



Western Australian Curriculum

Languages | German

Scope and sequence | Years 7–10

Draft for consultation | Not for implementation

DRAFT

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.

DRAFT

Copyright

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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	3
Sub-strand: Creating text in German	4
Strand: Understanding language and culture	5
Sub-strand: Understanding systems of language	5
Sub-strand: Understanding the interrelationship of language and culture	7

DRAFT

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 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	

Strand: Communicating

Sub-strand: Interacting in German

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>For example:</p> <ul style="list-style-type: none"> ask and answer questions about self and others, including opinions, such as <i>Hallo, wie heißt du?; Ich heiße ...; Mein Name ist ...; Sein Name ist ...; Was magst du/was nicht? Wie viele Personen gibt es in Ihrer Familie?; Ich habe zwei Brüder und eine Schwester.</i> share information about self and others, including opinions, such as <i>Hallo Klasse! Mein Name ist Marc, und du, wie heißt du?; 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> interview classmates about self, family and friends, and interests, such as <i>Wie alt bist du? Welche Nationalität hast du? Wo wohnst Du? Hast du Schwestern oder Brüder? Was machst/machst du gerne in deiner Freizeit?</i> 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>For example:</p> <ul style="list-style-type: none"> share information about daily life and school routines using the present tense of most common verbs 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> share aspects of their own lifestyles that may interest young learners of their own age in German-speaking environments, such as <i>Ich treibe gerne Sport und trainiere jeden Tag der Woche. Ich habe dienstags und freitags Klavierunterricht, aber ich mag es nicht so sehr, ich spiele lieber Videospiele.</i> 	<p>Initiate and participate in exchanges to share and compare information and experiences about German speaking countries, communities and regions</p> <p>For example:</p> <ul style="list-style-type: none"> research German-speaking countries, communities and regions and their associated traditions and customs, and present to peers discuss similarities and differences between school systems in German-speaking countries, communities and regions, and in Australia, such as <i>Grundschule, Hauptschule, Realschule, Gymnasium</i> make comparisons regarding beginning and end of academic year, uniforms, holiday breaks, long summer break, such as <i>Das Schuljahr in Australien beginnt im Februar. Die Herbstferien in Bayern sind im November.</i> 	<p>Initiate, and participate in sustained interactions to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> share ideas about jobs and professions, such as <i>Ich bin Schüler/in. Ich interessiere mich für Technologie und möchte als Programmierer/in arbeiten.</i> exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future, for example, <i>Ich esse gern Gemüse und gehe gern joggen, um gesund zu bleiben.; Was wirst du nächstes Jahr tun? Nach der 12. Klasse werde ich vielleicht Betriebswirtschaft studieren. Und du, was hast du vor? Wenn ich gute Noten bekomme, möchte ich Jura studieren</i> 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! Hallo Marianne, geht es dir gut? Guten Abend, Frau Müller, wie geht es Ihnen? Es geht, danke, was ist mit dir?</i> ask and answer questions such as <i>Was ist das? Das ist ...</i>, and requesting clarification or permission, for example, <i>Ich habe eine Frage, wie sagt man so ...? Wie schreibt man das?</i> request information, explanation or help, such as <i>Können Sie bitte etwas langsamer wiederholen? Was bedeutet das? Kann ich es noch einmal machen?</i> respond to directions or requests related to classroom routines, such as <i>Setzt dich/ Stetzt euch! Steh auf! Sei still! Ruhe, bitte!</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>Was ist es?; Es ist ...; Sie sind ...</i> request clarification or permission, such as <i>Ich habe eine Frage, wie sagt man ...?; Kann ich zum ...?</i> request information, explanation or help, such as <i>Können Sie bitte etwas langsamer wiederholen? Was bedeutet das? Kann ich es noch einmal machen?</i> respond to directions or requests related to classroom routines, such as <i>Setzt dich/ Stetzt euch! Steh auf! Sei still! Ruhe, bitte!</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 detailed questions to request help and support, such as <i>Können Sie sich etwas anderes erklären? Ich habe das Wort nicht verstanden ...; Wie schreibt man ...?</i> respond to questions using multiple options, such as <i>Gegenwart! Ich bin anwesend; Ich bin hier</i> express requests in detailed language, such as <i>Können Sie bitte etwas langsamer wiederholen, weil ich es nicht richtig verstanden habe?</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 detailed questions, such as <i>Könnten Sie die Frage bitte wiederholen? Ich verstand es nicht ganz; Was bedeutet das?</i> plan an outing with a friend for the coming holidays, such as <i>Möchtest Du in den Ferien einkaufen gehen?; Wie wäre es mit einem Strandbesuch?</i> share different points of view and manage disagreement respectfully, such as <i>Was halten Sie von ...? Ich bin anderer Meinung ... Meiner Meinung nach sollten alle Studierenden einen Nebenjob haben. Stattdessen muss man meiner Meinung nach erst in der Schule gut sein, und dann kann man über wirtschaftliche Unabhängigkeit nachdenken.</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 short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> collect vocabulary and expressions from a range of informative texts read/listen to a short text in German, identify and organise key information such as name, age, family members, likes/dislikes, and present it in English, using an infographic, poster, or class presentation. obtain, classify and summarise data collected from class surveys or web searches on topics such as favourite interests, nationalities or number of pets within the class 	<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> engage with a range of texts related to daily life, school and leisure, to identify information and supporting details compare information on a topic from different sources and report about it to others using tools such as tables, graphic organisers, concept maps, charts, or summaries, such as <i>In Australien sind die Schuler um 3 Uhr aus. In Deutschland haben die Shuler am Nachmittage mehr Zeit, dort ist die Schule schon um 1 Uhr zu Ende.</i> gather information about places, people or events in German-speaking communities' contexts and cultures 	<p>Process and compare 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"> gather information from German online sources to inform understanding of similarities and differences of teen lifestyles across German-speaking cultures and present findings to peers use the internet to research, or engage with youth in Germany or a German-speaking community, to discover young people's lifestyles across German-speaking cultures and contexts summarise information from texts that reflect different aspects of culture related to topics such as entertainment, special occasions, health and lifestyle or fashion compare lyrics, themes and styles of popular German and English language songs, and track similarities and differences in ideas, referring to Eurovision, <i>Deutscher Filmmusikpreis</i> 	<p>Compare and interpret 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"> interpret textual conventions popular with young German speakers, including contractions, abbreviations and acronyms used in text messaging, such as <i>8tung = Achtung; akla? = alles klar?; n8=Nacht</i> listen to, read and view extracts from expressive contemporary texts to identify and compare elements of cultural traditions in Australia and the wider world interpret cultural differences, protocols and conventions in genres, for instance job application selection criteria, such as <i>Höflichkeitsformen, Bewerbungsbrief</i>
<p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use print or online dictionaries to locate appropriate meaning of vocabulary and reinforce understanding identify and translate the parts of speech in short personal texts in German identify words and phrases that can be translated literally and notice those that cannot be translated literally, such as <i>Ich bin 13 Jahre alt, Wie geht es dir?</i> consider the advantages and disadvantages of translating apps 	<p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> translate short texts, recognise when literal translation is or is not possible, such as <i>Die Schule endet um drei Uhr, Doch or Gemütlich</i> recognise and create a glossary 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, for example, explaining the concept of backyard, BBQ, suburb, and distances when describing the local environment, lifestyle and events 	<p>Apply 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"> use a bilingual dictionary and begin to use a monolingual dictionary create a glossary of examples of <i>Falsche Freunde</i>, such as <i>aktuell, bald, brav, dick, Fabrik, faul, gut, Handy, hell, Hose, toll, Land, Menü, Rock</i> and comment on misinterpretations in English use German English cognates to predict meaning, for example, <i>Brot, kalt, Maske, trinken</i> 	<p>Apply 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 different translations of a text, including versions created by online translators, and discuss any issues that emerge create a glossary of words and phrases that are difficult to translate and comment on misinterpretations in English research young people's lifestyles across German-speaking cultures and contexts, compare and translate information from different cultural contexts based on the influence of factors such as geography, and social and community environment, and conveying meaning to the audience, such as <i>Jugendprobleme, Leben im Alltag</i>

