lesson at school and share this information with peers, such as	modes of transport to school and discuss the most environmentally friendly options, such as *zu Fuß, mit dem Rad/Bus/Auto, mit der Bahn/Fähre* • use modelled structures to express a personal opinion on aspects of the beginning, ending, plot and characters of a text, such as *Das Ende war lustig/traurig/ blöd* or *Die Hauptperson war sehr mutig/ schön/schlau.*	documentary about a festival in a German-speaking country, then describe and give an opinion about the main aspects, such as *Ich finde die Fastnacht in Basel super. Ich mag die Masken und die Musik.* • compare information in German texts about leisure activities or food preferences, and share with others in another format, such as a graph, poster or digital presentation

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Ich habe am Montag um 8 Uhr Mathematik. Wann hast du Naturwissen-schaft?		
No content	Explore how language carries cultural meaning in classroom-related greetings, instructions and routines For example: • notice that there are different ways to greet people in German and compare to ways of greeting in their own language/s and culture/s	Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines For example: • recognise different forms of address and greeting, depending on the time of day, gender and social status of participants, such as *Tag,*	Begin to develop strategies to comprehend and adjust German language in familiar contexts to convey cultural meaning For example: • use words from charts, displays and word banks to assist in comprehending texts, such as a calendar from a German-speaking country showing seasons, months of the	Develop strategies to comprehend and adjust German language in familiar contexts to convey cultural meaning For example: • produce bilingual word banks or flashcards by identifying known German words or expressions and relating them to English equivalents and vice versa, noticing that	Apply strategies to interpret and convey meaning in German language in familiar non-verbal, spoken and written cultural contexts For example: • use bilingual print/digital dictionaries to translate simple German texts into English • identify and list German-English cognates used to predict meaning,	Apply strategies to interpret and convey meaning in German language in familiar non-verbal, spoken and written cultural contexts For example: • translate German texts into English, using bilingual print/digital dictionaries, comparing results and discussing difficulties

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• notice that German has more than one word for 'you', for instance in the use of the plural form when speaking to the whole class • view a video of a lesson in a German classroom and notice that students stand up when the teacher enters the classroom and children do not wear a uniform	*Luke! Guten Morgen, Frau Steiner!* • notice that some German words and phrases do not have a direct translation, such as using *Guten Appetit* before commencing a meal	year, days of the week, traditional holidays and festivals • compile a list of similarities and differences between German and English ways of showing politeness or formality, such as in the use of family names after *Frau* and *Herr*; using *Sie* in an appropriate context • compile a list of German words that look similar to English but mean different things, such as *Gift* meaning 'poison'; *bald*	direct translation sometimes does not work • listen to, read and view German sentences and paragraphs in their entirety to predict the meaning of unknown words and expressions, noticing similarities and differences to English • use multimodal resources to compile customised word banks that students can utilise when talking about areas of personal interest	being aware that some words look similar but carry a different meaning, such as *Handy* meaning *'*mobile phone'; *bald* meaning 'soon'; *faul* meaning 'lazy' • create a bilingual resource including words such as 'fast food', 'fairness', and 'cool', noticing that German, like all languages, is constantly expanding to include new words and expressions in response to changing	associated with translation in conveying certain words or concepts • identify language that reflects politeness and the closeness of social relationships, and use different levels of formality when conveying meaning, such as the various forms of 'you' *du/ihr/Sie*, familiarity with friends' *Spitznamen*, and various uses of diminutives - *chen, -lein* • recognise long compound

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			meaning ‘soon’; *Rat* meaning ‘advice’; *Bad* meaning ‘bath’		intercultural experiences	words, and compile a word bank of interesting examples, discussing how best to translate them into English, such as *das Schlagzeug, babyleicht, der Seehund,* and *der Handschuh*

Sub-strand: Creating text in German

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	Recognise words and use modelled language to create texts For example: • create a mini book using simple text, photographs or drawings, such as *Alles über mich! Ich heiße Tom. Ich bin 6. Ich mag Bananen.* • write a caption on a drawing of a favourite character in a story using modelled language, such as *Ich mag Bello, den Hund.*	Use words, familiar phrases and modelled language to create texts For example: • contribute to a photo story on *Meine Klasse*, writing captions to own photos, such as *Das bin ich. Ich heiße … und ich bin 7 Jahre alt. Ich mag Fußball.* • create a short oral, print or digital story modelled on shared reading, to report what they would eat over a week if they were a little	Create and present informative and imaginative texts using modelled language and textual conventions For example: • develop a personal profile or avatar using modelled language and expressions selected from word banks, such as *Ich wohne in … Ich habe einen Bruder. Ich bin sportlich. Ich habe blaue Augen.* • create an information booklet about	Create and present informative and imaginative texts using familiar and modelled language and textual conventions For example: • produce a visual representation with captions or speech bubbles about daily routines, such as *Um 8 Uhr gehe ich zur Schule.*; *Um 18 Uhr esse ich mein Abendessen.*; *Mittwochnach-mittags spiele ich Tennis.* • write simple letters or cards	Create and present informative and imaginative texts, adapting familiar and modelled language to sequence information and link ideas, using conventions appropriate to text type For example: • draw and label a house plan or map of a neighbourhood to support a written and oral presentation about that location, such as *Das ist mein Haus. Es ist sehr*	Create and present informative and imaginative texts, adapting familiar and modelled language to sequence information and link ideas, using conventions appropriate to text type For example: • write a commentary about the action taking place in photo stills from a World Cup football match, such as *Der Spieler tritt den Ball. Er fällt. Er verletzt sich.*

