



Western Australian Curriculum

Languages | German

Scope and sequence | Years 7–10

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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Disclaimer

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.

Contents

Overview	1
Guide to reading this document	1
Strand: Communicating	2
Sub-strand: Interacting in German	2
Sub-strand: Mediating meaning in and between languages	5
Sub-strand: Creating text in German	8
Strand: Understanding language and culture.....	10
Sub-strand: Understanding systems of language	10
Sub-strand: Understanding the interrelationship of language and culture	13

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 Years 7–10.

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 Year 7 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**; and **Creating text in German**.

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

The table below presents the subject organisation for the Year 7 to Year 10 Languages, German curriculum.

Languages		
German		
Communicating		
Interacting in German	Mediating meaning in and between languages	Creating text in German
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Strand: Communicating

Sub-strand: Interacting in German

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves and others</p> <p>For example:</p> <ul style="list-style-type: none"> share information about themselves and others, such as <i>Hallo, Klasse! Mein Name ist Marc. Ich bin vierzehn Jahre alt. Ich habe blaue Augen und braune Haare. Hier sind wir – die Familie Schmidt! Ich habe zwei Schwestern und einen Bruder. Ich mag Schwimmen und Fußball, aber ich tanze nicht gern.</i> ask and answer questions about themselves and others, such as <i>Hallo, wie heißt du? Ich heiße ...; Mein Name ist ...; Sein Name ist ...; Was magst du/Was magst du nicht? Ich mag Fussball. Ich mag Volleyball nicht.; Wie viele Personen gibt es in deiner</i> 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> share information about daily life and school routines, such as <i>Wann stehst du auf? Ich stehe um 7.30 Uhr auf.; Samstags spiele ich Cricket.</i> compare daily activities using language associated with time, frequency and location, such as <i>In Deutschland beginnt die Schule um 8 Uhr morgens, in Australien jedoch um 9 Uhr.; Normalerweise gehe ich nach der Schule nach Hause, aber manchmal spiele ich mit Freunden Basketball.</i> engage in a role-play with peers to compare their own culture/s with the cultures in German-speaking countries, such 	<p>Initiate and participate in exchanges to share and compare information and experiences about German-speaking countries and the cultures</p> <p>For example:</p> <ul style="list-style-type: none"> participate in a group discussion, using prompt cards, to share information about places of interest in German-speaking countries, such as <i>Das Reichstagsgebäude ist eine der meistbesuchten Sehenswürdigkeiten in Berlin.</i> discuss similarities and differences between school systems in German-speaking countries and regions, and in Australia through question-prompt cards or whole-class comparison charts, and share findings with the class, such as types of schools in 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> share ideas about subject selections and jobs, such as <i>Ich bin Schüler/in. Ich interessiere mich für Technologie und möchte als Programmierer/in arbeiten.</i> share and compare holiday experiences with peers, such as <i>Wo warst du in den Ferien? Ich habe bei Freunden meiner Eltern gewohnt und bin jeden Morgen spät aufgestanden.; In den Sommerferien fahre ich nach Esperance, um mit meiner Familie zwei Wochen zu zelten/campen.</i> interact in a role-play or a skit about making choices for today and for the future, such as <i>Ich esse gern Gemüse und gehe gern</i>

