



Western Australian Curriculum

Languages | German

Scope and sequence | 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Draft for consultation | Not for implementation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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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.

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Overview

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

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

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

Guide to reading this document

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

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

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

The **Communicating** strand includes **Interacting in German**; **Mediating meaning in and between languages**; 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 Pre-primary 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	

Pre-primary–Year 6

Strand: Communicating

Sub-strand: Interacting in German

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and communicate meaning in German</p> <p>For example:</p> <ul style="list-style-type: none"> share personal information, such as <i>Ich heiÙe Paula.</i> play and experiment with language through participating in songs, stories, dances, rhymes and games using non-verbal forms of expression, such as clapping, gestures and facial expressions participate in play-based activities and simple tasks, using movement, props, toys and images 	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> introduce themselves using statements, such as <i>Ich heiÙe ...; Ich bin fñnf.; Ich mag Katzen.</i> respond to simple questions, such as <i>Wie heiÙt du?; Magst du Katzen?; Was ist deine Lieblingsfarbe?</i> exchange information about themselves using puppets to perform role plays 	<p>Share information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> introduce themselves using statements, such as <i>Mein Name ist Peter. Ich bin sechs Jahre alt. Ich wohne in Perth.</i> share information about their family, such as <i>Hallo, ich heiÙe Peter. Das ist meine Mama. Das ist mein Bruder.</i> respond to questions about their favourite things using modelled sentences, such as <i>Was ist dein/e Lieblingstier/buch/essen? Mein Lieblingstier ist der Tiger.</i> describe activities they like to do on different days, such as <i>Ich schwimme am Montag.; Ich tanze am Dienstag.</i> 	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>For example:</p> <ul style="list-style-type: none"> use German expressions to support interactions, such as <i>Wie bitte?; Ja, genau!; Ich verstehe das nicht!; Entschuldigung!; Alles Gute zum Geburtstag!</i> use phrases and simple statements to share information about themselves, family and friends, such as <i>Ich habe einen Bruder und zwei Schwestern.; Meine Mutter ist 34 Jahre alt. Sie hat blaue Augen und ist sportlich.; Mein Freund Max spricht Arabisch und Englisch.</i> ask and respond to questions about themselves related to days of the week, months or seasons, such as <i>Mein Geburtstag ist am Samstag. Wann ist dein Geburtstag? Mein Geburtstag ist im Juli. Das ist im Winter in Australien.</i> 	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> discuss and use strategies to initiate social interactions, such as <i>Entschuldigung, bitte!; Hallo, wie geht's?</i> exchange information and respond to questions about personal interests and weekly schedules, such as <i>Was ist dein Hobby?; Wann spielst du Tennis? Am Samstag spiele ich Hockey.; Was machst du am Freitagabend? Ich tanze gern. Und du? Ich gehe ins Kino.</i> describe home and school routines, such as <i>Ich habe Mathe am Montag und Deutsch am Mittwoch.; Ich stehe um 7 Uhr auf.; Ich gehe um 20 Uhr ins Bett.</i> share opinions about school subjects, such as <i>Wie findest du Mathe? Mathe ist toll! Wirklich? Ich mag Mathe nicht. Ich finde Informatik sehr interessant.</i> 	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> use conversation strategies to support exchanges, such as <i>Und du?; Genau!; Ich finde...; Ja klar!</i> describe their dream home and respond to questions, such as <i>Wo wohnst du? Ich wohne in Perth in einem Mehrfamilienhaus. Ich wohne in eine Wohnung. Wir haben zwei Badezimmer. Hast du einen Garten?</i> design a new city and describe its features exchanging information, such as <i>Was gibt es in deiner Stadt? In meiner Stadt gibt es eine Bibliothek und ein Fußballstadion. Es gibt auch eine große Kirche. Ach so! In meiner Stadt gibt es auch eine Kirche.</i> exchange information that gives directions to, and information about, neighbourhood locations and places in the wider world, such as <i>Wo ist der Markt? Der Markt ist neben der Kirche.; Wo ist Bern? Bern ist in der Schweiz.</i> 	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> use active listening skills, interjections and requests for clarification to sustain interaction, such as <i>Ich wohne mit meinen Eltern. Ach, du wohnst mit deinen Eltern? Ich auch!; Genau!; Ich verstehe nicht, wie heiÙt das auf Englisch?</i> compare personal experiences, preferences and opinions, such as <i>Man muss eine Uniform tragen. Das ist doof. Was denkst du? Ich finde das auch blød.; Spielst du lieber Schach oder Fußball? Ich spiele lieber Fußball, weil ich schnell rennen kann.</i> exchange information about leisure activities and interests, such as <i>Was machst du am Wochenende? Ich gehe gerne reiten weil ich Pferde mag. Und du? Ich mag am liebsten Gitarre spielen.</i> negotiate a shared experience, such as arranging to go to the cinema, <i>Möchtest du ins Kino gehen? Ja, gern. Wann gehen wir? Hast du am Freitagabend Zeit?</i>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Participate in play-based activities, songs, rhymes, stories, guided role plays and games using repetitive language and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> • explore language in play-based activities, such as playing shops or visiting a restaurant, using simple language, <i>Wie viel kostet das? 10 Euro. Danke!; Guten Appetit!</i> • participate in songs, rhymes, chants and stories, such as <i>Brüderchen, komm tanz mit mir.; Kopf, Schulter, Knie und Fuß.</i> • role play requesting items, such as <i>Kann ich bitte einen Bleistift haben?</i> • use puppets or toys to support conversations 	<p>Participate in play-based activities using formulaic expressions, visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> • engage in guided play-based activities in a home corner or hospital using simple language such as <i>Hier ist die Mama. Hier ist das Baby.; Wie gehts? Nicht gut, danke!</i> • make choices in routine activities by responding to the question, <i>Was singen/spielen wir heute?</i> • join in shared stories, songs, rhymes and chants using repetitive language and actions to enhance meaning • use modelled repetitive language in guessing and matching games, such as bingo, memory, or snap 	<p>Participate in activities using some modelled language to complete tasks and play games</p> <p>For example:</p> <ul style="list-style-type: none"> • plan and participate in a role-play introducing a fictional family, such as <i>Unsere Familie heißt Familie Schmidt. Das ist die Mutter. Hier ist meine Schwester. Sie ist 6 Jahre alt. Das Baby heißt Peter.</i> • collaborate with peers to prepare an item to perform for an audience, and encourage one another, such as <i>Wunderbar!; Das war fantastisch!; Toll!</i> • make and play matching card or digital games using German and English words or images, such as days of the week, months, or vocabulary associated with family 	<p>Participate in collaborative activities using a range of familiar phrases and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> • interact with others to produce classroom signs, such as <i>Bitte mach die Tür zu!; Hier sind die Scheren/Klebestifte/Stifte!</i> • develop with peers a timetable of sports and other free-time activities to do on a holiday using modelled language, such as <i>Was möchtest du am Montagvormittag machen? Ich möchte Tennisspielen. Und du? Ich auch! Das ist eine gute Idee!</i> • follow procedures and instructions with peers, guided by the teacher, to cook simple meals, or participate in craft activities to create a <i>Lebkuchenhaus</i> or <i>Himmel und Hölle</i> chatterbox. • collaborate with a partner to draft a school timetable using familiar phrases, such as <i>Was lernen wir am Montag? Ich möchte Mathe, Englisch und Sport lernen. Und du? Ja, ich bin einverstanden.; Mittagspause ist um 13 Uhr.</i> 	<p>Participate in collaborative activities that involve planning to share information, preferences, and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> • collaborate in planning a class outing and discuss preferences and ideas, such as <i>Wohin wollen wir gehen? Ich schlage vor ... Ich möchte lieber ...</i> • plan a menu for a café and participate in real or simulated transactions, such as <i>Ich nehme ein Käsebrötchen, bitte. Was kostet ein Eis? Das kostet 3,25 Euro. Kann ich bitte zwei Eis haben? Ja, natürlich. Das macht 6,50 Euro. Danke!</i> • exchange and compare currencies, such as converting <i>Euro</i> or <i>Schweizer Franken</i> into Australian dollars, when budgeting for an outing or setting prices on a menu • collaborate with a partner to plan and produce a visual display about a trip to a city in a German speaking country, sharing the information with peers, such as <i>Das ist Hamburg. Hamburg ist in Deutschland.</i> 	<p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> • organise and conduct collaborative activities, for instance a <i>Deutsch macht fit</i> session for a younger class, using language, such as <i>Lauft schnell! Springt zehnmal!</i> • check on peer progress using comments and questions, such as <i>Das hast du gut gemacht!; Bist du fertig? Ich bin fertig.; Verstehst du das? Ja/Nein; Das ist eine gute Idee!</i> • discuss and agree upon school rules using modal verbs, such as <i>Wir müssen immer aufpassen.; Wir dürfen in der Klasse nicht texten.; Ich bin nicht deine Meinung, ich finde ...</i> • discuss potential purchases then consult online catalogues and websites, comparing prices and value, such as <i>Ich möchte ein neues Spiel kaufen. Ich kaufe lieber ...; Das ist sehr teuer/preiswert! Ja, das stimmt!</i> • plan a class picnic negotiating the location, food and activities, sharing ideas and preferences