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• create short dialogues between dolls, puppets and toys, individually or with peers, using modelled language, such as *Hallo! Mein Name ist Fritz. Wie heißt du? Tschüß!*	caterpillar, such as *Ich esse am Montag eine Banane.* • present a 'show and tell' about a favourite family member, such as *Das ist meine Mama. Sie ist lieb. Sie heißt Anna. Sie mag Wassermelone.*	real/fictional family members, including drawings or photographs, using modelled language, such as *Das ist mein Vater. Er ist 34 Jahre alt. Er ist groß und intelligent. Er hat blonde Haare.* • produce and present illustrated or multimodal texts using modelled structures, such as an acrostic poem based on their first name or an *Elfchen* about family	incorporating expressions, phrases and sentences, and modelled textual conventions, celebrating events throughout the year, such as *Muttertag* and *Weihnachten* • create and present a new version of a known imaginative text by adding characters, changing setting or composing a different ending	*alt und groß, aber schön. Es ist rosa und lila.* • plan an imaginary trip to a German-speaking country and create a multimedia presentation to present the itinerary, such as *Zuerst fliege ich nach Berlin. Berlin ist die Hauptstadt Deutschlands. Ich bleibe eine Woche dort. Dann fahre ich mit dem Zug nach Hamburg.* • adapt a familiar text by introducing new elements, or changing the	• invent and play a card/board game focusing on key language about sports and hobbies, and use expressions for playing games, such as *Du bist dran!*; *Schade!*; *Gut gemacht!*; *Einmal aussetzen!*; *Ich gewinne!* • create and perform a new version of a familiar song or poem, using secure digital tools and apps for video editing and voice recording

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					main character or setting, and present it to a younger audience	

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore language features of German, noticing similarities and differences between German and English For example: • sing German alphabet songs, noticing that German has the same alphabet as English, and that some letters have different sounds • sing popular children's songs or read stories in German and compare them with the English	Explore and imitate the sounds and rhythms of German For example: • develop familiarity with the sound-letter correspondence in the German alphabet by singing songs, such as *das Alphabetlied* • recognise that every language has its own words, sounds and gestures to make meaning by sharing words and sounds of the languages	Recognise and experiment with the sounds and rhythms of German For example: • develop pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context • build phonemic awareness by recognising and experimenting with sounds and rhythms focusing on those that are different from English, such as	Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of German to form words and phrases For example: • notice differences in the pronunciation of words with and without the *Umlaut* and apply to familiar German words, such as *der Bruder, die Brüder* • experiment with sounds in	Recognise and use combinations of sounds, pronunciation and intonation patterns of German to form words and phrases For example: • recognise and use phonic knowledge to read and pronounce some unfamiliar words containing *ch, r, th, u, z* and *sch,* and vowel combinations *au, ei, eu* and *ie* • apply memory aids, such as 'when E and I go walking, the	Apply combinations of sounds, pronunciation and intonation patterns of German to develop fluency For example: • apply phonic knowledge of the German diphthongs, such as *au, ei, ai, eu, äu* and *ui*, to read short, familiar texts aloud with increasing fluency • recite well-known German tongue twisters, applying knowledge of	Apply combinations of sounds, pronunciation and intonation patterns of German to further develop fluency For example: • apply phonic and grammatical knowledge to spell, write and say unfamiliar words containing sounds, such as *ch, j, w* and *z*, and diphthongs • recognise how pitch, stress and rhythm help to convey meaning even if individual words are

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
versions, such as singing *Funkel, funkel, kleiner Stern* asking, 'Which word do you think might mean "twinkle, twinkle"?' • make letter shapes and simple words out of playdough or leaves, noticing that German uses the same letters	represented in the classroom • explore and identify alphabet letters which are familiar to English sounds, such as 'b', 'd', 'f', 'l', 'm', 'n', 'p' and 's' • clap or drum the rhythm and intonation of German statements, questions and exclamations, such as *Wie heißt du? Ich heiße Tom.*; *Fantastisch!*	*ch* in *ich* and *acht*, *u* in *du*, *r* in *rot* and *z* in *zehn* • notice that intonation patterns create different meanings, as in the distinction between statements and questions	German words that are different from English sounds, for instance *Wasser*, where *w* sounds like an English 'v', *Vater* where *v* sounds like an English 'f', and in words, such as *ja, rot, singen, Sport*, and *zwei* • develop pronunciation, phrasing and intonation skills by singing, reciting poetry or reading short texts aloud	second one does the talking', as in *Reise/Riese* and *drei/vier* • identify statements, questions and exclamations according to intonation patterns when listening to stories or conversations, and use correct intonation when holding a conversation in German	pronunciation patterns to increase fluency, such as *Zehn Ziegen zogen zehn Zentner Zucker* and *Acht alte Ameisen* • use different intonation patterns for statements, questions, exclamations and instructions, such as *Du trinkst Wasser. Du trinkst Wasser? Du trinkst Wasser! Du, trink Wasser!*	unfamiliar, such as *Ich hatte große, große Angst! L-a-n-g-s-a-m …* • use phrasing and intonation to link multiple sentences when reading short texts aloud or holding a reciprocal conversation with a partner

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	Explore how the Roman alphabet and features of language are used to construct meaning in German For example: • develop familiarity with the alphabet by playing alphabet and spelling games • view or listen to authentic German stories and notice that German has multiple words for 'the' • describe people, animals or objects using *bin/bist/ist* and an adjective, such as *Ich bin*	Recognise that the Roman alphabet and features of language are used to construct meaning in German For example: • notice that there are additional symbols in the German alphabet such as the *Eszett (ß)* and the *Umlaut* which alter the pronunciation of *s* and particular vowels *ä, ö* and *ü* • notice that German has multiple words for the indefinite articles 'a/an', and that all nouns are capitalised in	Recognise simple German language conventions, grammatical structures and basic syntax in familiar texts and contexts For example: • apply rules of spelling for high-frequency words and punctuation in modelled writing activities, such as using full stops, exclamation marks or question marks at the end of sentences, and capitalise all nouns • recognise ordinal numbers for the	Recognise and use simple German language conventions, grammatical structures and basic syntax in familiar texts and contexts For example: • formulate questions using subject+verb inversion, such as *Magst du Sport? Ja, ich mag Sport.* • use an increasing range of question words, and apply capitalisation when writing nouns, such as *Woher kommt deine Familie?*;	Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose texts For example: • describe the location of a person, place or object using prepositions, such as *Wir sind in der Stadt.*; *Ich wohne auf dem Land.*; *Die Kirche ist neben dem Markt.* • use directional words and common phrases to describe how to find specific places in a city or neighbourhood,	Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose and respond to texts For example: • apply punctuation rules, for instance the use of full stops and commas in ordinal and decimal numbers, such as *die 3. Klasse*; *9,50 Euro*; notice distinctive punctuation features of personal correspondence in German,