Year 7	Year 8	Year 9	Year 10
<p><i>Familie? Ich habe zwei Brüder und eine Schwester.</i></p> <ul style="list-style-type: none"> interview classmates about themselves, family, friends and interests, such as <i>Welche Nationalität hast du? Ich bin Australier/Deutsche.; Wo wohnst Du? Ich wohne in Perth/Berlin.; Was machst du gerne in deiner Freizeit? In meiner Freizeit treibe ich gerne Sport mit meinen Freunden.</i> 	<p><i>as Welche Teamsportarten spielt man in Deutschland? Fußball, Handball und Eishockey sind sehr populär. Und in Australien?</i></p>	<p><i>Germany Grundschule, Hauptschule, Realschule, Gymnasium; Kinder besuchen die Grundschule bis zur vierten Klasse in Deutschland.</i></p> <ul style="list-style-type: none"> make comparisons regarding beginning and end of academic year, uniforms and holiday breaks, and present the information to the class, such as <i>In Australien beginnt das Schuljahr im Februar.; Die Herbstferien in Bayern sind im November.</i> 	<p><i>joggen, um gesund zu bleiben.; Was wirst du nächstes Jahr tun? In der 11. Klasse werde ich Medien, Fotografie und Englisch wählen, weil ich Journalist/in werden möchte.</i></p> <ul style="list-style-type: none"> compare choice of subjects, assessments and examinations, graduation, oral and written examinations, such as <i>Schulnoten, Abitur, Leistungsfächer</i>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> exchange greetings, wishes and thanks, adjusting language to suit the situation, such as <i>Hallo, Klasse!; Guten Tag, Frau Müller, wie geht es Ihnen? Es geht, danke.; Hallo, Marianne, wie geht's dir? Hallo, es geht mir nicht so gut.</i> 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> ask and answer questions, such as <i>Wo sind die Wörterbücher? Dort drüben!; Wer ist dran? Er ist dran!</i> request clarification or permission, such as <i>Ich habe eine Frage, wie sagt man ... auf Deutsch?; Darf ich bitte hier sitzen?</i> 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> ask more targeted questions to request help and support, such as <i>Können Sie das genauer erklären? Ich habe das Wort nicht verstanden. Wie schreibt man das?; Können Sie bitte etwas langsamer sprechen?</i> 	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> ask and respond to questions, such as <i>Wollen wir ein Poster machen? Ja, das ist eine gute Idee! Ich möchte lieber ...</i> plan an outing with a friend for the coming holidays, such as <i>Möchtest Du in den Ferien</i>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> • follow classroom directions or requests, such as <i>Setz dich/Setzt euch! Steh auf!; Sei still!; Ruhe, bitte!</i> • ask and answer questions requesting clarification or permission, such as <i>Was ist das? Das ist ... ; Entschuldigung, wie sagt man ...? Wie schreibt man das?; Darf ich bitte ...</i> 	<ul style="list-style-type: none"> • request information, explanation or help, such as <i>Können Sie das bitte etwas langsamer wiederholen?; Was bedeutet das?</i> 	<ul style="list-style-type: none"> • respond to questions in a variety of ways, such as <i>Anwesend! Ich bin anwesend.; Ich bin hier.</i> • plan and negotiate with peers to design a 3D map of the DACHL countries, such as <i>Wer möchte die Alpen recherchieren? Ich mache das. Und ich werde die Seen markieren. Das wäre toll! Was kann ich machen?</i> 	<p><i>einkaufen gehen?; Sollen wir an den Strand gehen?</i></p> <ul style="list-style-type: none"> • share different points of view and manage disagreement respectfully when working with others, such as <i>Sollen Schüler einen Nebenjob haben? Meiner Meinung nach sollen alle Schüler Teilzeitjobs haben. Ich bin nicht einverstanden. Ich finde, man muss erst mal gut in der Schule sein.</i>

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • collect vocabulary and expressions from a range of informative texts and create word banks • identify and organise key information from short spoken/written texts in German, such as name, age, family members, likes/dislikes, and present it in English, using an infographic, poster or class presentation • summarise, in English or German, data collected from class surveys or web searches on topics such as interests, nationalities or number of pets within the class 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • identify information and supporting details whilst engaging with a range of texts related to daily life • compare information about daily life, and present details to peers using text types, for instance tables, graphic organisers, concept maps and charts, such as <i>In Australien ist die Schule um 3 Uhr zu Ende.; In Deutschland haben die Schüler nachmittags mehr Zeit, dort ist die Schule schon um 1 Uhr zu Ende.</i> • gather information from a video or spoken text of a German teenager describing their school day, then recount the main ideas in English or German, focusing on similarities and differences with 	<p>Process and compare information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • summarise information from texts that reflect different aspects of culture related to topics, such as entertainment, special occasions, health, lifestyle or fashion • compare lyrics, themes and styles of popular German and English songs, identifying similarities and differences in ideas, referring to festivals, such as <i>Eurovision, Glücksgefühle Festival</i> (The <i>Glück</i> is coming home) and the ARIA Awards • read/listen to a variety of texts about teen lifestyles across German-speaking countries and present findings to peers 	<p>Compare and summarise information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • conduct a class survey in German about plans for the future including studies, employment and holiday preferences, and present findings to the teacher in an article in German • listen to, read or view extracts from German texts, and identify and compare elements of cultural traditions with Australia and the wider world • interpret cultural differences, protocols and conventions in genres, for instance noticing the use of <i>Höflichkeitsformen</i> in job applications, such as <i>Sehr geehrte Damen und Herren</i>