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> greet others, such as <i>Guten Tag, Frau Smith!</i> <i>Hallo, Tom!</i> respond to classroom instructions, such as <i>Bitte hinsetzen!; Ruhe bitte!; Komm nach vorne!</i> participate in classroom interactions, such as roll call 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> participate in exchanges, such as <i>Guten Morgen!; Hallo!; Auf Wiedersehen!</i> participate in classroom-related instructions and routines, such as <i>Hier!; Steh auf!; im Kreis sitzen!; Hast Du einen Bleistift?; Ja, danke!</i> ask and respond to simple questions about classroom-related objects, such as <i>Was ist das? Das ist mein Buch.; Wo ist dein Bleistift? Hier ist mein Bleistift!</i> 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> participate in exchanges, such as <i>Guten Tag, Frau Schulz! and Tag Hannah!; Danke! Bitte schön!; Alles Gute!</i> respond to classroom-related instructions and routines, such as <i>Hebt/Heb die Hand!; Genau hinhören!; Hier bin ich!; Es ist Montag.; Das Wetter is kalt/warm.</i> 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> participate in exchanges, such as <i>Guten Morgen/Tag!; Tschüss!; Dankeschön!; Herzlichen Glückwunsch!; Gut gemacht!; Kann ich bitte auf die Toilette gehen?</i> use modelled classroom language to play games, such as <i>Bin ich dran? Ja, du bist dran!; Fantastisch! Toll! Einen Moment, bitte!</i> respond to instructions, and ask for help or clarification, such as <i>Sing lauter!; Ich brauche bitte Hilfe!; Wie bitte?</i> 	No content	No content	No content

Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> notice familiar words in group reading, such as <i>Mama</i> in story book match pictures or objects to spoken German participate in songs and rhymes noticing familiar words, such as in <i>Kopf, Schulter, Knie und Fuß</i>. 	<p>Locate key information in familiar texts, and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> listen for specific words and expressions in spoken texts, songs or stories, and respond by clapping or raising hands, and in written texts by pointing to or highlighting the word/s use information from print or digital texts to sequence pictures, keywords or simple sentences to retell a story locate key information in familiar texts using skills of labelling, matching, clicking and dragging, drawing and miming use intonation, gestures, facial expressions and contextual clues to make meaning 	<p>Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> sequence pictures to reflect the correct order of events in familiar texts, and respond in German or English to questions about the texts, such as <i>Wer ist das?; War das eine gute Idee?; Und dann?; Wie viele Brüder hat er?</i> use a world map to locate countries and regions where German is an official language, label these countries in German and English, such as <i>Switzerland/die Schweiz</i>. listen for specific words and expressions in imaginative print and digital texts, and respond by pointing to or highlighting the word/s locate words, phrases and expressions in similar texts such as <i>Die kleine Raupe Nimmersatt</i> and the English version, <i>The Very Hungry Caterpillar</i>, to compare meanings and share understandings about aspects of German language and culture that are different from English 	<p>Locate key information in familiar texts, and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> locate information about a person or character from a written or spoken text, to use in a modelled format, such as a <i>Steckbrief</i> identify information in short spoken German texts about family members then draw and label the people respond to an informative or imaginative text, such as <i>Das Buch ist toll/nicht gut! Ich bin glücklich/traurig. Es ist lustig/komisch/langweilig.</i> recognise that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people, and give examples of how this occurs in German 	<p>Locate key information in familiar texts, and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> view or listen to texts related to aspects of school life in German speaking communities, and compare information about these school subjects and routines with their own school experiences, recording the information in a Venn diagram identify key information using pictures, diagrams, and knowledge of grids in timetables, to determine the time of a lesson at school and share this information with peers, such as <i>Ich habe am Montag um 8 Uhr Mathematik. Wann hast du Naturwissenschaft?</i> listen to, read and view texts in German and respond to questions about characters, ideas and events create a graph with data from a class survey about their favourite free time activities, and share the results, such as <i>Was ist dein Lieblingssport/hobby?; Interessant!; Die meisten Kinder mögen Fußball.</i> 	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> view or read informative texts about the recycling system in Germany, compare with their local recycling system, and report the similarities and differences to peers compile information from a survey of peers showing modes of transport to school and discuss the most environmentally friendly options, such as <i>zu Fuß, mit dem Rad/Bus/Auto, mit der Bahn/Fähre</i> use modelled structures to express a personal opinion on aspects of the beginning, ending, plot and characters of a text, such as <i>Das Ende war lustig/traurig/blöd</i> or <i>Die Hauptperson war sehr mutig/schön/schlau.</i> listen to or view Aboriginal and Torres Strait Islander authors' stories in English and respond to them using modelled sentences in German 	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> view a news item or short documentary about a festival in a German-speaking country, then describe and give an opinion about the main aspects, such as <i>Ich finde die Fastnacht in Basel super. Ich mag die Masken und die Musik.</i> listen to a weather forecast or community announcement, and write a short message to a friend inviting them to join in an event suitable for the conditions identify information in German texts, and share with others in another format, such as a slide or digital presentation, leisure activities or a graph of food preferences produce a timeline of main events in a story, or create storyboards, to represent key events in different types of imaginative texts, including captions or word bubbles to fit moods or feelings

