



Western Australian Curriculum

Languages | German

Proposed Achievement standards | Pre-primary–Year 10
Draft for consultation | Not for implementation

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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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Contents

Overview	1
Pre-primary	2
Year 1	3
Year 2	4
Year 3	5
Year 4	6
Year 5	7
Year 6	9
Year 7	11
Year 8	13
Year 9	15
Year 10	17

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Overview

The current Western Australian Curriculum: Languages, German was adopted 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

This document shows the current Western Australian Curriculum: Languages, German curriculum Achievement standards in the first column, the comparable Australian Curriculum version 9 Achievement Standards in the centre column, and the proposed Achievement standards for Western Australia in the third column.

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Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in German with their teacher and each other through action-related talk, structured play, classroom instructions and routines to exchange simple greetings and to provide information about themselves such as <i>Ich heiÙe ... und du?</i>, <i>Auf Wiedersehen</i>, <i>Danke!</i> and <i>Ich wohne ...</i>. They participate in shared performance of familiar stories, songs and other forms of expression. Students identify most keywords and some phrases of spoken German relating to their personal worlds and convey some simple, factual information through verbal and non-verbal forms of expression. They participate in shared performance of imaginative texts, such as familiar songs and rhymes, and respond, with guidance, through verbal and non-verbal forms of expression. They share with others familiar German words, phrases and gestures related to their personal worlds and explore how these may have similar or different meanings in English. They begin to talk about how German feels/sounds different when speaking or hearing it spoken by others.</p> <p>Students recognise and occasionally experiment with reproducing key vowel sounds and rhythms of spoken German, sometimes with guidance, with a satisfactory level of accuracy. They recognise and use words and expressions and write simple texts, such as lists and labels, using vocabulary and some first elements of grammar with a satisfactory level of accuracy. Students comment on how language is organised as ‘text.’ They recognise that German uses the same alphabet. They notice that German has multiple words for ‘the,’ can use simple adjectives to describe and identify people, animals and objects using an article and a concrete noun such as <i>eine Freundin</i>, or a pronoun such as <i>ich, du, er, sie, es</i> and <i>wir</i>. Students describe actions using verbs, understand and use some question words. They show an awareness of terms referring to quantities of people and things, including cardinal numbers 0–10, and of vocabulary referring to time of the day, days, months and seasons. They begin to show an awareness of culture and notice that German speakers communicate in some ways different to their own. They identify that there are different ways of greeting, addressing and interacting with people, and usually act accordingly. Students recognise that German is one of many languages spoken in Australia and around the world, and that languages people use relate to who they are and where and how they live.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create German texts, with support. They identify that German and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>	<p>By the end of the year:</p> <p>Children use play and imagination to interact and create German texts. They recognise and respond to classroom-related language. Children identify that German and English look and sound different and they begin to experiment with the sounds and rhythms of spoken German and its written form. Children recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>

Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in German with their teacher and each other through guided group activities and tasks to share information about themselves, their age and where they live, and to talk about their favourite things. They respond to teacher talk and instructions, using appropriate non-verbal forms of expression, or short one or two-word answers. Students recognise key words and specific information in simple spoken and written texts relating to their personal worlds and convey factual information. Students use familiar words, short statements or phrases and simple sentences with guidance, to identify and describe people and objects in the family and school domains such as <i>der Lehrer, eine Freundin, Das ist mein Heft</i>. They participate in shared performance of short spoken and visual imaginative texts and respond through verbal and non-verbal forms of expression and well-rehearsed language. They use German and English to share with others simple German expressions, sounds and gestures, and name some familiar objects.</p> <p>Students become familiar with the sounds and rhythms of spoken German, developing familiarity with the German alphabet and sound-letter correspondence. They recognise that using a language involves behaviours as well as words, and that voice, behaviour and body language may change when interacting in German. They identify some words that are written the same in both German and English but pronounced differently, and provide an example of a word or expression that German and English borrow from each other. They use familiar vocabulary and recognise some first elements of grammar. Students use German and/or English to conduct short conversations using simple modelled questions and statements that include some pronouns such as <i>ich, du, sie</i> and <i>wir</i> and possessive adjectives <i>mein/e</i> and <i>dein/e</i>. Students recognise that German has multiple words for 'the' and 'a/an' and gain awareness of terms referring to quantities of people and things, including cardinal numbers 0–20 and <i>mehr</i> and <i>weniger</i>. Students make some comments about how language is organised as 'text' and that different types of texts have different features. They recognise that German speakers use language differently in different situations. Students recognise that Australia is a multilingual society and provide an example of a word or expression that English has borrowed from German.</p>	<p>By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of spoken German. They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled German language when interacting with others to share information or respond to questions about themselves. They locate and respond to key information in familiar texts and classroom-related instructions. Children participate in play-based activities and use German language, with guidance, to create informative and imaginative texts.</p> <p>Children explore and imitate the sound and writing systems, and the linguistic features of German. They identify similarities or differences of the German language and culture with English, or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in German with the teacher and each other through guided group activities, simple tasks and games, to participate in routine exchanges, using simple descriptive and expressive modelled language, to ask each other how they are feeling, to offer wishes and to talk about events in the day and over the year. They responds usually to teacher talk and instructions. They identify rehearsed vocabulary in simple texts and convey some information related to their personal worlds. They respond to imaginative texts through simple verbal and non-verbal forms of expression and some modelled language and create simple stories and perform imaginative scenarios using familiar words and modelled language. Students translate and interpret familiar simple expressions. They recognise and give an example of how meanings are similar or different in different languages. They identify some similarities and differences between cultural practices of German-speaking communities and their own environment.</p> <p>Students become familiar with the systems of the German language, reproducing the sounds and rhythms of spoken German with a satisfactory level of accuracy and consistency. They recognise and begin to write words and expressions they have heard in familiar contexts. They begin to use some first elements of grammar with a satisfactory level of accuracy, to write simple texts such as lists, captions and descriptions. Students describe people, animals or objects using <i>bin/bist/ist</i> and an adjective such as <i>Das Buch ist neu</i>. They understand and use some question words and can respond to them. They understand the location or origin of a person or object such as <i>hier, links</i> and <i>rechts</i> and prepositions such as <i>auf, aus, hinter, in, neben</i> and <i>unter</i>. Students gain an awareness of terms referring to quantities of people and things, including cardinal numbers 0–50 and <i>mehr, weniger, viel/e, nichts</i> and <i>kein/e</i>, as well as vocabulary referring to time such as days, time of day, months and time. Students identify some different forms of texts that use different structures and features to achieve their purpose. Students recognise usually that German speakers use language differently in different situations, and that languages change through contact with other people and through changes in society.</p>	<p>By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of spoken German. They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled and formulaic German language when interacting with others to share information or respond to questions about themselves and their family. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use German, with guidance, to create informative and imaginative texts.</p> <p>Children recognise and imitate the sound and writing systems, and the linguistic features of German. They identify similarities or differences of German language and culture with English or their own language/s and culture/s and identify connections between language and cultural practices.</p>

Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise with their teacher and others in classroom situations, to exchange information in detail about friends and family members. They talk about likes and dislikes using mostly descriptive or expressive modelled language. They follow instructions and use formulaic expressions such as <i>Wie bitte?</i> or <i>Ich verstehe das nicht</i> to ask questions, make statements, request assistance or ask for permission. They locate specific points of information in a range of short texts, and convey factual information and interpret familiar vocabulary related to their personal worlds in simple statements or short descriptions. They participate in and respond, at times with occasional guidance, to a range of short imaginative texts, through preparing and rehearsing short presentations. They create and perform short imaginative texts, with occasional guidance, using familiar and modelled language. They use appropriate modelled strategies to translate common words in simple texts and attempt to identify less familiar words that are difficult to interpret. Students identify similarities and differences between German and their own language(s) and culture.</p> <p>Students experiment with intonation patterns and specific vowel and diphthong sounds such as <i>ja</i>, <i>rot</i> and <i>Sport</i>. They are aware that German uses the same alphabet as English, but they identify and use special elements of German spelling and pronunciation, such as <i>ß</i> and <i>Umlaut</i>. They use vocabulary and apply basic elements of grammar in simple spoken and written texts with a satisfactory level of accuracy, such as recognising gender and definite/indefinite articles, for example <i>der Bruder</i> and <i>ein Bruder</i>. Students use adjectives with the verb <i>sein</i> such as <i>Meine Mutter ist intelligent</i>, or in combination with an article and noun, where an adjective ending is required such as <i>Er hat braune Augen</i>. They use pronouns such as <i>ich</i>, <i>du</i>, <i>er</i>, <i>sie</i>, <i>wir</i>, <i>ihr</i> and <i>sie</i> and possessive adjectives such as <i>mein</i> and <i>dein</i>, together with forms of the verbs <i>haben</i> and <i>sein</i> to refer to people and express relationships between them. They use question words such as <i>wie</i>, <i>wer</i>, <i>was</i> and <i>ja/nein</i> questions. They use common phrases and conjunctions to talk about time and occurrence. Students begin to describe, with guidance, how the German language works, using terms similar to those used in English. Students apply some of the language features and textual conventions in simple, familiar texts. They show how language use varies according to gender, age and context, and identify and provide an example of differences in cultural practices and how these are reflected and represented in language.</p>	<p>By the end of Year 4, students use German language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of spoken German. They demonstrate understanding that German has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in German and make comparisons between German and English. They understand that the German language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students use formulaic and familiar German structures and expressions when interacting with others to share, ask and respond to information about themselves, family and friends. They follow instructions and share opinions when participating in co-operative tasks. Students locate and respond to key information in short texts and begin to use strategies to comprehend and adjust German use in familiar contexts. They use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Students recognise and experiment with the sound and writing systems, and the linguistic features of German. They identify German language and cultural practices and compare with English or their own language/s and culture/s. They recognise connections between language and cultural practices.</p>

Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact with the teacher and others in classroom situations to exchange information related to aspects of their personal worlds, daily routines at home and school, and their interests. They use simple descriptive or expressive modelled language with guidance, to provide information, make statements and answer a variety of questions such as <i>Wie spät ist es?</i>, <i>Was ist dein Lieblingsfach?</i> and <i>Ich finde Sport interessant, und du?</i> Students select familiar vocabulary from a range of texts and convey factual information about their personal worlds with simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, with occasional guidance, and create, rehearse and perform presentations or short imaginative texts, using simple modelled language, including some coordinating conjunctions, such as <i>und</i>, <i>aber</i> and <i>oder</i>. Students translate words, phrases and expressions, and attempt to use dictionaries. They compare meanings, and at times, share understandings about aspects of language and culture. Students make some comments on how language reflects cultural practices and norms.</p> <p>Students differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the Eszett and show how the Umlaut alter the pronunciation of particular vowels such as <i>ä</i>, <i>ö</i> and <i>ü</i>. They identify single letters, some consonant clusters and vowel combinations such as <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i>. They recognise and use vocabulary and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy, using use some forms of common regular verbs in the present tense such as <i>heißen</i> and <i>wohnen</i>, some irregular verb forms, such as <i>bin</i>, <i>ist</i>, <i>hast</i> and <i>hat</i>, limited forms of modal verbs such as <i>mag</i> and <i>möchte</i>, and the accusative case. Students respond to and use question words and some <i>ja/nein</i> questions. They refer to time and place using familiar words and phrases such as <i>morgen</i> and <i>im Wald</i>. Students begin to describe how the German language works, using terms similar to those used in English. with guidance. They make some simple comparisons between features of familiar texts and explain with guidance, how particular features of such texts help to achieve their purpose. Students describe how different ways of using German language reflect different regions and countries, different relationships and different ways of making meaning. Students recognise that German is an important European and global language and begin to identify connections between culture and language use.</p>	<p>By the end of Year 4, students use German language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of spoken German. They demonstrate understanding that German has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in German and make comparisons between German and English. They understand that the German language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students participate in and begin to initiate, with guidance, short exchanges in German about their personal world. They use familiar sentences and modelled language when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in German or English, adjusting their response to suit context, purpose and audience. They adapt modelled language, selecting and using a variety of context-appropriate vocabulary and modelled textual conventions, to create informative and imaginative texts.</p> <p>Students recognise and use familiar features of the sound and writing systems, and the linguistic features of German. They describe and compare German language and culture with English or their own language/s and culture/s and identify and discuss connections between language and cultural practices.</p>

Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students participate in interactions with the teacher and others in classroom situations, to exchange information about their home, neighbourhood and local community. They use simple descriptive and occasionally expressive modelled language to participate in tasks or activities, or to provide information such as <i>Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion</i>. Students gather and compare some information and details from a range of texts related to their personal and social worlds. They convey appropriate information, ideas and opinions related to planning outings and conducting events, to suit specific audiences and contexts from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. Students create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate simple texts from German to English and vice versa, with some inaccuracies, showing some awareness that there are words or phrases that may require interpretation or explanation. They use dictionaries, word lists and pictures, with some degree of confidence, to translate short familiar texts. They compare ways of communicating in Australian and German-speaking contexts and provide an example of how culture influences language use.</p> <p>Students apply basic rules for German pronunciation at times, applying different intonation for statements, questions, exclamations and instructions. They apply some sentence structure and word order rules when creating original texts. Students use some relevant vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts with a satisfactory level of accuracy, such as referring to a person, place or object using the nominative and accusative definite and indefinite articles such as <i>Die Stadt hat ein Kino</i>. They begin to understand the concept of regular and irregular verbs such as <i>sein</i>. Students talk about how the German language works, commenting on vocabulary and grammar, describing patterns, grammatical rules and variations in language structures, with guidance. They identify that texts have certain conventions and can take different forms. Students recognise that language is important in social and educational life, and understand that on some occasions German is used in different contexts by different people, resulting in variations in language. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others. They make</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, short exchanges in German about their home, neighbourhood and the wider world. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in German or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the German sound and writing systems, and linguistic features, when responding to or composing texts. They compare German language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
connections between culture and language use, recognising how language and culture influence one another, and reflect on how their own and others' language use may be interpreted differently by others.		

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Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact, with guidance, in German with others through collaborative tasks, class experiences, activities and transactions, to exchange information and recount experiences about free time. They begin to use complete sentences in familiar contexts to ask questions, such as <i>Bist du fertig? Was machst du jetzt?</i> and they share responses, such as <i>Ich kann gut sprechen, aber ich finde das Schreiben schwierig</i>. They use some descriptive and expressive language to express feelings, opinions and personal preferences. They work collaboratively, usually to plan events or activities, to showcase their progress in learning and using German. They identify some relevant information and supporting details from a range of texts. They convey, respond to and compare information, ideas and opinions in texts related to their personal and social worlds to usually suit specific audiences and contexts. They compare and share responses and identify cultural elements, sometimes, in a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for a range of audiences to suit different modes or audiences, with some guidance. They translate and interpret some short texts from German to English and vice versa, identifying occasional words and meanings that do not directly translate between languages. They experiment with and discuss the usefulness of various forms of dictionaries. Students describe some aspects of language and culture that are unfamiliar and discuss their own reactions and adjustments.</p> <p>Students explain and usually apply basic rules for German pronunciation, as well as phonic and grammatical knowledge to spell and write some unfamiliar words. They use some relevant vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts, with a satisfactory level of accuracy. Students use common separable verbs such as <i>aufstehen</i> and <i>fernsehen</i> to describe current, recurring and future actions. They use <i>lieber</i> or comparative and superlative forms of adjectives such as <i>besser, am</i> and <i>besten</i>, to make comparisons. They use some modal verbs such as <i>müssen</i> or <i>dürfen</i> to express obligation and permission, and compare their meaning with the English equivalent. Students speak about past events by recreating sentences in the present perfect and simple past tense. They use adverbs and adverbial expressions, prepositions and formulaic expressions to describe frequency. Students refer to dates and years to express and locate events in time, including use of the 24-hour clock. They respond to questions using <i>Warum?</i> with simple sentences, attempting to use conjunctions such as <i>dass</i> and <i>weil</i>. Students discuss how the German language is used differently in different contexts and situations. They discuss how the German language is constantly</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, extended exchanges in German about their personal and social worlds. They share information and negotiate outcomes when participating in collaborative tasks. Students use strategies to locate and process information and ideas in texts and demonstrate understanding in German or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the German sound and writing systems, and linguistic features, when responding to or composing texts. They compare and discuss German language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>changing due to contact with other languages and as a result of intercultural experiences. Students explain how language and culture are integral to the nature of identity and communication.</p>		