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	sechs.; Du bist klein.; Der Bär ist braun.; Das Buch ist neu. • notice that there are different types of texts and they have a different purpose, such as picture books, nursery rhymes, tongue twisters, lists, signs, and letters • gain awareness of vocabulary referring to days, months, seasons and time of the day and how they are similar to English, such as *Morgen* (morning); *Freitag* (Friday); *Winter* (winter)	German, such as *ein Fisch, eine Henne,* and *ein Krokodil* • use personal pronouns, such as *ich*, *du*, *er*, *sie*, *es* and *wir* and notice that they are similar to English • describe actions using verbs, such as *gehen*, *kommen*, *lesen*, *schreiben*, *singen* and *spielen* • negate verbs and adjectives, such as *Ich spiele nicht.*; *Der Hund ist nicht braun.*	date and notice differences in punctuation, such as *Heute ist der dritte Juli.*; *Er hat am 7. August Geburtstag.* • apply the rules of German word order, subject+ verb+object, in simple sentences, such as *Er isst einen Apfel.* • use personal pronouns and the correct verb form when referring to people, such as *ich, du, er* and *sie* (singular), *wir, ihr* and *sie* (plural); *Sie heißt Anna.*; *Sie heißen Ben und Sarah.*	*Welchen Sport magst du am liebsten?*; *Wie viel kosten die Äpfel?* • recognise and compare pluralisation of nouns in German with English, such as *der Apfel/die Äpfel* • join words, phrases and sentences using *und, oder* and *aber* and use common time phrases, such as *heute*, *dann* and *zuerst* • apply the structure for telling the time in German by the hour and half-hour using the	such as *Gehe geradeaus und biege rechts ab. Nimm die zweite Straße links. Das Stadion ist auf der linken Seite.* • recognise that indefinite and definite articles and possessive adjectives agree with the gender of the noun they precede, such as *ein Garten*, *der Garten*, *mein Garten*; *eine Stadt*, *die Stadt*, *meine Stadt* • use a range of conjunctions to connect different elements of a sentence and expand the ideas, such as	*Hallo, Annette! Lieber Klaus,* followed respectively by upper or lower case for the beginning of the first sentence • make comparisons using limited forms of the modal verbs *mögen* and *können,* and use conjunctions such as *dass* and *weil,* noticing what happens to the verb, such as *Sie mag Schwimmen lieber als Laufen, weil sie das Wasser liebt.*; *Wir können sehr gut Volleyball*

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			• use present tense forms of irregular verbs, such as *haben* and *sein*, and recognise similarities to the English verbs 'to have' and 'to be', such as *Ich habe einen Hund.*; *Er ist acht.*	24-hour clock, such as *Es ist 13 Uhr.*; *Die Schule beginnt um halb neun.*	*and*, *aber*, *so*, *oder* and *also* • write a letter or email in German using correct punctuation and compare with English letter writing conventions	*spielen, weil wir gelernt haben, dass Teamarbeit wichtig ist.* • use the different forms of 'you', for instance *du* and *Sie*, and plural informal *euch* and *ihr*, such as *Setz dich!*; *Setzen Sie sich!*; *Setzt euch!*; *Was meint ihr?* • locate and describe events in time using frequency and time phrases, and cohesive devices, such as *oft, manchmal, jeden Tag, immer, selten, nie, gestern, heute, am*

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Wochenende, in den Ferien, dann and *zuerst* • describe current actions using a range of regular and irregular verbs, and describe experiences in the simple past of *sein*, such as *Ich war krank. Der Film war interessant.*
No content	Explore how German language has features that may be similar to or different from English For example: • distinguish between German and	Recognise German language features that may be similar to or different from English For example: • listen to or view authentic German storybooks or	Identify familiar German language features and compare with those of English, in known contexts For example: • recognise that German and English have	Identify and describe familiar German language features and compare with those of English, in known contexts For example: • recognise features of a	Compare German language structures and features with those of English, using familiar metalanguage For example: • compare regular and irregular verbs and notice	Compare and discuss German language structures and features with those of English, using familiar metalanguage For example: • provide feedback to support peers,

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	English in spoken and written form asking *'Ist das Deutsch oder Englisch?'* and consider variations in pronunciation and capitalisation of nouns, such as *das Baby, singen, braun,* and *die Klasse* • identify and compare similar words, such as *Bruder*/brother where both start with 'br' and end with 'er' • differentiate between similar sounding German and English words, such as *der Ball*	simple texts and notice similarities and differences between German and English, such as key features *Titel, Seite* and *Bild*, and gendered nouns *der Hund, die Katze, das Küken* • explore cardinal numbers and recognise similarities and differences to English • recognise that English and other languages have borrowed German words and that many words are shared across	similar punctuation when writing sentences, such as using capital letters and full stops • recognise that German, like English, uses intonation to distinguish between statements, exclamations, and questions when speaking • listen to the way animal sounds are expressed in German stories about animals, and compare them with English, such as *Ein Hahn macht*	simple spoken/written text in German, such as a verbal greeting or a written message in a card, noticing terms of address and ways of signing off, making comparisons with similar texts in English • compare and match key words in German and English, identifying similarities and differences in spelling, such as in names for German-speaking countries and some cities,	that this is a feature of both German and English, such as *haben*, *sein*, *bringen*, and *sehen* • discover some English nouns and exclamations used by German speakers, such as *das Internet*, *die App*, *Stopp!* and *Sorry!*, and consider if they are the same kinds of words as those borrowed from German by English speakers • compare the German and Australian ways of writing a postal address,	such as editing each other's spoken/written texts and justify reasons for changes, such as all nouns in German must have a capital letter • build metalanguage to comment on grammar and vocabulary comparing equivalent English terms, such as *Substantive/ Nomen, Verben, Ordinalzahlen, Präpositionen, Fragewörter,* and *Groß-und Kleinschreibung*