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> recognise different forms of address and greeting, depending on the time of day, gender and social status of participants, such as <i>Tag, Luke! Guten Morgen, Frau Steiner!</i> notice that German has more than one word for 'you' translate, from German into English, greetings and other learnt language items for a new student or a visiting parent view a video of a German class and notice that students stand up when the teacher enters the classroom 	<p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> differentiate between familiar and formal language, such as <i>Guten Tag, Herr Schmidt. Wie geht es Ihnen?; Hallo, Maria. Wie geht's?</i> recognise that there can be different forms of address for the same person, such as <i>Mama, Mutti, Mutter</i> notice that some German words do not have a direct translation, such as using <i>Guten Appetit</i> before commencing a meal role play meeting a friend and shaking hands as you say hello 	<p>Begin to develop strategies to comprehend and adjust German language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> use words from charts, displays and word lists that reflect cultural traditions, such as a classroom calendar showing seasons, traditional German holidays and festivals recognise that there are similarities and differences between German and English ways of showing politeness or formality, such as the use of family names after <i>Frau</i> and <i>Herr</i>; responding to <i>danke schön</i> with <i>bitte schön</i>; and using <i>Sie</i> in an appropriate context discover how their own language use influences expectations about German language use, such as wanting to use one word for 'you', and not expecting to capitalise all nouns create a word bank of words that look similar in German and English but mean different things, such as <i>Gift/poison; bald/soon; Rat/advice</i> collect and explain German words that do not readily translate into English and make a class wordwall with words such as <i>Heimweh</i> and <i>Ohrwurm</i> 	<p>Develop strategies to comprehend and adjust German language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> listen to, read and view German sentences and paragraphs in their entirety to predict meaning of unknown words and expressions, noticing similarities, differences and challenges use visual or print dictionaries, and environmental print to translate simple familiar texts compile a list of parallel expressions, such as <i>Hi/Tag, morning tea/Kaffeepause</i> and <i>Bless you/Gesundheit</i> recognise that there are different and/or multiple words that communicate ideas across cultures, such as <i>Karneval, Fasching, Fastnacht, das Christkind, der Weihnachtsmann</i> role-play characters speaking regional variations of German greetings, such as Swiss <i>Grüezi</i> and Austrian <i>Servus</i> or <i>Grüß Gott</i> 	<p>Begin to apply strategies to interpret and convey meaning in German language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use bilingual print and digital dictionaries to translate German texts into English, comparing results and discussing difficulties associated with translation in conveying certain words or concepts identify and list German-English cognates used to predict meaning, being aware that some words look similar but carry a different meaning, such as <i>Maske/mask; trinken/to drink; Handy/mobile phone; bald/soon</i> create a bilingual resource including words such as <i>fast food, fairness, and cool</i>, noticing that German, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences interpret and compare signage from local areas to signage in German-speaking countries, such as comparing traffic and road signs or signs in public places role play greeting a friend and greeting an adult, comparing differences in gestures, body language and facial expressions 	<p>Apply strategies to interpret and convey meaning in German language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> identify language that reflects politeness and the closeness of social relationships, and use different levels of formality when conveying meaning, such as the various forms of 'you' <i>du/ihr/Sie</i>, familiarity with friends' <i>Spitznamen</i>, and various uses of diminutives <i>-chen, -lein</i> recognise long compound words, collecting and analysing interesting examples, discussing how best to translate them into English, such as <i>das Schlagzeug, babyleicht, der Seehund</i> identify when literal translation is or is not possible, for instance, in idiomatic expressions, such as <i>Bist du satt?</i> not <i>voll</i>, and <i>Es geht mir gut</i>, not <i>Ich bin gut</i>, or <i>Ich bin krank</i> literally translating as 'I am sick' experiment with bilingual dictionaries and online translators, considering the relative advantages or limitations of each resource act out a situation including non-verbal forms of communication, such as appropriate personal space, direct eye contact and restrained gestures

Sub-strand: Creating text in German

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Recognise words and use modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • create a mini autobiography using simple text, photographs or drawings, such as <i>Alles über mich! Ich heiße Tom. Ich bin 6. Ich mag Bananen.</i> • draw their favourite character or scene from a story, rhyme, song or cartoon and attach or write a simple evaluative statement, such as <i>... ist fantastisch!; Ich mag ...</i> • create short dialogues between dolls, puppets and toys, individually or with peers, using familiar modelled language, such as <i>Hallo! Mein Name ist Fritz. Wie heißt du? Tschüß!</i> • make and display labels for common objects in the classroom, such as <i>die Tür, die Lesecke, der Tisch,</i> 	<p>Use words, familiar phrases and modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • contribute to a secure digital photo story on <i>Meine Klasse</i>, writing and recording captions to own photos, such as <i>Das bin ich. Ich heiße ... und ich bin 7 Jahre alt. Ich mag Fußball.</i> • create a short oral, print or digital story modelled on shared reading, to report what they would eat over a week if they were the caterpillar in <i>Die kleine Raupe Nimmersatt</i>, such as <i>Ich esse am Montag eine Banane.</i> • create a page for a class big book with illustrations and modelled language, such as <i>Hier ist mein Hund. Er ist braun. Er mag spielen.</i> • modify, rehearse and perform a short role-play with peers, introducing family members 	<p>Create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> • use simple words and expressions selected from word banks and modelled statements to create personal profiles, such as <i>Ich wohne in ... Ich habe einen Bruder. Ich bin sportlich. Ich habe blaue Augen.</i> • create an informative booklet about family members, including drawings or photographs, using simple sentences and familiar vocabulary, such as <i>Das ist mein Vater. Er ist 34 Jahre alt. Er ist gross und intelligent. Er hat blonde Haare.</i> • produce and present illustrated or multimodal texts using modelled structures, such as an acrostic poem based on their first name or an <i>Elfchen</i> about a family member or pet • create simple descriptions in German about the seasons and match them to First Nations seasons in their local area, and describe family activities for different times of the year 	<p>Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> • act out a text with a repetitive plot and/or dialogue, and adapt aspects of the story, such as <i>Tagebuch eines Wombats.</i> • share an item relating to German language and culture through the school newsletter, at a school assembly or in a library display, or share links to digitally produced student work, such as movies, photo-text collages, photographs or songs from <i>Laternenlauf</i> or <i>Karneval</i> • create and present a performance using modelled German language, such as a puppet play involving <i>die Maus</i> from <i>Die Sendung mit der Maus</i> meeting a current Australian fictional character and describing where they live • write simple letters or cards incorporating formulaic expressions, phrases and sentences, and modelled textual conventions, celebrating events throughout the year such as <i>Muttertag</i> and <i>Weihnachten.</i> 	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> • draw and label a house plan or map of a neighbourhood to support a written and oral presentation about that location, such as <i>Das ist mein Haus. Es ist sehr alt und groß, aber schön. Es ist rosa und lila.</i> • design a city and write a letter or postcard to a friend describing places of interest, using German conventions of letter writing • plan an imaginary trip to a German-speaking country and create a multimedia presentation to present the itinerary, such as <i>Zuerst fliege ich nach Berlin. Berlin ist die Hauptstadt Deutschlands. Ich bleibe eine Woche dort. Dann fahre ich mit dem Zug nach Hamburg.</i> • adapt a familiar text by introducing new elements, or changing the main character or setting in a story, and present it to a younger audience 	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> • create a multimedia factual self-profile for a group of young German speakers, or write a blog entry for a youth website, including information about <i>Freizeit, Schule, and Freunde</i> • invent and play a board game focusing on key language about sports and hobbies, using expressions for playing games, such as <i>Du bist dran!; Schade!; Gut gemacht!; Ich gewinne!</i> • create and perform a new version of a familiar song or poem, using secure digital tools and apps for video editing and voice recording • identify cultural elements in a variety of imaginative texts and create alternative versions, for a range of audiences, adapting stimulus, theme, characters, places, ideas and events