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Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in spoken and written interactions in German with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as <i>Hast du ein Lieblingsfach? Ja, ich mag Deutsch</i>. Students engage in the planning of German events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information, and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques used to engage and entertain audiences in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. They translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning from one language to the other. Students interact and engage with German speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication.</p> <p>Students explore, and mostly apply, rules for German pronunciation of loan words from English and other languages, and they identify most differences in punctuation rules in English and German. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students use the verb as second element. They notice the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein bester Freund hat lange, schwarze Haare</i>. Students select and use the appropriate form of 'you' (<i>du, ihr, Sie</i>) and begin to describe past events and experiences using the present perfect tense with a limited range of common verbs. They sequence and link events and ideas using common conjunctions (<i>dass, ob, wenn, weil</i>), and describe destinations using prepositions, for example, <i>Wir fahren nach Adelaide</i>. Students experiment with word order rules in scaffolded language contexts, realising that German word order is flexible, for example, <i>Zu Hause ist es oft sehr laut</i>. Students discuss how the German language works, using some relevant metalanguage to organise learning resources.</p>	<p>By the end of Year 8, students initiate and maintain interactions in German language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken German to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of German text, using metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in German to share information about themselves, others, home and school. They participate in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the German sound and writing systems, and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between German and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>They discuss and apply the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction. Students examine how elements of communication and choice of language vary according to context and situation, and reflect on changes in their use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. Students identify some ways in which language use reflects cultural expression, assumptions and perspectives.</p>		

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Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and maintain spoken and written interactions in German with others through collaborative tasks, activities and transactions to exchange information on special holidays and travel. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss and share ideas, views, opinions and experiences, such as <i>Wohin sind Sie in den Ferien gefahren?; Wie feiern Sie Silvester?</i> Students engage in the planning of experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. They summarise and share most key ideas and some information from a range of texts and present them in different formats for their intended audiences. Students organise and present key information and ideas on texts related to aspects of their personal and social worlds, using rehearsed descriptive and expressive language to make simple comparisons of perspectives and experiences. Students analyse key ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts, and make some connections with personal experiences and other imaginative texts in their own language and culture. They also create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and/or interpret texts, with some accuracy, including those that use language with colloquial or cultural associations, such as <i>so alt wie ein Baum</i>, and consider why there might be differences in interpretation. Students participate in intercultural interactions with German speakers, begin to discuss cultural practices, demonstrate awareness of shared understanding and reflect on adjustments made as a result of reactions and responses. They also consider how their biography influences their identity and communication, and shapes their intercultural experiences.</p> <p>Students apply some rules for German and English pronunciation, rhythm, stress and intonation, punctuation and spelling. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students apply knowledge of the case system when using articles and adjectives. They use a range of regular, irregular, separable and inseparable verbs, and compare the meaning of modal verbs with those in English, for example, <i>Ich muss meine Hausaufgaben machen; Kommst du mit?</i> They use reflexive verbs in the present tense to describe daily routines and express feelings, as well as a limited range of common verbs in the present perfect or simple past tense to describe actions and events in the past, for example, <i>Ich habe meine Hausaufgaben nicht gemacht, denn ich war krank.</i> They use some dative</p>	<p>By the end of Year 8, students initiate and maintain interactions in German language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken German to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of German text, using metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in German to share and compare information and experiences about going out, socialising, special events and leisure time. They participate in collaborative tasks that involve planning, negotiating and problem solving. Students locate, summarise and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the German sound and writing systems, and linguistic features to interact with increased fluency and when responding to and composing texts. They recognise and discuss similarities and differences between German and English, using metalanguage. Students recognise and discuss examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>and accusative prepositions, for example, <i>Ich komme aus der Stadt</i>. They use modelled language with different structures to make comparisons, for example, <i>Kaffee ist nicht so gesund wie Wasser</i>. They describe how the German language works, using metalanguage to organise learning resources. Students apply most of the structures and conventions of a range of text types, and identify most key features and functions of the different genres. They give examples to demonstrate that German is constantly expanding to include new words and expressions in response to changing environments due to globalisation, language shifts and exchange, technology and intercultural experience. Students discuss aspects of the cultural dimension of learning and using German, and consider how these might be interpreted and responded to by members of the community.</p>		