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(ball), *der Freund* (friend), *die Schule* (school)	languages, such as *Hamburger, Kindergarten, Glockenspiel*	*kikeriki, ein Hund macht wau wau.*	school subjects, and leisure activities • compare the features of different types of German and English texts, for instance songs, picture storybooks, comics, recipes, postcards, or weather reports, and identify how different textual elements, such as title, layout, script and images, can combine to make meaning	such as in German the *Hausnummer* appears after the street name and the *Postleitzahl* appears before the suburb/town	• read, view and/or listen to different German texts with a common topic, and discuss structural and linguistic similarities and differences to English

Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore connections between language and culture For example: • acknowledge and celebrate language and cultural diversity of class members, such as exploring different ways of saying common expressions, or celebrating different events • engage with traditions, customs, costumes and food in German-speaking communities,	Explore how people use language in ways that reflect cultural practices For example: • compile a list of words and phrases students know in other languages and create a word bank • notice similarities and differences in cultural practices and state own reactions, such as observe how a child beginning school is celebrated in a German-speaking country	Explore and discuss how people use language in ways that reflect cultural practices For example: • compare aspects of lifestyles in German-speaking countries, such as styles of music and cultural dances • recognise that the world contains many different languages spoken by many different communities and that many people in the	Identify connections between language and cultural practices For example: • explore cultural practices and language related to foods in German-speaking countries, such as *Wir essen Abendbrot um 18 Uhr*.; *Ich mag Spaghettieis.* • recognise that German is an official language of multiple countries and regions, including the	Identify and discuss connections between language and cultural practices For example: • compare aspects of the school systems in German-speaking countries and Australia, such as the age children start *Kindergarten*; *Grundschule* is generally for Years 1 to 4; there are different types of high schools • identify ways in which German	Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication For example: • recognise that language use can have connections to cultural practices, such as comparing traditional songs '*Wie schön, dass du geboren bist*' and 'Happy birthday to you', and consider how birthdays are celebrated in	Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication For example: • discuss situations of culturally inappropriate language use, such as addressing an adult who is not a family member with *du* instead of *Sie* • appreciate that gestures differ across cultures, such as shaking

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
such as decorating a classroom with a *Osterzweig,* participating in a class *Laternenumzug*, or making a mask for *Karneval/ Fastnacht/ Fasching* • experience or simulate a *Karneval* parade or play traditional German games at a birthday party, such as *Topfschlagen*	with a *Schultüte* or how a German speaker wishes others luck with *Daumen drücken* • compare gestures and body language associated with language use in different cultures, such as when greeting someone, bowing in Korean culture, kissing on the cheek in French-speaking cultures, pressing noses in a traditional Māori greeting, and shaking hands in German cultures	world speak more than one language • explore cultural symbols such as flags used by Australia, Aboriginal and Torres Strait Islander peoples and German-speaking countries, identifying the colours of flags in German and discussing what the colours represent in English	'DACHL' countries (Germany, Austria, Switzerland, and Liechtenstein), Belgium, Luxembourg and South Tyrol, and identify their locations on a world map • explore the importance of regional variations in language, music and dance in German-speaking countries as an expression of identity, culture and national pride, such as in greetings, Swiss *Grüezi!*, north	language and culture influence the lives of Australians, such as types of food, including *Sauerkraut*, *Bratwurst* and other sausage and *Gummibärchen* • recognise that language carries cultural ideas and discuss terms such as *Sommerbeginn*, which is officially 1 December in Australia but 21/22 June in Europe, and *hitzefrei*, 'heat-free', referring to the practice of dismissing	German-speaking countries • identify examples of current and historical influences of German-speaking countries and regions' language and culture in the local and broader community, such as in family heritage, place names, restaurants, businesses, food and other products • explore how geography and language are	hands is generally more common in German-speaking countries than in Australia and not doing so may be considered impolite from a German perspective • notice the impact of own assumptions about people from German-speaking countries, their language and culture, and consider how German speakers may also make assumptions and generalisations

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Germany *Moin Moin* and Austrian *Servus!*	students early from school if a certain temperature is reached or forecast	connected to lifestyle, education and language use, for instance school students' break time activities, languages learnt in schools, and school systems, such as *Realschule*, *Gymnasium*, and *Gesamtschule*	about Australians

Years 7–10

Strand: Communicating

Sub-strand: Interacting in German

Year 7	Year 8	Year 9	Year 10
Initiate and sustain exchanges to share information and experiences about themselves, others and their personal worlds For example: • exchange information about themselves and others, such as *Hallo! Ich heiße Bastian, wie heißt du?*; *Das ist mein Freund Max. Wir spielen Basketball zusammen. Max isst gern italienisches Essen. Ich mag lieber Sushi. Und du? Was magst du gern?* • exchange information about home and school, such as *Wo wohnst du? Ich wohne auf dem Land. Leider haben wir kein Kino.; Meine Schule ist ein Gymnasium mit 2000 Schülern.* • share information about school, such as *Hast du ein Lieblingsfach?*	Initiate and sustain exchanges to share and compare information and experiences about their social world and special events For example: • participate in informal role-plays or conversations with peers and German-speaking contacts, to share and compare information and ideas about social and cultural practices, such as *Was trägst du zur Party?*; *Was isst man zum Frühstück in deinem Land?*; *Wie feierst du deinen Geburtstag?*; *Was machst du in deiner Freizeit?* • use further conversational strategies to sustain interactions, such as *Ich habe das nicht verstanden. Was denkst du?*; *Was ist deine Meinung dazu?*	Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about German-speaking countries and the cultures For example: • participate in a group discussion, using prompt-cards, to share information about places of interest in German-speaking countries, such as *Das Reichstagsgebäude ist eine der meistbesuchten Sehenswürdigkeiten in Berlin.* • discuss similarities and differences between school systems in German-speaking countries and regions, and in Australia through group discussion, question-prompt	Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel For example: • share and discuss ideas about subject selections, jobs and professions, such as *Ich bin Schüler/in. Ich wähle Informatik, weil ich als Programmierer/in arbeiten möchte.* • exchange ideas, opinions, and experiences about making choices for today and for the future, such as *Ich esse gern Gemüse und gehe joggen, um gesund zu bleiben. Was machst du? Ich mag am liebsten schwimmen gehen, um fit zu bleiben, obwohl ich kaltes Wasser*