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore language features of German noticing similarities and differences between German and English</p> <p>For example:</p> <ul style="list-style-type: none"> • sing German alphabet and number songs, noticing that German has the same alphabet as English, and that some letters have different sounds • copy simple words in both German and English, noticing similarities and differences • sing popular children’s songs or read stories in German and compare them with the English versions, such as singing <i>Funkel, funkel, kleiner Stern</i> asking, ‘Which word do you think might mean ‘twinkle, twinkle’?’ • rehearse familiar onomatopoeia for a performance, such as singing songs with animal sounds <i>Das Schaf macht mäh mäh, die Katze macht miau, miau.</i> 	<p>Explore and imitate the sounds and rhythms of German</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise that every language has its own words, sounds and gestures to make meaning by sharing words and sounds of the languages represented in the classroom • develop pronunciation by singing songs, such as <i>das Alphabetlied</i>, to develop familiarity with the sound-letter correspondence in the German alphabet • explore and identify alphabet letters which are familiar to English sounds, such as b, d, f, l, m, n, p, s • notice that statements and questions have different intonation patterns and use gestures to indicate the intonation patterns they hear 	<p>Recognise and experiment with the sounds and rhythms of German</p> <p>For example:</p> <ul style="list-style-type: none"> • develop pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context • build phonemic awareness by recognising and experimenting with sounds and rhythms focusing on those that are different from English, such as <i>ch</i> in <i>ich</i> and <i>acht</i>, <i>u</i> in <i>du</i>, <i>r</i> in <i>rot</i> and <i>z</i> in <i>zehn</i> • notice that intonation patterns create different meanings, as in the distinction between statements and questions • experiment with sounds heard in German stories, such as <i>aua</i>, <i>wau wau</i>, and <i>kickeriki</i> 	<p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of German to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise and use the <i>Umlaut</i> and <i>Eszett (ß)</i> to pronounce and write familiar German words, noticing differences in pronunciation of words with and without an <i>Umlaut</i>, such as <i>der Bruder</i>, <i>die Brüder</i> • experiment with sounds in German words that are different from English sounds, for instance <i>Wasser</i>, where <i>w</i> sounds like an English <i>v</i>, <i>Vater</i> where <i>v</i> sounds like an English <i>f</i>, and in words, such as <i>ja</i>, <i>rot</i>, <i>singen</i>, <i>Sport</i>, <i>zwei</i> • develop pronunciation, phrasing and intonation skills by singing, reciting poetry or reading short texts aloud • compare the rhythms and vocal effects in German and English versions of a favourite story, such as <i>Rotkäppchen</i> or in a game <i>Wie spät ist es Herr Wolf?</i> 	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns of German to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> • use phonic knowledge to read and pronounce some unfamiliar words containing <i>ch</i>, <i>r</i>, <i>th</i>, <i>u</i>, <i>z</i> and <i>sch</i>, and vowel combinations <i>au</i>, <i>ei</i>, <i>eu</i>, <i>ie</i>. • apply memory aids, such as ‘when E and I go walking, the second one does the talking’, as in <i>Reise/Riese</i> and <i>drei/vier</i> • identify differences in regional accents and dialects to begin understanding language variation across German-speaking communities • identify statements, questions and exclamations according to intonation patterns when listening to stories or conversations 	<p>Apply combinations of sounds, pronunciation and intonation patterns of German to develop fluency and rhythm</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise that <i>ä</i>, <i>ö</i> and <i>ü</i> can be written as <i>ae</i>, <i>oe</i> and <i>ue</i> respectively • recite well-known German tongue twisters, applying knowledge of pronunciation patterns to increase fluency, such as <i>Zehn Ziegen zogen zehn Zentner Zucker</i> and <i>Acht alte Ameisen</i> • use different intonation patterns for statements, questions, exclamations and instructions, such as <i>Du trinkst Wasser. Du trinkst Wasser? Du trinkst Wasser! Du, trinkst Wasser!</i> • apply phonic knowledge to read short, familiar texts aloud with increasing fluency 	<p>Apply combinations of sounds, pronunciation and intonation patterns of German to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • apply phonic and grammatical knowledge to spell, write and say unfamiliar words containing sounds, such as <i>ch</i>, <i>j</i>, <i>w</i> and <i>z</i>, and diphthongs, <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i> • use phrasing and intonation to link multiple sentences when reading short texts aloud or holding a reciprocal conversation with a partner • recognise how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, such as <i>Ich hatte große, große Angst! L-a-n-g-s-a-m ...</i> • use exclamations to indicate agreement, disagreement, intention or understanding, such as <i>Richtig!; Aber nein!; Natürlich!; Verstanden</i>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how the Roman alphabet and features of language are used to construct meaning in German</p> <p>For example:</p> <ul style="list-style-type: none"> develop familiarity with the alphabet by playing alphabet and spelling games view or listen to authentic German stories and notice that German has multiple words for 'the' describe people, animals or objects using <i>bin/bist/ist</i> and an adjective, such as <i>Ich bin sechs.; Du bist klein.; Der Bär ist braun.; Das Buch ist neu.</i> gain awareness of vocabulary referring to days, months, seasons and time of the day, such as <i>Morgen, Mittag, Nachmittag</i> notice that there are different types of texts and they have a different purpose, such as picture books, nursery rhymes, tongue twisters, lists, signs, and letters 	<p>Recognise that the Roman alphabet and features of language are used to construct meaning in German</p> <p>For example:</p> <ul style="list-style-type: none"> notice that there are additional symbols in the German alphabet such as the <i>Eszett (ß)</i> and the <i>Umlaut</i> to alter the pronunciation of particular vowels (<i>ä, ö, ü</i>) notice that German has multiple words for 'a/an', and that all nouns are capitalised in German, such as <i>ein Fisch, eine Henne, ein Krokodil</i> use pronouns, such as <i>ich, du, er, sie, es, wir</i> and notice that they are similar to English describe actions using verbs, such as <i>gehen, kommen, lesen, schreiben, singen, and spielen</i> negate verbs and adjectives, such as <i>Ich schwimme nicht gern.; Der Hund ist nicht braun.</i> 	<p>Recognise simple German language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> apply spelling rules for high-frequency words and punctuation in modelled writing activities, such as full stops, exclamation marks and question marks recognise ordinal numbers for the date and notice differences in punctuation, such as <i>Heute ist der dritte Juli.; Er hat am 7. August Geburtstag.</i> use pronouns to refer to people and use the correct verb form, such as <i>ich, du, er, sie (singular); wir, ihr, sie (plural); Sie heißt Anna.; Sie heißen Ben und Sarah.</i> use present tense forms of irregular verbs, such as <i>haben</i> and <i>sein</i>, and recognise similarities to the English verbs 'to have' and 'to be' recognise that indefinite/definite articles and possessive adjectives agree with the gender of the noun they precede, <i>ein Bruder, der Bruder, mein Bruder</i> 	<p>Recognise and use simple German language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and compare pluralisation of nouns in German with English, such as <i>der Apfel/die Äpfel</i> join words, phrases and sentences using <i>und, oder</i> and <i>aber</i> and use common time phrases, such as <i>heute, dann</i> and <i>zuerst</i> use an increasing range of question words, and apply capitalisation when writing nouns, such as <i>Woher kommt deine Familie?; Welchen Sport magst du am liebsten?; and Wie viel kosten die Äpfel?</i> formulate questions using subject+verb inversion, such as <i>Magst du Sport? Ja, ich mag Sport.</i> locate events in time in regard to days, months, seasons, and tell the time by the hour and half-hour using the 24-hour clock, such as <i>Er spielt am Freitag Basketball.; Ich spiele im Winter Fußball und im Sommer gehe ich gern Surfen.; Es ist 13 Uhr.; Die Schule beginnt um halb neun.</i> 	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> describe the location of a person, place or object using prepositions, such as <i>Wir sind in der Stadt.; Ich wohne auf dem Land.; Die Kirche ist neben dem Markt.</i> use directional words and common phrases to describe how to find specific places in a city or neighbourhood, such as <i>Gehe geradeaus und biege rechts ab. Das Stadion ist auf der linken Seite. Nimm die zweite Straße links.</i> recognise that indefinite and definite articles and possessive adjectives agree with the gender of the noun they precede, such as <i>ein Garten, der Garten, mein Garten; eine Stadt, die Stadt, meine Stadt</i> use a range of conjunctions to connect different elements of a sentence and expand the ideas, such as <i>and, aber, so, oder</i> and <i>also</i> 	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose and respond to texts</p> <p>For example:</p> <ul style="list-style-type: none"> apply punctuation rules, such as the use of full stops and commas in ordinal and decimal numbers <i>die 3. Klasse; 9,50 Euro;</i> and notice distinctive punctuation features of personal correspondence in German, <i>Hallo Annette! Lieber Klaus,</i> followed respectively by upper or lower case for the beginning of the first sentence make comparisons using limited forms of the modal verbs <i>mögen</i> and <i>können</i>, and use conjunctions such as <i>dass</i> and <i>weil</i>, noticing what happens to the verb, such as <i>Sie mag Schwimmen lieber als Laufen, weil sie das Wasser liebt.; Wir können Volleyball spielen, weil wir gelernt haben, dass Teamarbeit wichtig ist.</i> use the different forms of 'you', <i>du, Sie</i> and plural informal <i>euch, ihr</i>, such as <i>Setzt dich!; Setzen Sie sich!; Setzt euch!; Was meint ihr?</i> locate and describe events in time using frequency and time phrases, and cohesive devices, such as <i>oft, manchmal, jeden Tag, immer, selten, nie, gestern, heute, am Wochenende, in den Ferien, dann</i> and <i>zuerst</i>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<ul style="list-style-type: none"> describe current actions using a range of regular and irregular verbs, and describe experiences in the simple past of sein, such as <i>Ich war krank. Der Film war interessant.</i>
No content	<p>Explore how German language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> distinguish between German and English in spoken and written form asking, <i>‘Ist das Deutsch oder Englisch?’</i> and consider variations in pronunciation and capitalisation of nouns, such as <i>das Baby, singen, braun, die Klasse</i> compare formal and familiar greetings noting similarities and differences in German and English, such as <i>Guten Morgen!</i> and <i>Morgen! Hallo!</i> identify and compare similar words such as <i>Bruder/brother</i> where both start with ‘br’ and end with ‘er’; differentiate between similar sounding German and English words, such as <i>der Ball/ball, der Freund/friend, die Schule/school</i> 	<p>Recognise German language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> listen to or view authentic German storybooks or simple texts and notice similarities and differences between German and English, such as key features <i>Titel, Seite</i> and <i>Bild</i>, and gendered nouns <i>der Hund, die Katze, das Küken</i> sing and compare familiar songs, such as <i>Zum Geburtstag viel Glück!</i> and <i>O Tannenbaum</i> explore cardinal numbers 0–25 and recognise similarities and differences recognise that English and other languages have borrowed German words and that many words are shared across languages, such as <i>hamburger, kindergarten</i> and <i>glockenspiel, Baby, Computer, and Bus</i> 	<p>Identify familiar German language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare wall calendars from a German-speaking country and Australia in terms of structure, public holidays, pictorial representation of seasons, and cultural influences classify a range of German texts according to their purpose, such as fairytales are to entertain, recipes are to instruct, maps are to inform, and discuss and justify their choices in English listen to the way animal sounds are expressed in German, for instance in <i>Die Bremer Stadtmusikanten</i>, and compare them with English, such as <i>ein Hahn macht kikeriki, ein Hund macht wau wau.</i> read simple, familiar stories in German and English and notice that all nouns in German are capitalised 	<p>Identify and describe familiar German language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare and match key words in German and English, identifying similarities and differences in spelling, such as in names for German-speaking countries and some cities, school subjects, and leisure activities recognise features of a simple spoken or written text in German, such as a verbal greeting or a written message in a card, noticing terms of address and ways of signing off, making comparisons with similar texts in English compare the features of different types of German and English texts, for instance songs, picture storybooks, comics, recipes, postcards, or weather reports, and identify how different textual elements, such as title, layout, script and images, can combine to make meaning 	<p>Compare German language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> compare regular and irregular verbs and notice that this is a feature of both German and English, such as <i>haben, sein, bringen, sehen</i> discover some English words used by German speakers, such as <i>das Internet, die App, Stopp!, Sorry!</i>, and consider if they are the same kinds of words as those borrowed from German by English speakers compare the German and Australian ways of writing a postal address, such as in German the <i>Hausnummer</i> appears after the street name and the <i>Postleitzahl</i> appears before the suburb/town identify the context, purpose and intended audience of a range of familiar German and English texts, such as fairytales, sports reports or recipes, noticing similarities and differences 	<p>Compare and discuss German language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> provide feedback to support peers, such as editing each other’s written or spoken texts and justify reasons for changes compare the meaning of the modal verbs <i>müssen, sollen, mögen</i> and <i>können</i> with English equivalents build metalanguage to comment on grammar and vocabulary comparing equivalent English terms, such as <i>Substantive/Nomen, Verben, Ordinalzahlen, Präpositionen, Fragewörter, groß/klein schreiben</i> read, view and/or listen to different German texts with a common topic, and discuss structural and linguistic similarities and differences to English, such as comparing a print, radio, television and social media announcement for the same event

Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> experience or simulate a <i>Karneval</i> parade or a children's birthday game, such as <i>Topfschlagen</i> engage with traditions, customs, costumes and food in German-speaking communities, such as decorating a classroom with a <i>Osterzweig</i>, participating in a class <i>Laternenumzug</i>, or making a mask for <i>Karneval/Fastnacht/Fasching</i> acknowledge and celebrate language and cultural diversity of class members, such as exploring different ways of saying common expressions, or celebrating different events use the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language/s of Aboriginal and Torres Strait Islander peoples in their local area and/or across Australia 	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> share with the class words and phrases students know in other languages and create a word world of many languages notice similarities and differences in cultural practices and state own reactions, such as observe how a child beginning school is celebrated in a German-speaking country with a <i>Schultüte</i> or how a German speaker wishes others luck with <i>Daumen drücken</i> locate German-speaking countries, and places of significance to students in the class, on a digital or print world map compare gestures and body language associated with language use in different cultures, such as when greeting someone, bowing in Korean culture, kissing on the cheek in French-speaking cultures, pressing noses in a traditional Māori greeting, and shaking hands in German cultures 	<p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> compare aspects of lifestyles in German-speaking communities and in Australia, such as ways of playing games, buying or eating food, interacting with family members and participating in school life understand that the world contains many different languages spoken by many different communities and that many people in the world speak more than one language explore symbols and languages used by Aboriginal and Torres Strait Islander peoples and by German-speaking communities in a range of contexts, such as identifying the colours of flags in German and discussing what the colours represent in English notice how local names of streets, places and landmarks can have their origins in language/s of Aboriginal and Torres Strait Islander peoples or sometimes a connection to German heritage 	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> explore cultural practices and language related to foods in German-speaking countries, such as <i>Abendbrot</i> and <i>Spaghetteis</i> recognise that German is an official language of multiple countries and regions, including the 'DACHL' countries (Germany, Austria, Switzerland, Liechtenstein), Belgium, Luxembourg and South Tyrol, and identify their locations on a world map role play characters from different areas in German-speaking communities and demonstrate regional variations in German language use, for instance in greetings, <i>Swiss Grüezi!</i> and Austrian <i>Servus!</i> explore representations of information used in cultural expressions of Aboriginal and Torres Strait Islander peoples and make connections with those of German language and culture 	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> learn about the school system in German-speaking countries where the <i>Grundschule</i> is generally for Years 1 to 4 identify ways in which German language and culture influence the lives of Australians, such as types of food, including <i>Sauerkraut</i>, types of sausage and <i>Gummibärchen</i> share ideas about how some Australian terms and expressions might be understood or confusing from a German perspective, such as 'bushwalking' or 'throw a snag on the barbie' recognise that language carries cultural ideas and discuss terms such as <i>Sommerbeginn</i>, which is officially 1 December in Australia but 21/22 June in Europe, and <i>hitzefrei</i>, 'heat-free', referring to the practice of dismissing students early from school if a certain temperature is reached or forecast 	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that language use can have connections to cultural practices, such as comparing traditional songs '<i>Wie schön, dass du geboren bist</i>' and 'Happy birthday to you', and consider how birthdays are celebrated in German-speaking countries or communities identify examples of current and historical influences of German-speaking countries and regions' language and culture in the local and broader community, such as in family heritage, place names, restaurants, businesses, food and other products explore how geography and language are connected to lifestyle, education and language use, for instance school students' break time activities, languages learnt in schools, and school systems, such as <i>Realschule</i>, <i>Gymnasium</i>, <i>Gesamtschule</i> 	<p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> discuss situations of culturally inappropriate language use, such as addressing an adult who is not a family member with <i>du</i> instead of <i>Sie</i> appreciate that gestures differ across cultures, such as shaking hands is generally more common in German-speaking countries than in Australia and not doing so may be considered impolite from a German perspective notice the impact of own assumptions about people from German-speaking countries, their language and culture, and consider how German speakers may also make assumptions and generalisations about Australians explore, in German or English, how language and culture are expressed through Aboriginal and Torres Strait Islander songs, dances or artworks, considering similarities and differences in an aspect of the cultural expressions of German-speaking people or communities