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Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, in part, and participate in sustained spoken and written interactions in German with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share, compare and justify personal opinions, such as <i>In der Zukunft möchte ich Architekt werden</i>. Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. They analyse ideas and most information and, in part, identify context, purpose and intended audience from a range of texts related to aspects of their personal and social worlds. Students use some appropriate formats and styles of presentation to convey information and ideas, and offer their views on texts related to aspects of their personal and social worlds. Students provide examples of how imaginative texts reflect German cultural values or experiences, through structure, language and mood, to build action, develop character and position the reader or audience. They also create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using German and consider, at times, their own and others' responses and reactions in intercultural communication. Students question some assumptions and values, and occasionally, modify their language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.</p> <p>Students identify the ways in which written language is different from spoken language and mostly respond to challenges associated with clarity and pace in audio texts, and variations or differences in pronunciation, to ensure clarity, such as <i>zwei/zwo</i>. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students use the appropriate tense with a range of regular and irregular verbs, and a variety of conjunctions and cohesive devices to link, sequence and contrast ideas, events and actions, for example, <i>Um Geld zu haben, muss man einen Job finden</i>. They experiment with compound forms, such as <i>da-</i> and <i>wo(r)-</i>, for example, <i>Woran erinnerst du dich?</i> They understand and use the dative, accusative and two-way prepositions with some accuracy, for example, <i>Sie denken oft an ihre Kindheit</i>. They use adverbs and adverbial phrases to modify meaning, for example, <i>Das haben</i></p>	<p>By the end of Year 10, students contribute to and extend interactions in German language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken German to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of German texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning German, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in German to share and compare information and experiences about German-speaking communities. They contribute to collaborative tasks that involve planning, managing and problem-solving. Students summarise and compare ideas and opinions from a range of texts and interactions in German. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the German sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and discuss similarities and differences between German and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p><i>sie schon gemacht</i>. Students use metalanguage to explain grammatical forms and functions. They examine the interrelationship between different text types, language choices, audience, context and purpose. Students analyse how and why language is used differently in different contexts and with different speakers, and explore the influence of language on people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. Students explore how language reflects and shapes cultural distinctions, such as community, social class, gender and generation.</p>		

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Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in sustained spoken and written interactions in German with others through collaborative tasks, activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as <i>Sprachen lernen; Verantwortung jetzt und in der Zukunft</i>. They use familiar descriptive and expressive language, in formal and some informal exchanges, to express feelings and justify opinions with some examples. Students contribute ideas, opinions and suggestions in interactions related to exchanging resources and information, solving problems and managing diverse views. Students analyse, synthesise and evaluate some ideas and information from a range of perspectives on texts, and identify how context and culture affect how information is presented in texts related to aspects of their personal, natural and social worlds. They use modes of presentation, generally appropriate to audiences or purposes, to convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds. Students analyse how aesthetic, humorous or emotional effects are used in imaginative texts to reflect cultural influence, and create and present simple imaginative texts on familiar personal or social themes that express ideas or that reflect cultural values, social issues or experience. When translating and interpreting from one language to another they describe how cultural perspectives and concepts have been represented, for example, in idioms, such as <i>schwarzfahren</i>, and consider how intercultural communication involves taking responsibility by modifying language and behaviours. Students also explore and express their own cultural identity and ability to act as a cultural mediator between German speakers and Australians.</p> <p>Students explore the features of spoken and written language and apply, occasionally, variations in relation to features, such as stress, pronunciation and contractions, for example, <i>Mach's gut!</i> They express the interactive and transitory nature of spoken language, and identify characteristics, such as interactivity, reliance on non-verbal elements and vocal expression. They identify and reproduce, mostly consistently, rhythms in complex sentences, using pausing and intonation to signal clause boundaries and emphasis. Students use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students analyse how elements of grammar impact on the making of meaning in texts, including, noticing that relative pronouns have gender and case, for example, <i>Das ist der Beruf, den ich am interessantesten finde</i>. They understand and use the appropriate tense with a range of regular and irregular verbs, and use <i>werden</i> to describe future plans and aspirations,</p>	<p>By the end of Year 10, students contribute to and extend interactions in German language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken German to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of German texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning German, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in German to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. Students compare and interpret information, ideas and opinions from a range of texts and interactions in German. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts to engage different audiences.</p> <p>Students apply the German sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and evaluate similarities and differences between German and English, using metalanguage. They understand and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>for example, <i>In der Zukunft werde ich mehr Sport treiben</i>. They understand and use formulaically common subjunctive forms, such as <i>hätte</i>, <i>wäre</i> and <i>würde</i>. They recognise the use of the genitive case mainly in written texts, for example, <i>das Haus meiner Eltern</i>, and understand that ‘<i>von</i> + dative case + noun’ can be used as an alternative, for example, <i>Das Haus von meinen Eltern</i>. Students use metalanguage to discuss and explain some grammatical forms and functions. They analyse, in part, and explain how and why language is used differently in a range of texts, considering features, such as dialects and register, and identify how language use has the power to influence social and cultural relationships and practices. Students describe how German language and culture are interrelated and how they shape, and are shaped by, each other.</p>		

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