Year 7	Year 8	Year 9	Year 10
Ja, ich mag Deutsch. Wie findest du Mathe? Nicht so gut. Ich finde Sozialwissenschaften interessanter. Und du? • exchange ideas and opinions on topics relating to their personal worlds, such as *Wohin sollen wir gehen?*; *Welches Tier ist am coolsten?*; *Magst du Junkfood oder gesundes Essen? Ich finde …*; *Ich bin der Meinung …* • use strategies to sustain interactions, such as listening carefully for key words and asking for repetition, such as *Meinst du …?*; *Wie bitte? Du sagst, du magst Rap? Ja, ich mag Rap.*	• share ideas, views, opinions and experiences about special events, such as *Wie feierst du Silvester? Normalerweise treffe ich mich … Letztes Jahr haben wir … Um Mitternacht haben wir dann das Feuerwerk gesehen. Das war sehr schön. Und du? Ich mag Feuerwerk nicht, es ist zu laut.* • compare aspects of past events in everyday life with peers, such as *Du siehst sehr müde aus! Was hast du gestern gemacht? Wir sind ins Kino gegangen. Hat der Film dir gut gefallen? Ja, aber wir sind sehr spät nach Hause gekommen.*	cards or whole-class comparison charts, such as *Grundschule, Hauptschule, Realschule* and *Gymnasium*, and share findings with the class • extend interaction by seeking opinion and agreement, comparing and contrasting beginning and end of academic year, uniforms and holiday breaks, and present the information to class, such as *Wann sind die Sommerferien in Deutschland?*; *In Australien beginnt das Schuljahr im Februar.*; *Die Weihnachtsferien in Deutschland sind nur sehr kurz. Wie findest du das?* • use conversational strategies and interjections to sustain conversations, such as *Stimmt das? Ist Berlin die Hauptstadt von Deutschland?*; *Bist du sicher?*; *Wirklich?*; *Das ist fantastisch! Du fährst in die Schweiz!*	*nicht mag.; Was wirst du nächstes Jahr machen? In der 11. Klasse werde ich Medien, Fotografie und Englisch wählen, weil ich Journalistin werden möchte* • contribute to an extended conversation by using strategies including asking for repetition and expressing agreement or surprise, such as *Wie bitte? Hast du einen Ferienjob?*; *Jeder sollte in den Ferien verreisen. Was sagt ihr dazu? Ich bin damit einverstanden.*; *Ist das dein Ernst?*; *Wie meinen Sie das?* • discuss the benefits of cultural exchanges, such as *Ich denke darüber nach, einen Austausch in die Schweiz zu machen, um mein Deutsch zu verbessern.*

Year 7	Year 8	Year 9	Year 10
Collaborate in activities that involve planning and negotiating to share ideas and preferences For example: • work in a small group to plan and discuss ideas and preferences for an activity, such as *Was machst du nach der Schule? Ich mache meine Hausaufgaben und spiele dann Fußball mit meinem Bruder. Wie steht es mit dir? Was machst du am liebsten nach der Schule? Ich spiele lieber Basketball und trainiere heute im Sportzentrum.* • negotiate roles when planning together, such as *Patrick, möchtest du den Text schreiben? Sarah, machst du die Fotos? Ja, gerne. Nein, ich möchte lieber die Plakate machen.* • work with others to design and create posters, a blog or advertisement on topics such as *Nachhaltigkeit, gesundes Essen, Sport und Bewegung*	Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving For example: • participate in informal role-plays or conversations to plan an outing, such as *Sollen wir am Wochenende schwimmen gehen? Was meinst du? Wir können mit dem Zug oder mit dem Bus zum Strand fahren. Ich fahre lieber mit dem Bus. Und du?* • agree or disagree with a suggestion, and accept or decline an invitation, such as *Ja, das ist super! or Nein, das ist blöd!*; *Danke für die Einladung, aber ich habe freitagabends Klavierunterricht. Hast du am Montag Zeit?* • participate in collaborative tasks to state a problem and ask for advice, such as *Entschuldigung, ich habe mein Passwort vergessen. Was soll ich machen?*	Collaborate in activities that involve planning, considering options, managing and problem-solving For example: • develop classroom language to contribute to structured discussions and reflect on learning experiences, such as *Meiner Meinung nach muss man ...; Was meinst du? Ich widerspreche, weil …; Ich stimme dir zu. Ich finde, das ist eine gute Idee!* • plan holiday activities using maps to ask for, give, and follow directions, such as *Können Sie mir helfen? Wie komme ich zum Bahnhof? Sie können entweder mit dem Bus fahren oder zu Fuß gehen, aber mit dem Taxi ist es Schneller.* • collaborate with peers to plan a cultural event and share ideas and opinions, such as *Sollen wir Karneval feiern? Das ist eine gute Idee. Wir müssen aber zuerst den*	Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences For example: • use classroom language to offer opinions, compare ideas and participate in reflective activities and evaluations, such as *Kannst du ein Beispiel geben? Ich bin der Meinung, dass wir in Gruppen arbeiten sollten. Ich bin dagegen, weil ich lieber alleine arbeite. Darf ich etwas dazu sagen? Es ist besser wenn, wir …* • role-play formal and informal negotiations, such as a teacher/parent and teenager resolving a disagreement about *Ausgehen, Freunde or Noten in der Schule*, or negotiating chores or part-time work hours, such as *Darf ich am Donnerstagabend zu Petras Party gehen? Am Donnerstag? Nein du musst am Freitag in die Schule. Es sei denn,*

Year 7	Year 8	Year 9	Year 10
		Direktor fragen. Was möchtest du machen? Ich kann die Einladungen entwerfen.	*du bist um 9 Uhr zu Hause. 9 Uhr? Das ist zu früh!* • exchange opinions and share plans for the end of the year and the future, such as *Im nächsten Jahr möchte ich gerne im Winter in die Schweiz reisen, weil ich mit meinen Cousins Ski fahren möchte.*; *Ich werde in den Sommerferien als Schwimmlehrerin arbeiten.*