Years 7–10

Strand: Communicating

Sub-strand: Interacting in German

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> • use formal and informal greetings appropriately, such as <i>Guten Morgen, Frau Steiner. Wie geht es Ihnen?</i>; <i>Tag, Lukas. Wie geht's?</i> • initiate conversations and share information, such as <i>Hallo! Ich heie Bastian. Wie heit du? Das ist mein Freund Max. Er spielt Basketball und isst gern italienisches Essen. Und du? Was machst du gern?</i> • use conversational strategies to sustain interactions such as active listening and asking for repetition, <i>Meinst du ...? Wie bitte?</i> • exchange information on familiar topics, such as <i>Wo wohnst du? Ich wohne auf dem Land. Leider haben wir kein Kino.; Hast du ein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe? Nicht gut. Ich finde Sozialwissenschaft interessant. Und du?</i> 	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> • communicate in face-to-face or secure online guided discussions with peers and German-speaking contacts, to share and compare information and ideas about social and cultural practices, such as <i>Was trgst du zur Party?</i>; <i>Was isst man zum Frhstck in deinem Land?</i>; <i>Wie feierst du deinen Geburtstag?</i>; <i>Was machst du in deiner Freizeit?</i> • use further conversational strategies to sustain interactions, such as <i>Ich habe das nicht verstanden. Was bedeutet das? Was denkst du?</i> • share ideas, views, opinions and experiences about special events, such as <i>Wie feierst du Silvester? Normalerweise treffe ich mich ... Letztes Jahr haben wir ... Am Mitternacht haben wir dann das Feuerwerk gesehen. Das war sehr schn. Und du? Ich mag Feuerwerk nicht, es ist zu laut.</i> • contrast aspects of past events in their everyday lives with others, such as <i>Du siehst sehr mde aus! Was hast du gestern gemacht? Wir sind ins Kino gegangen. Hat der Film dir gut gefallen? Ja, aber wir sind sehr spt nach Hause gekommen.</i> 	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about German-speaking countries, communities and regions and their cultures</p> <p>For example:</p> <ul style="list-style-type: none"> • participate in discussions about German seasons, events and festivals, such as <i>Wann ist der Winter in sterreich? Gibt es viel Schnee? Ich gehe gern Skifahren.; Ich mchte gerne zum Oktoberfest gehen. Kommst du mit? Was gibt es dort zum Essen? Um wie viel Uhr treffen wir uns? Wir sollen uns um 17 Uhr am Bahnhof treffen. Ja, verstanden. Ich freue mich darauf.</i> • request information and make arrangements when travelling, such as <i>Entschuldigung, knnen Sie mir bitte helfen? Wann fhrt der Zug nach Hamburg? Gibt es ein Caf in der Nhe? Was mchtest du essen?</i> • use conversational strategies and interjections to sustain conversations, such as <i>Stimmt das?; Bist du sicher?; Wirklich?; Das ist fantastisch!</i> • compare and discuss cultural differences in the schooling systems, such as <i>Wann beginnt das Schuljahr in Deutschland? Das Schuljahr in Australien beginnt im Februar. Die Herbstferien in Bayern sind im November. Muss man eine Uniform tragen?</i> 	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, such as <i>Ich esse gern Gemse und gehe gern joggen, um gesund zu bleiben. Was machst du? Ich mag am liebsten Schwimmen gehen, um fit zu bleiben, obwohl ich mag kaltes Wasser nicht.; Was wirst du nchstes Jahr tun? Was sind deine Zukunftsplne? Ich wei es noch nicht. Vielleicht reise ich nach Kanada.</i> • contribute to an extended conversation by using strategies including asking for repetition and expressing agreement or surprise, such as <i>Wie bitte? Was sagt ihr dazu? Ich bin damit einverstanden.; Ist das dein Ernst?; Wie meinen Sie das?</i> • share ideas and express opinions about jobs and professions, such as <i>Ich bin Schler/in. Ich interessiere mich fr Informatik, weil ich als Programmierer/in arbeiten mchte.</i> • discuss the benefits of cultural exchanges, such as <i>Ich denke darber nach, einen Austausch in die Schweiz zu machen, um mein Deutsch zu verbessern.</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"> • exchange ideas and opinions on topics relating to their personal worlds, such as <i>Wohin sollen wir gehen?; Welches Tier ist am coolsten?; Magst du Junkfood oder gesundes Essen? Ich finde ...; Ich bin der Meinung ...</i> 	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> • organise with peers a class excursion, a trip to the market or weekend activities, such as <i>Was wollen wir am Wochenende machen? Wir knnen mit dem Zug oder mit dem Bus zum Markt fahren. Ich mchte lieber mit dem Bus fahren. Und du?</i> 	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> • develop classroom language to contribute to structured discussions and reflect on learning experiences, such as, <i>Meiner Meinung nach muss man ...; Was meinst du? Ich widerspreche, weil ...; Ich stimme dir zu. Ich finde, das ist eine gute Idee!</i> 	<p>Contribute ideas, opinions, and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> • use classroom language to offer opinions, compare ideas and participate in reflective activities, such as <i>Ich bin nicht Ihrer Meinung.; Ich meine/Ich finde ...; Ich stimme dir nicht zu.</i>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> negotiate roles when planning and conducting events, such as <i>Patrick, möchtest du den Text schreiben? Sarah, machst du die Fotos? Ja, gerne. Nein, ich möchte lieber die Plakate machen.</i> promote awareness for the school community, regarding a particular issue, event or behaviour, by working with others to create posters, a blog or advertisement for topics such as <i>Nachhaltigkeit, gesundes Essen, Sport und Bewegung</i> 	<ul style="list-style-type: none"> participate in conversations using strategies such as <i>Was denkst du?; Was bedeutet das? Meinst du ...?; Was habt ihr gemacht? Vielleicht können wir ...; Können Sie bitte langsamer sprechen?; Wie sagt man ... auf Deutsch?; Ich verstehe das nicht.</i> agree or disagree with a suggestion, and accept or decline an invitation, such as <i>Ja, das wäre super! or Nein, das wäre blöd!; Danke für die Einladung, aber ich habe freitagabends Klavierunterricht. Hast du am Montag Zeit?</i> 	<ul style="list-style-type: none"> plan activities for a holiday and use street maps, apps or secure digital sources to ask, give and follow directions to these locations, such as <i>Können Sie mir helfen? Wo liegt das Schwimmbad? Es ist in der Schillerstraße. Wie komme ich am besten dorthin? Sie können entweder ... oder... Es ist schneller mit dem Zug.</i> collaborate with peers to plan a whole school cultural event and share ideas and opinions, such as <i>Wann feiern wir Karneval? Wir müssen zuerst den Direktor fragen. Was möchtest du machen? Ich kann die Einladungen entwerfen.</i> 	<ul style="list-style-type: none"> role play formal and informal negotiations, such as a teacher/parent and teenager resolving a disagreement about <i>Ausgehen, Freunde</i> or <i>Noten in der Schule</i>, or negotiating chores or part-time work hours organise a real or simulated forum to raise awareness of environmental, social or ethical issues, such as persuading fellow students to act in a more environmentally friendly or socially aware manner regarding <i>globale Erwärmung, Nachhaltigkeit, Diskriminierung</i>, and agreeing, disagreeing or posing an alternate view about a suggestion or opinion, <i>Ich bin damit einverstanden, Wie wär's mit ...</i>