Year 7	Year 8	Year 9	Year 10
	<p>the Australian school context, such as school hours, subjects or lunchtime routines</p>		
<p>Develop strategies to interpret, translate and convey meaning in German language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> locate appropriate meaning of vocabulary related to themselves and others, using a bilingual dictionary identify word classes in short texts, such as <i>Wir wohnen in einem Haus</i> where 'wohnen' is a verb and 'Haus' is a noun identify words and phrases that can be translated literally, and notice those that cannot, such as <i>Wie geht es dir?; Ich bin 13 Jahre alt.</i> 	<p>Apply strategies to interpret, translate and convey meaning in German language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> translate short texts and identify when literal translation is or is not possible, such as <i>Die Schule endet um drei Uhr.; doch; gemütlich</i> recognise and create a list of <i>Falsche Freunde</i>, such as <i>das Gymnasium, die Noten, das Handy</i> consider what will require an explanation, elaboration or illustration to be understood by a German audience, such as explaining the concepts of backyard, barbeque, suburb and distances, when describing the local environment, lifestyle and events 	<p>Interpret and translate non-verbal, spoken and written German language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> create a glossary of examples of <i>Falsche Freunde</i>, and comment on misinterpretations in English, such as <i>aktuell, bald, Fabrik, faul, gut, Handy, hell, Hose, toll, Land</i> use German English cognates to predict meaning, such as <i>Brot, kalt, Maske, trinken</i> interpret texts to identify cultural and factual information, such as regional news headlines, local community announcements, advertisements and notices in public spaces 	<p>Interpret and translate non-verbal, spoken and written German language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> create a bank of words and phrases that are difficult to translate and comment on misinterpretations in English compile a bank of idioms that are similar in German and in English, such as 'behind the scenes' <i>Hinter den Kulissen</i>; 'not born yesterday' <i>Nicht von gestern</i> discuss words borrowed from other languages used in colloquial German and compare with Australian expressions, such as <i>Ich habe das gedownloadet.; Chill mal!; Das crazy!</i> discuss textual conventions popular with young German

Year 7	Year 8	Year 9	Year 10
			<p>speakers, including contractions, abbreviations and acronyms used in text messaging, such as <i>8ung = Achtung</i>; <i>akla? = alles klar?</i>; <i>n8=Nacht</i></p>

Sub-strand: Creating text in German

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a list of Australian colloquial, culturally-specific words and phrases with German explanations/equivalents to assist a German-speaking visitor to Australia • use key words or expressions to compose a description of characters or events in different types of informative and personal texts • create simple texts about familiar topics, using modelled language 	<p>Create informative, imaginative and personal texts adapting familiar and modelled language, using textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a presentation for a German-speaking audience about aspects of their personal and social worlds, such as 'A day in our life in secondary school' • design a poster in German to promote leisure activities around where they live • create the script of an interview with a German teenager or celebrity, using prompt cards to provide information about their daily life, such as family, home, interests and routines 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • design a tourist brochure to promote travel to German-speaking countries, such as <i>Willkommen in der Schweiz! Besuchen Sie Österreich!</i> • create and perform texts that reflect German customs, such as the German attitude to being punctual, and use aspects of drama and props to enhance spoken performances and storytelling • research German-speaking countries and regions and their associated traditions or customs, and create a poster with details, such as <i>In Berlin können wir den Deutschen Bundestag besuchen.;</i> 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts, purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • make an entry in a diary about future plans and aspirations, such as <i>Liebes Tagesbuch, ich freue mich so. In den Weihnachtsferien werde ich nach Liechtenstein reisen und meine Gastfamilie besuchen.</i> • write a story of a famous German-speaking cartoon character on holiday • reflect on the benefits of learning German in the senior years of school or participating in an exchange programme, and design a poster that promotes the values of learning a language