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
Locate and process information, ideas and opinions in texts, and convey meaning appropriate to context, purpose and audience For example: • identify and organise key information, such as name, age, family members by reading/listening to a short personal profile or blog, and present it using an infographic, poster or oral presentation • translate written expressions associated with politeness and social protocols in German, for instance responding to requests or thanks, and signing postcards or birthday cards, such as *Ja gerne!*; *Kein Problem!; Nichts zu danken.*; *Herzliche Grüße.*; *Herzlichen Glückwunsch zum Geburtstag!* • compile a summary table from texts about *die besten Lebensorte*	Locate, summarise and process information, ideas and opinions in texts, and convey meaning appropriate to context, purpose and audience For example: • locate and summarise key details from a German invitation, event or advertisement, and present the information in English or German for classmates explaining cultural nuances • listen to, read or view informative authentic German texts to identify different types of language for different audiences, noting key words, specialised terms or points of information to reuse in their own texts • interpret signs, text messages, and advertisements in German, and identify language structures and features that are not easily translated and may cause	Compare and summarise information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience For example: • listen to or view texts, such as songs, raps, films or video clips, and compare cultural aspects, making connections with own experiences • investigate the life of a famous person, or interview an older German speaker, to identify the key people and events that shaped their lives using questions, such as *Warum sind Sie nach Australien eingewandert?*; *Was bedeutet Heimat für Sie?*; *Halten Sie an alten Traditionen fest?* • express opinions and emotion in response to short stories, poems, cartoons, films and songs, and	Compare and summarise information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience For example: • conduct a class survey in German about plans for the future which may include part-time employment and holiday preferences, and present findings to the teacher in an article in German • listen to, read and view extracts from contemporary German texts to identify and compare elements of cultural traditions with Australia and the wider world, and to create a digital bilingual survival guide for visitors to a German-speaking community • interpret cultural differences, protocols and conventions in genres, for instance job

Year 7	Year 8	Year 9	Year 10
including key information, supporting details and the author's perspective	misunderstandings, such as *Alles muss raus! Probier's mal!*	identify how mood is created and narrative is developed through language and expression, such as *Wenn ich das Gedicht lese, fühle ich mich …, weil …*	application selection criteria, such as *Höflichkeitsformen, Bewerbungsbrief - Sehr geehrte Frau Schmidt, sehr geehrter Herr Sommer; Mit freundlichen Grüßen*; *Hochachtungsvoll …*
Identify strategies to interpret and convey meaning in the German language in familiar non-verbal, spoken and written cultural contexts For example: • translate and discuss common idiomatic expressions in both German and English, by guessing meaning from context, using cognates or rephrasing, such as *Ich drücke dir die Daumen,* or *Tomaten auf den Augen haben.* • use reading comprehension strategies to answer questions, such as rereading parts of a text, locating nouns by searching for capital letters and using visual cues	Identify strategies to interpret and adjust non-verbal, spoken and written German language to translate and convey meaning in familiar cultural contexts For example: • compare different versions of translations from online translators or reference materials and select correct meanings, considering the need to go beyond literal meaning • listen several times to identify information and translate unknown vocabulary using context to support accurate translation • compare information from young people's lifestyles across	Interpret and translate non-verbal, spoken and written German language to convey meaning in familiar cultural contexts For example: • compare and analyse German and English idiomatic expressions and culturally specific terms, finding ways to convey meaning and cultural significance, for instance paraphrasing, and explain the potential for misunderstanding, such as *Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann. Auf Englisch sagen wir …* • interpret texts to identify cultural and factual information, such as regional news headlines, local	Interpret and translate non-verbal, spoken and written German language to convey meaning in a range of cultural contexts For example: • compare the use of bilingual print/online dictionaries, assess the use of online translating apps comparing different translations of a text, and discuss any issues that emerge • research young people's lifestyles across German-speaking cultures and contexts, comparing and translating information and convey meaning about topics, such as the high school system in German-speaking countries

Year 7	Year 8	Year 9	Year 10
• interpret and adjust non-verbal communication to the cultural context and situation, such as a firm handshake and eye contact; thumbs up = ok; punctuality = sign of respect	German-speaking countries about leisure activities or special events, and identify the influence of factors such as geography and climate	community announcements, advertisements, and notices in public spaces • interpret expressions used in media and popular culture to adjust politeness, establish the closeness of character relationships, and connect to a target audience, such as in the use of *du* or *Sie* in advertisements or between media presenters	• translate short familiar texts, such as advertisements, songs or film clips, comparing own translation with others, and analyse and provide possible explanations for similarities and differences • discuss textual conventions popular with young German speakers, including contractions, abbreviations and acronyms used in text messaging, such as *8ung =Achtung*; *akla? = alles klar?* and *n8=Nacht,* and compare with those used by young English speakers

Sub-strand: Creating text in German

Year 7	Year 8	Year 9	Year 10
Create informative, imaginative and personal texts, adapting familiar and modelled language for a specific context, purpose and audience For example: • create texts that capture aspects of their personal and social worlds, such as a day in their life, *in der Schule, mit Freunden, in der Freizeit* • create an imaginative text to entertain an audience, such as an *Elfchen* or *Rondell* poem • explain a procedure or activity using simple language and supporting graphics, materials and gestures, such as how to play a game or sport, a cooking show segment, or fashion tips	Create informative, imaginative and personal texts, adapting familiar and modelled language for a specific context, purpose and audience For example: • create, perform or record the story of a famous German-speaking cartoon character celebrating a special event, using voice recording and digital presentation software • write a diary entry describing an event, such as *Liebes Tagebuch, die Sommerparty bei Renta war mega. Sie hatte einen echten DJ. Ihre Eltern waren trotz der lauten Musik total gechillt.* • create menus or programs for German-themed events, including footnotes in English to explain key terms or items, such as *Das Tagesgericht, die Pause, die Inszenierung*	Create informative, imaginative and personal texts, using linguistic features and textual conventions appropriate to context, purpose and audience For example: • create texts with various settings, characters and events, such as animated stories, games or short films, selecting appropriate vocabulary, expressions, grammatical structures, and a range of features and conventions to engage different audiences • prepare for a real or virtual tour of a German-speaking country or region, make a budget, decide on places to visit and plan the itinerary • research German-speaking countries and regions and their associated traditions and	Create informative, imaginative and personal texts, selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences For example: • describe an imagined experience, for instance their first day as an exchange student in a German-speaking community, such as *Hey Leute. Heute ist mein erster Tag in Deutschland - so cool. Meine Gastfamilie ist mega!* • write a journal entry about future plans and aspirations, such as *Liebes Tagebuch. Ich bin so aufgeregt. Ich habe ein Stipendium gewonnen und werde für sechs Monate nach Deutschland auf eine Schule gehen. Ich freue mich sehr, habe aber auch etwas Angst.* • create an infographic or advertisement highlighting