DRAFT

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> gather information from a class survey, video or interviews and present a report reflecting on their own opinion about topics such as <i>Schuluniform, beste Lebensorte, Lieblingsfreizeitsaktivitäten</i> notice diversity of languages and cultures in the classroom, such as <i>Ich bin Australier. Er ist Japaner. Sie spricht arabisch. Sie kommen aus dem Irak. Er stammt aus Griechenland.</i> create a summary table from informative and persuasive texts to include key information, supporting details and the author's implied meaning listen to or read about issues that concern young people and share opinions and feelings on topics such as <i>Schule und Freunde, Soziale Medien, Jugendkultur</i> listen to, read or view Aboriginal and Torres Strait Islander authors' stories in English and respond to them in spoken or written German 	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> create bilingual vocabulary lists with annotated cultural explanations for German-speaking visitors attending Australian events, such as sports days, swimming carnivals or family events investigate and report on evidence of current and historical influences of German-speaking communities' language and culture in the local and broader community of Australia, including place names, food, festivals and celebrations, and organisations such as language learning institutes, community schools and German radio stations interpret signs, texts messages, and advertisements in German and identify language structures and features that are not easily translated and may cause misunderstandings listen to, read or view informative authentic German texts, to identify different types of language for different audiences, note key words, specialised terms or points of information to reuse in their own texts 	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> listen to or view texts, such as songs, raps, films or video clips and compare cultural aspects, making connections with own experiences investigate the life of a famous person, or interview an older German speaker, to identify the key influences (people and events) on a person's identity using questions, such as <i>Warum sind Sie nach Australien eingewandert? Was bedeutet Heimat für Sie?</i> express opinions and emotion in response to short stories, poems, cartoons, films and songs, and identify how mood is created, and narrative is developed, through language and expression, such as <i>Wenn ich das Gedicht lese, fühle ich mich ..., weil...</i> listen to or read Aboriginal and Torres Strait Islander peoples' stories in English, and create a profile of the characters in German 	<p>Compare and interpret information, ideas and opinions from 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 and analyse information and viewpoints from a news report about social media, a documentary on early German settlement in Australia, or an interview with an older person who speaks German on the topic of their <i>Kindheit und Jugend</i>, using tools such as guided note taking, timelines and/or concept maps identify differences in register, purpose and audience when using language in different contexts, such as in songs, graffiti, an online article, email to the teacher, interview or essay, and discuss how meaning is conveyed collate and synthesise language and etiquette for visitors to a German-speaking community, to create a digital bilingual survival guide providing advice for specific scenarios, such as <i>am Markt, bei einer Party, im Klassenzimmer</i> identify both culture-specific and universal features in texts to form comparisons, for instance analysing advertisements produced in different countries, such as for a mobile phone, holiday destination or fast food, and consider why particular images, colours, music or textual features have been selected
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> begin to skim read to locate key words recognising that all nouns have capital letters in German translate and discuss common idiomatic expressions in both German and English, by guessing meaning from context, using cognates or rephrasing, such as <i>Ich drücke dir die Daumen, or Tomaten auf den Augen haben.</i> reread parts of a text or read ahead to infer meaning 	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare different versions of translations from online translators or reference materials and select correct meanings, considering the need to go beyond literal meaning create German captions, commentaries or subtitles for English texts, or vice versa guess or infer meaning from key words, structures, visual cues or context 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare and analyse German and English idiomatic expressions and culturally specific terms, finding ways to convey the meaning and cultural significance, such as paraphrase and explain the potential for misunderstanding, <i>Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann. Auf Englisch sagen wir ...</i> 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare the use of bilingual print and online dictionaries and assess the use of online translating apps comparing different translations of a text and discuss any issues that emerge research young people's lifestyles across German-speaking cultures and contexts, comparing and translating information and convey meaning about topics such as <i>Jugendprobleme in der Stadt und auf dem Land</i>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> interpret and adjust non-verbal communication to the cultural context and situation, such as keeping to the right-hand side of the footpath or escalator, and not walking on the bicycle path 	<ul style="list-style-type: none"> use a graphic organiser to compare information from young people’s lifestyles across German-speaking countries, for instance about leisure activities or special events, and identify the influence of factors such as geography and climate 	<ul style="list-style-type: none"> interpret spoken, written and digital texts to identify cultural and factual information, such as regional news headlines, local community announcements, advertisements, notices in public spaces interpret expressions used in media and popular culture to adjust politeness, establish the closeness of character relationships and connect to a target audience, such as in the use of <i>du</i> or <i>Sie</i> in advertisements or between television presenters 	<ul style="list-style-type: none"> explore and express their own cultural identity and ability to act as a cultural mediator between German speakers and Australians

Sub-strand: Creating text in German

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts adapting modelled and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> create an imaginative text to entertain an audience, such as a poem or story, creating the next scene, a new character or an alternative ending create a print or digital poster in German to promote travel to a significant cultural location on Aboriginal or Torres Strait Islander people’s Country/Place, including what to see and do explain a procedure or activity using simple language and supporting graphics, materials and gestures, such as how to play a game or sport, a cooking show segment, or fashion tips 	<p>Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> create an imaginative interaction incorporating communicative styles and social behaviours observed in German texts, such as imagine they are the characters in a painting and create a scenario and dialogue describe an imagined experience using a familiar text type, such as a diary entry describing the first day as an exchange student in a German school review a film, computer game, novel or performance for a radio segment or for a friend 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose, and audience</p> <p>For example:</p> <ul style="list-style-type: none"> present information and ideas using language appropriate to text type and context, such as using reflective language in journal entries and persuasive language in advertisements, to engage with controversial ideas or provoke reactions create texts with various settings, characters and events, such as animated stories, games or short films, selecting appropriate vocabulary, expressions, grammatical structures, and a range of features and conventions to engage different audiences prepare for a real or virtual tour of a German-speaking country or region, make a budget, decide on places to visit and plan the itinerary research German-speaking countries and regions and their associated traditions and customs, and present findings to peers 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> describe an imagined experience, for instance a social media post describing their first day as an exchange student in a German-speaking community create an infographic or advertisement highlighting features of lifestyle or experiences of German-speaking people, such as educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager write a comparison of customs and cultural practices experienced during a trip to German-speaking country or region to share with peers