Year 7	Year 8	Year 9	Year 10
		<p><i>In der Schweiz ist Sechseläuten ein Fest, um das Ende vom Winter zu feiern.; In meiner Familie gehen wir im Winter jedes Wochenende Skifahren, weil wir in den Alpen leben.</i></p>	

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken German</p> <p>For example:</p> <ul style="list-style-type: none"> imitate the pronunciation of modelled German words, expressions and phrases compare pronunciation and variation in some letters, such as singing <i>das Alphabetlied</i>, and use the alphabet to spell German names and other words recognise the difference between statements, questions and commands, such as <i>Machst du deine Hausaufgaben?</i>; <i>Mach deine Hausaufgaben!</i> 	<p>Apply familiar linguistic features of spoken German to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> compare and apply German sounds, including short and long vowel sounds, and diphthongs, such as <i>au</i>, <i>ei</i>, <i>eu</i>, <i>ai</i>, <i>äu</i> and <i>ui</i>, the <i>Umlaut</i> on <i>a</i>, <i>o</i> and <i>u</i>, and the double <i>ss</i> sound for <i>ß</i> continue to build awareness of the letter-sound relationships in <i>ch</i>, <i>r</i>, <i>th</i>, <i>u</i> and <i>z</i> and consonant blends and clusters such as <i>sch</i>, to develop fluency understand that pronunciation may vary across different German-speaking regions 	<p>Apply linguistic features of spoken German to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> convey meaning, emphasis, feelings and emotion, and create effects in spoken texts by using appropriate pitch, rhythm, stress, pauses and pace, such as <i>Ich freue mich so sehr.; Ist das wirklich für mich?</i> listen to and/or view excerpts of authentic German conversations in familiar and some unfamiliar contexts, and identify and apply variations in pronunciation, such as <i>nein/ne/nö</i> analyse and compare the use of contractions in German and in English, and apply contractions in spoken German interactions, such 	<p>Apply a range of linguistic features of spoken German to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> use natural pitch, rhythm, stress, pronunciation and intonation to interact for specific purpose, audience and contexts identify features, for instance the use of repetition, pauses, interruptions and contractions, to enhance meaning and create effects in spoken German, such as <i>Wir haben gewartet und gewartet.; Also ... ich meine; naja; Ich hab' dir schon gesagt.</i> recognise and respond to challenges associated with clarity and pace in audio texts, such as station or airport announcements, or vocal messages whilst on holiday

Year 7	Year 8	Year 9	Year 10
		<p>as <i>Ich hab keine Lust</i> (I don't feel like it) or <i>Ich bin's – I'm</i> (it's me)</p>	
<p>Begin to use linguistic features of German to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use regular verbs, and high-frequency irregular verbs in the present tense, such as <i>sein</i> and <i>haben</i> • understand that personal pronouns <i>ich, du, er, sie, wir, ihr, sie</i> and <i>Sie</i> determine verb conjugations • begin to understand how grammatical gender and number shapes different parts of the discourse, including nouns, articles, adjectives and verbs, such as <i>Ich habe einen Bruder.;</i> <i>Ich habe eine Schwester.</i> 	<p>Use linguistic features of German to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use correct forms of regular verbs, and some high-frequency irregular verbs, in the present tense • identify the forms and functions of reflexive verbs, such as <i>Ich wasche mich.;</i> <i>Wir amüsieren uns.</i> • begin to understand and use the perfect tense, with regular verbs and <i>haben</i>, such as <i>Gestern habe ich mit meinen Freunden Fußball gespielt.</i> • use adverbs of frequency, such as <i>oft, manchmal, nie, immer</i> 	<p>Select and use of linguistic features of German to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use modal verbs to express ability, possibility, likelihood and permission, such as <i>können, mögen, dürfen</i> • use adverbs of time, manner and place to qualify different word classes, such as <i>gestern, schnell, dort</i> • use a range of regular verbs and some irregular verbs, such as <i>In Deutschland lernen die Schüler Englisch und Französisch.;</i> <i>In der Schweiz habe ich Schokolade gegessen.</i> 	<p>Select and use a range of linguistic features of German to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • form and use the future tense to outline plans, such as <i>Nächstes Jahr werde ich studieren.;</i> <i>Er hat vor zu reisen.;</i> <i>Sie wird mehr Sport treiben.</i> • construct conditional sentences to express wishes and hypothetical scenarios, such as <i>Ich würde studieren, wenn ich die Möglichkeit hätte.</i> • use complex sentences and connect ideas with conjunctions and discourse markers, such as <i>aber, weil, jedoch, deswegen</i> • recognise and apply direct and indirect object pronouns, such as <i>Er gibt ihr einen Blumenstrauß.;</i> <i>Sie gibt ihm ein Buch.</i>