Year 7	Year 8	Year 9	Year 10
		customs, and present findings to peers	features of lifestyle or experiences of German-speaking people, such as educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager • write the story of a famous German-speaking cartoon character describing their life in 10 years' time

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
Apply knowledge of familiar linguistic features of spoken German to interact with developing fluency For example: • apply correct pitch and stress in context, for instance expressing emotions and *Schadenfreude*, such as *Du bist gemein!; Das ist ausgezeichnet!* • extend awareness of the letter-sound relationships in *ch, r, th, u* and *z*, and consonant blends and clusters, such as *sch*, to develop fluency • experiment with pronunciation, rhythm and pace to create effects in stories, poems, songs and conversations	Apply knowledge of linguistic features of spoken German to interact with increased fluency For example: • recognise and reproduce rhythms in complex sentences using pauses, intonation and emphasis often used with words like *weil, obwohl* and *aber*, such as *Ich esse ein Brot, weil ich Hunger habe.* • identify key differences and examine pronunciation variations across different German-speaking countries, regions and dialects, such as *das Brot* (Standard German), *s'Brot* (Swiss) and *dat Brot* (Northern Germany) • use correct pronunciation, intonation, rhythm and pace to enhance meaning when reading stories or poems, and in conversations	Apply linguistic features of spoken German to interact with enhanced fluency For example: • listen to and/or view excerpts of authentic German conversations in familiar and some unfamiliar contexts, and identify and apply variations, such as contractions or differences in pronunciation, *zwei/zwo*; *nein/ne/nö* • convey meaning, emphasis, feelings and emotion, and create effects in spoken texts by using appropriate pitch, rhythm, stress pauses and pace, such as *Das stimmt nicht.*; *Muss das wirklich sein? Sicher?* • analyse and compare the use of contractions in German and in English, and apply contractions in spoken German interactions, such	Apply linguistic features of spoken German to further extend fluency For example: • compare features of German in a range of spoken texts, reflecting on national/regional variations, and apply key differences and pronunciation variations, such as *Kartoffel* meaning *Krombeere auf Schwäbisch, Härdöpfel auf Schweizerdeutsch, Erdapfel auf Österreichisch* • recognise the role of pronunciation, rhythm and pace in enhancing meaning and creating effects, such as mood, and reproduce rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis • experiment with using incomplete sentences, non-verbal

Year 7	Year 8	Year 9	Year 10
		as *Ich hab' keine Zeit*; *Mach's gut!*; *'s ist gut.*	elements and vocal expression, such as *Ich…äh…er Bus… einfach weg! Hmm. Wirklich? Ja, total. Und dann… Stau…*
Apply knowledge of linguistic features of German to respond to and create texts For example: • apply German rules of punctuation and spelling in writing, and systematically edit their own and others' written work • understand the relationship between word gender, article and case and the adjectival ending, and apply this when describing people, objects, places and events, such as *Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.*; *Es gibt keinen Sportplatz.* • refer to quantities of people, time and things using cardinal numbers up to a billion and the	Apply knowledge of linguistic features of German to respond to and create texts For example: • select and conjugate a range of German modal verbs to discuss their social world, such as *Wir müssen eine Schuluniform tragen.; Man darf hier nicht essen.; Du kannst Volleyball spielen* • make comparisons, including the superlative, such as *Deutsch ist schwieriger als Englisch aber Mathe ist am schwierigsten.*; *Ich esse lieber Salat als Fleisch.*; *Cola ist nicht so gesund wie Wasser.* • link and sequence events and ideas using cohesive devices, including adverbs, such as *dann, früher, danach* and *vorher*, and	Select and use an extended range of linguistic features of German to respond to and create texts For example: • use an extended range of conjunctions with the subordinate clause after the main clause, including *weil, dass,* and *wenn*, such as *Ich gehe einkaufen, weil ich Brot brauche.; Ich muss viel lernen, wenn ich eine gute Note haben möchte.* • describe current, recurring and future actions using regular, irregular and modal verbs in the present tense, and past actions using common verbs in present perfect tense, such as *Er sieht viel fern.*; *Ich muss meine Hausaufgaben jeden Tag machen.*	Select and use an extended range of linguistic features of German to enhance meaning, when responding to and creating texts For example: • use a range of coordinating conjunctions and sentences with subordinate clause after main clause and before main clause, including *als, dass, obwohl* and *wenn*, such as *Ich traniere in der Sporthalle, obwohl es heute sonnig ist/Obwohl es heute sonnig ist, trainiere ich in der Sporthalle.* • use interrogatives which incorporate a preposition, such as *Mit wem gehst du zur Party?*; *Wofür interessierst du dich?*