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of spoken German to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • apply correct pitch and stress in context, such as expressing emotions and <i>Schadenfreude</i>, such as <i>Du bist gemein! Das ist ausgezeichnet!</i> • explore the German pronunciation of a range of loan words from English and other languages, such as <i>Job, Restaurant, Pizza</i> • apply pronunciation, rhythm and pace to enhance meaning, and create effects in texts, such as stories, poems, songs and conversations 	<p>Apply knowledge of linguistic features of spoken German to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise and reproduce rhythms in complex sentences using pauses, intonation and emphasis • identify key differences and examine pronunciation variations across different German-speaking countries, regions and dialects • apply pronunciation, rhythm and pace to enhance meaning, and create effects in texts when reading stories or poems, and in conversations 	<p>Apply linguistic features of spoken German to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • listen to and/or view excerpts of authentic German conversations in familiar and some unfamiliar contexts, and identify and apply variations, such as contractions or differences in pronunciation, <i>zwei/zwo; nein/ne/nö</i> • analyse and compare the use of contractions in German and in English, and apply contractions in spoken German interactions, such as <i>Ich hab keine Lust</i> or <i>Mach's gut!</i> 	<p>Apply linguistic features of spoken German to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • compare features of German in a range of spoken texts, and reflect on national/regional variations and apply key differences and pronunciation variations to extend fluency, such as <i>Kartoffel</i> meaning <i>Krombeere auf Schwäbisch, Gummel auf Schweizerdeutsch, Erdapfel auf Österreichisch</i> • recognise the role of pronunciation, rhythm and pace in enhancing meaning and creating effects (mood, suggesting relationships), and reproduce rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis
<p>Apply knowledge of linguistic features of German to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • apply German punctuation and spelling rules in writing and systematically edit their own and others' written work • understand the relationship between word gender, article and case and the adjectival ending, and apply this when describing people, objects, places and events, such as <i>Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.; Es gibt keinen Sportplatz</i> • refer to quantities of people, time and things using cardinal numbers up to a billion and the 24-hour clock, such as <i>Es gibt 7,3 Millionen Einwohner.; Das Konzert beginnt um 21.45 Uhr.</i> • use reflexive verbs in present tense with their appropriate accusative reflexive pronouns to describe daily routines and express emotions and interests, such as <i>Ich wasche mich morgens.; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien.</i> 	<p>Apply knowledge of linguistic features of German to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • select and conjugate a range of German modal verbs, such as <i>Wir müssen eine Schuluniform tragen.; Man darf hier nicht essen.; Du kannst Volleyball spielen.</i> • make comparisons, including the superlative, such as <i>Deutsch ist schwieriger als Englisch aber Mathe ist am schwierigsten.; Ich esse lieber Salat als Fleisch.; Kaffee ist nicht so gesund wie Wasser.</i> • link and sequence events and ideas using cohesive devices, including adverbs <i>dann, früher, danach, vorher</i>, and coordinating conjunctions <i>und, oder, aber, denn</i>, and <i>sondern</i>. 	<p>Select and use an extended range of linguistic features of German to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use a limited range of conjunctions with the subordinate clause after the main clause, including <i>weil, dass, and wenn</i>, such as <i>Ich gehe einkaufen, weil ich Brot brauche</i> • describe current, recurring and future actions using regular, irregular and modal verbs in the present tense, and past actions using a limited range of common verbs in present perfect tense, such as <i>Er sieht viel fern.; Ich muss meine Hausaufgaben machen. Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank.; Nächstes Jahr bekommen wir neue Laptops.</i> • notice and experiment with compound forms, such as common <i>da-</i> and <i>wo-</i> constructions, such as <i>Was machst du damit?; Woran erinnerst du dich?</i> 	<p>Select and use an extended range of linguistic features of German to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use a range of coordinating conjunctions and sentences with subordinate clause after main clause and before main clause, including <i>als, dass, obwohl, and wenn</i>, such as, <i>Ich trainiere in der Sporthalle, obwohl es heute sonnig ist/Obwohl es heute sonnig ist, trainiere ich in der Sporthalle.</i> • use interrogatives which incorporate a preposition, such as <i>Mit wem gehst du zur Party? Wofür interessierst du dich?</i> • connect and contrast ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses, and notice the word order, such as <i>Um Geld zu haben, muss man einen Job finden.; Entweder werde ich Klempner oder Elektriker.</i> • understand and use prepositions, including dative and accusative prepositions in high-frequency contexts, such as <i>Ich komme aus Australien, Das Eis ist für mich, Der Junge geht zum Bahnhof</i>, and understand the meaning of and how to use <i>Wechselpräpositionen</i>, for example, <i>Wir gehen ins Kino, Wir sitzen im Kino.</i>

Year 7	Year 8	Year 9	Year 10
<p>Identify and 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"> notice that English grammar used to be more closely aligned with German grammar, and that English has changed, such as recognising the link between the Middle English “What thinkest thou?” and <i>Was denkst du?</i> compare and contrast German and English language use in similar situations and in texts with similar content, such as advertisements or student blogs about school issues 	<p>Identify and 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"> observe that texts have different purposes, such as to persuade, to inform or to entertain different audiences, and discuss similarities and differences in German and English texts interpret and evaluate textual conventions popular with young German speakers and make comparisons with their use in English, such as the use of contractions, abbreviations and acronyms in text messages, <i>4u = für dich = for you; brb = bin gleich wieder da = be right back; 8ung = Achtung!; sz = schreib zurück; sTn = schönen Tag noch.</i> 	<p>Reflect on and 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"> describe relationships between language, structure and textual purpose, such as in a personal text using informal register as in a thank-you email to a friend, <i>Liebe Grüße; du; Dein(e) X</i> and compare this with English recognise ways in which written language is different from spoken language, such as in being more planned, precise, and complex, using interrelated clauses and supporting detail in paragraphs 	<p>Reflect on and evaluate the use of linguistic features in German texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> compare German and Australian English language examples of a particular genre for cultural and stylistic differences, such as an iconic television series identify and comment on techniques and linguistic choices that build action, develop character and position the reader, using modelled descriptive and analytic language

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Recognise 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"> discuss in English the issue of identity and gender-inclusive language in German, such as <i>Schüler, Schüler und Schülerinnen, SchülerInnen/ Lernende</i> recognise that German, like all languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, technology, language shifts and exchange, and intercultural experiences, such as <i>googeln, texten, chillen</i> 	<p>Recognise 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"> participate in cultural experiences and reflect on cultural similarities and differences that are manifested through language, such as eating at a Swiss restaurant/café in Australia, watching a German soccer match or Austrian skiing competition, or listening to a music performance on a radio station from Liechtenstein or Luxembourg explore the impact of own assumptions about people from German-speaking communities, their language and culture, and consider how German speakers may also make assumptions and generalisations about Australians 	<p>Reflect on and explain 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"> identify different situations that require different levels of politeness depending on the context and speaker, such as when thanking a host parent or a peer for a gift, or apologising to a teacher or a family member for being late analyse how language use and culture reflect and construct relationships, practices and attitudes, including expressions and concepts in German, such as the changing use of the familiar and formal forms, the impacts of migration, and the increasing use of words from other languages in German 	<p>Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> analyse aspects of language and cultural behaviour, evaluating how own language choices may be perceived by German speakers and make adjustments to enhance meaning, such as the overuse of ‘polite’ phrases, <i>Können Sie mir bitte ...?</i> and <i>Aber meiner Meinung nach ...</i> rather than expressing wishes or responding to a suggestion in a more direct manner examine how language can reinforce stereotypes, for instance those related to gender, and how changes in language occur over time to combat this, such as <i>die Krankenschwester, der Krankenpfleger, die Krankenpflegerin; die Stewardess, der Flugbegleiter, die Flugbegleiterin</i>