Year 7	Year 8	Year 9	Year 10
<p>Begin to notice similarities and differences in how linguistic features are used in German and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • use relevant metalanguage to identify word classes, such as verbs, nouns, articles, adjectives and personal pronouns • recognise how German verbs change endings for person and number in present tense, and compare with English verb forms, such as <i>sie spielt</i> and <i>wir spielen</i> • identify how German expresses possession, using <i>von</i>, and compare this structure with English possessive forms, such as such as <i>Das Haus von Markus</i> 	<p>Identify similarities and differences in how linguistic features are used in German and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • notice how word order can differ in English and German, and use this awareness when decoding and producing texts • apply German capitalisation rules to nouns, and notice that the capitalisation of the formal ‘you’ form <i>Sie</i> distinguishes it from <i>sie</i> ‘she/they’ form • explain how some word classes, such as verbs, nouns, articles, adjectives, adverbs and personal pronouns, work differently in German and English • discuss how German adjectives vary based on gender and number of nouns, such as <i>ein schönes Kleid; das schöne Kleid; die schönen Kleider</i> 	<p>Discuss similarities and differences in how linguistic features are used in German and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • reflect on and discuss relationships between linguistic features, structure and textual purpose, for instance in a personal text like a thank-you email to a friend, using the appropriate register, and compare this with English, such as <i>Liebe Grüße; du; Dein(e) X</i> • compare diversity in accents, dialects and vocabulary in German-speaking regions with similar diversity in English-speaking countries • explain self-corrections and editing choices 	<p>Reflect on and discuss the use of linguistic features in German texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • discuss how grammatical choices, words and images combine in a text to achieve particular intentions and effects • identify elements of different types of texts, and explain the relationship between the language, the structure used and the purpose of the text, such as <i>Wetterbericht, Horoskop, Werbung, Recepte</i> • explain the meaning of the nature and content of texts from different sources, such as travel brochures and combined reviews by visitors about venues

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> consider how festivals, such as Harmony Day, <i>Tag der Deutschen Einheit</i>, and Languages Week, reflect the communities with which they are associated notice cultural expectations in language use, based on age, cultural status and the purpose of the interaction, appropriate in greetings, as in polite versus familiar forms and singular versus plural, such as <i>Wie geht es dir?</i> and <i>Wie geht es Ihnen?</i>; <i>Steh auf!</i>/<i>Steht auf!</i> 	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> consider how learning German has had an impact on their perception of language, culture and identity recognise the variations of language, across German-speaking countries and regions, such as <i>Grüezi</i> in Swiss, <i>Servus</i> in Austrian and <i>Moin Moin</i> in northern Germany, or the lack of the <i>Eszett</i> in Swiss German compare own culture/s with the cultures in German-speaking countries, and consider attitudes towards public holidays, leisure activities and the importance of sports 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on the impact of regional and cultural diversity in German-speaking countries and how this is evident in expressions, such as <i>die Deutsche Küche</i>, <i>Schwarzwälder Kirschtorte</i>, <i>Maultaschen</i>, <i>Wiener Schnitzel</i> compare and interpret gestures used in German, Australian English and other known languages, and incorporate some of them into their own language use participate in cultural experiences and reflect on cultural similarities and differences, such as eating at a German/Swiss/Austrian restaurant or café in Australia, or watching a German music performance, football match or skiing competition 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on the power of language to influence actions and beliefs by analysing persuasive texts, such as advertisements for travel consider the linguistic diversity across German, and how it reflects the perspectives of each German-speaking country and region reflect on how learning German has given them insight into the close connection between language and culture, and evaluate how their own assumptions about the world have changed