Year 7	Year 8	Year 9	Year 10
24-hour clock, such as *Es gibt 7,3 Millionen Einwohner.*; *Das Konzert beginnt um 21.45 Uhr.* • describe daily routines and express emotions and interest using reflexive verbs in the present tense with their appropriate accusative reflexive pronouns, such as *Ich wasche mich morgens.*; *Interessierst du dich für Geschichte?*; *Wir freuen uns auf die Ferien.*	coordinating conjunctions, *und, oder, aber, denn* and *sondern* • apply knowledge of the German case system (nominative, accusative, dative and some genitive), and use definite and indefinite articles, personal pronouns, including *man*, and possessive, demonstrative and interrogative adjectives, such as *ihr, sein, unser, dieser, jeder* and *welcher*	*Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank.*; *Nächstes Jahr bekommen wir neue Laptops.* • notice and experiment with compound forms, for instance common *da-* and *wo-* constructions, such as *Was machst du damit?*; *Ich bin dafür.*; *Woran erinnerst du dich? Worüber lacht ihr?* • use the different imperative forms of verbs for peers and adults, such as *Spiel/Spielt/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!*	• connect and contrast ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses, and notice the word order, such as *Um Geld zu haben, muss man einen Job finden.*; *Entweder werde ich Klempner oder Elektriker.*; *Entweder treffe ich mich mit meinen Freunden am Samstag zum Einkaufen oder wir gehen am Sonntag ins Kino.* • understand and use prepositions, including dative and accusative prepositions in high-frequency contexts, such as *Ich komme aus Australien.*; *Das Eis ist für mich.*; *Der Junge geht zum Bahnhof*, and *Wechselpräpositionen*, such as *Wir gehen ins Kino.*; *Wir sitzen im Kino.*
Identify and discuss similarities and differences in how linguistic features are used in German and English, using metalanguage	Identify and discuss similarities and differences in how linguistic features are used in German and English, using metalanguage	Reflect on and discuss similarities and differences in how linguistic features are used in German and English, using metalanguage	Reflect on and evaluate the use of linguistic features in German texts, using metalanguage For example:

Year 7	Year 8	Year 9	Year 10
For example: • compare German and English language use in similar situations and texts • recognise how texts use structure, language and mood to build action, develop character and position the reader • describe relationships between language, structure and textual purpose in a personal text using informal register, such as a thank-you email to a friend, *Liebe Grüße*; *du*; *Dein(e) X* and compare this with English	For example: • observe that texts have different purposes, such as to persuade, to inform or to entertain different audiences, and discuss similarities and differences in German and English texts • expand the use of metalanguage to describe grammatical concepts in English and German and organise learning resources, such as sentence builders, verb charts and vocabulary lists with groups of pronouns, adverbs and adjectives • interpret and evaluate textual conventions popular with young German speakers and make comparisons with their use in English, such as the use of contractions, abbreviations and acronyms in text messages, such as *4u = für dich* = for you; *brb = bin gleich wieder da* = be right back; *8ung = Achtung!* = Be careful!; *sz = schreib zurück* =	For example: • recognise ways in which written language is different from spoken language, such as in being more planned, precise and complex, using interrelated clauses and supporting detail in paragraphs • identify how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for instance the positioning of the reader in advertisements by the use of personal pronouns, imperative/interrogative verb forms, emotive language and aspirational images, such as *Hol dir jetzt unsere neuen Kopfhörer! Hör Musik wie nie zuvor!* • consider how language indicates respect, values and attitudes in the use of titles or first names, such as *Herr Doktor Schmidt, Herr Schmidt, Georg*, which are different words for the same person	• compare German and Australian English language examples of a particular genre for cultural and stylistic differences • identify and comment on techniques and linguistic choices that build action, develop character and position the reader, using modelled descriptive and analytic language • discuss how grammatical choices, words and images combine in a text to achieve specific intentions and effects, such as *Erlebe den echten Winter! Komm zu uns in die Berge - höher, kälter, weisser!*

Year 7	Year 8	Year 9	Year 10
	Write back!; *sTn = schönen Tag noch* = Have a good day!		

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values For example: • discuss in English the shift in the German language from masculine and feminine nouns to gender neutral words when talking about people, such as ways of addressing a class of students and no longer saying *Guten Morgen Schüler*, instead using *Guten Morgen Schüler und Schülerinnen, or SchülerInnen or Lernende.* • identify different situations that require different levels of politeness depending on the context and speaker, for instance greeting a peer or a teacher, such as *Hallo, Kinder!; Guten Morgen, Herr Schuck!; Hi!; Morgen!* • explore the context of extended family and how *Oma und Opa*	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values For example: • participate in cultural experiences and reflect on cultural similarities and differences that are manifested through language, such as eating at a Swiss restaurant/café in Australia, watching a German soccer match or Austrian skiing competition, or listening to a music performance on a radio station from Luxembourg • explore the impact of own assumptions about people from German-speaking communities, their language and culture, and consider how German speakers may also make assumptions and generalisations about Australians,	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values For example: • identify situations that require different levels of politeness depending on the context and speaker, for instance when thanking a host parent or a peer for a gift, or apologising to a teacher or a family member for being late, such as *Danke, echt cool das Geschenk.*; *Vielen Dank für das Geschenk. Ich habe mich sehr gefreut.* • analyse how language use and culture reflect and construct relationships, practices and attitudes, including expressions and concepts in German, such as the changing use of the familiar and formal forms, the impacts of migration, and the increasing use	Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating For example: • analyse aspects of language and cultural behaviour, evaluating how own language choices may be perceived by German speakers and make adjustments to enhance meaning, for instance the overuse of 'polite' phrases, such as *Können Sie mir bitte …?* and *Aber meiner Meinung nach …* rather than expressing wishes or responding to a suggestion in a more direct manner • examine how language can reinforce stereotypes, for instance those related to gender, and how changes in language occur over time to combat this, such as *die Krankenschwester, die*

Year 7	Year 8	Year 9	Year 10
often live near by or in the same household, care for grandchildren, and pass on traditions and regional dialects	such as Australians are laid-back, casual and less serious, and German speakers are often very direct and formal • compare own culture/s to the cultures in German-speaking countries by looking at attitudes towards public holidays, leisure activities and the importance of sports	of words from other languages in German • explore how origin and geography are integrally connected with lifestyle, daily practices and language use, such as *Recycling, Kaffee und Kuchen, Wandern, Stehcafé*, public holidays, and choice of *Fremdsprachen* offered in schools	*Pflegefachkraft; die Stewardess, der/die Flugbegleitende, das Kabinenpersonal* • consider how travelling or living in a German-speaking country might challenge assumptions and influence identity, such as adapting to different cultural norms