Government of Western Australia
School Curriculum and Standards Authority

Western Australian Curriculum

Languages | German

Achievement standards | Pre-primary–Year 10 (Provisional)

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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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.

Pre-primary

By the end of the year:

Children share simple information and engage in play-based learning using modelled German language. They recognise familiar German words.

Children identify that German and English look and sound different as they begin to experiment with the sounds and rhythms of the spoken German language and its written form. Children recognise that there are languages and cultures in addition to their own and explore the connection between language and culture.

Year 1

By the end of the year:

Children engage in play-based learning and share simple information about themselves using modelled German language. They respond to greetings and familiar classroom instructions. Children locate key information in German texts and respond using gestures, images and words. They recognise familiar German words and begin to create texts using modelled language.

Children explore and imitate the sounds and rhythms of the spoken German language and recognise that German and English share a similar alphabet. They identify similarities or differences of the German language and culture with that of English, or their own language/s and culture/s. Children explore connections between language and cultural practices.

Year 2

By the end of the year:

Children engage in play-based learning and share information about themselves and family using modelled German language. They respond to greetings and familiar classroom instructions. Children locate key information in German texts and respond using gestures, images and modelled language. They use words, familiar phrases and modelled language to create texts in the German language.

Children recognise and experiment with the sounds and rhythms of spoken German and the features of the written German language. They recognise German may be similar to or different from English. Children explore and discuss connections between language and cultural practices.

Year 3

By the end of the year:

Students share information about themselves and others, and participate in classroom interactions and activities using modelled language. They locate key information in German texts and respond using gestures, images and modelled language. Students begin to use strategies to support their comprehension and use of the German language in familiar contexts. They use modelled German language to create and present informative and imaginative texts.

Students recognise and experiment with familiar features of the sound and writing systems, and the linguistic features of the German language. They identify familiar German language features and compare them with English or their own language/s. Students identify connections between language and cultural practices.

Year 4

By the end of the year:

Students participate in and begin to initiate short exchanges in the German language about daily life. They collaborate with others using a range of familiar and modelled language, and locate and compare key information and ideas in German texts. Students use strategies to support their comprehension of the German language to convey meaning in familiar contexts. They create informative and imaginative texts using familiar and modelled German language and textual conventions.

Students recognise and use combinations of sounds and the pronunciation and intonation patterns of German to form words and phrases. They use simple German language conventions, grammatical structures and basic syntax in familiar texts and contexts. Students identify and describe familiar German language features and compare them with those of English, discussing connections between language and cultural practices.

Year 5

By the end of the year:

Students participate in and initiate exchanges in the German about homes and neighbourhoods. They share information, preferences and ideas when participating in collaborative tasks. Students locate and compare information and ideas in texts and respond in different ways to suit the purpose. They apply strategies to interpret and convey meaning in the German language in familiar contexts. Students create and present informative and imaginative texts, adapting familiar and modelled language to sequence information and link ideas, using conventions appropriate to the text type.

Students use combinations of sounds and the pronunciation and intonation patterns of the German language to develop fluency. They use grammatical structures, familiar language, punctuation and textual conventions to compose texts. Students compare the German language with English and recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication.

Year 6

By the end of the year:

Students participate in and initiate extended exchanges in the German language about their worlds. They share ideas and preferences and participate in collaborative tasks. Students locate and process information and ideas in texts and respond in different ways to suit the purpose. They use strategies to interpret and convey meaning in familiar contexts. Students create and present informative and imaginative texts, adapting familiar and modelled language to sequence information and link ideas, using conventions appropriate to the text type.

Students use combinations of sounds and the pronunciation and intonation patterns of the German language with increasing fluency. They use grammatical structures, familiar language, punctuation and textual conventions to compose and respond to texts. Students make observations about the German language, comparing with English. They recognise that language reflects cultural practices, values and identity and that this impacts non-verbal, spoken and written communication.

Year 7

By the end of the year:

Students initiate and sustain spoken and written exchanges in the German language to share information about themselves, others and their personal worlds. They share ideas and preferences when participating in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions in texts and interactions, and convey meaning in and between languages. They adapt modelled and familiar language to create informative, imaginative and personal texts appropriate to purpose.

Students apply familiar features of the sound and writing systems, and linguistic features of the German language to communicate with developing fluency. They recognise and discuss similarities and differences between the German and English languages. Students begin to identify examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.

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Year 8

By the end of the year:

Students initiate and sustain spoken and written exchanges in the German language to share and compare information and experiences about their social world and special events. They negotiate and problem-solve when participating in collaborative tasks that involve planning. Students locate, summarise and process information, ideas and opinions in texts and interactions, and convey meaning in and between languages. They adapt modelled and familiar language to create informative, imaginative and personal texts appropriate to purpose.

Students apply features of the sound and writing systems, and linguistic features of the German language to communicate with increased fluency. They recognise and discuss similarities and differences between German and English. Students comment on examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.

Year 9

By the end of the year:

Students participate in sustained spoken and written interactions in the German language to share and compare information and experiences about German-speaking countries and the cultures. They consider options and problem-solve when contributing to collaborative tasks that involve planning and managing. Students compare and summarise information, ideas and opinions in texts and interactions in the German language. They convey meaning 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 appropriate to purpose.

Students apply features of the sound and writing systems, as well as a range of linguistic features of the German language, to communicate with enhanced fluency. They discuss aspects of German and English language. Students show understanding of and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.

Year 10

By the end of the year:

Students participate in sustained spoken and written interactions in the German language to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences when participating in collaborative tasks. Students summarise and compare information, ideas and opinions in texts and interactions in German. They convey meaning 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 appropriate to purpose.

Students apply the sound and writing systems, as well as a range of linguistic features of the German language, to communicate with enhanced fluency. They discuss aspects of German and English. Students show understanding of and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.