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"> • use key words or expressions to compose a description of characters or events in different types of informative and personal texts • use modelled language to create simple texts about familiar topics • create glossaries for German-speaking friends, to accompany Australian images or texts, explaining outback lifestyle, inner city markets, and expressions such as 'arvo', 'barbie', 'brekkie', 'no worries', 'ta' • write an email to introduce yourself to a real or imagined host family in a German-speaking country, providing personal information, likes and interests 	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a video to present to a German-speaking audience, about aspects of their personal and social worlds, such as 'A day in our life in secondary school' • create a digital or print poster in German to promote places of significant cultural interest around where they live • compile a list of questions and conduct an interview, to retrieve details about a German-speaking visitor, such as family, home and interests, and present the responses in identity card format, podcast or newsletter 	<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"> • design a tourist brochure, such as <i>Willkommen in der Schweiz! Besuchen Sie Österreich!</i> to promote travel to German-speaking countries • create and perform texts that reflect German customs, such as the German attitude to eating on time, and use aspects of drama and props to enhance spoken performances and storytelling • contribute to a real or imagined blog of learners of German in English-speaking communities around the world, and make choices about when to use German or English, depending on the context and nature of the interaction 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • make an entry in an imagined diary or journal about future plans and aspirations • complete an application form such as an online application for a (part-time) job or opportunities such as student exchange programs or scholarships, and explain reasons for applying • create a print or digital poster in German to promote travel to a significant cultural location on an Aboriginal and Torres strait Islander Country/Place, including what to see and do

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"> convey meaning with pitch, stress, intonation, rhythm compare pronunciation and variation in some letters, such as singing <i>das Alphabetlied</i>, and using the alphabet to spell German names and other words recognise the difference between statements, questions and commands, such as <i>Machst du deine Hausaufgaben?; 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> and <i>ie</i>, and the impact of 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> recognise that loan words in German may differ in pronunciation or follow pronunciation patterns for other languages, such as <i>Handy</i>, <i>orange</i>, <i>Friseur</i>, <i>Restaurant</i> understand that pronunciation may vary across different German-speaking communities and dialects 	<p>Apply linguistic features of spoken German to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> use natural pitch, rhythm, stress, pronunciation and intonation apply appropriate pauses and pace of delivery to convey meaning, emphasis, feelings, emotion and create effects in spoken texts listen to and/or view excerpts of authentic German conversations in familiar and some unfamiliar contexts, and identify and applying variations including contractions or differences in pronunciation, such as <i>zwei/zwo</i>; <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 as <i>Ich hab keine Lust</i> or <i>Mach's gut!</i> 	<p>Apply a range of linguistic features of spoken German to further extend 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 context identify features, such as pronunciation, repetition, interruptions and contractions, rhythm and pace in enhancing meaning and creating effects (mood or suggesting relationships), and reproduce rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis recognise and respond to challenges associated with clarity and pace in audio texts, such as station or airport announcements, or vocal messages
<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 irregular conjugations of high-frequency verbs, such as <i>sein</i> in the present tense understand that subject pronouns <i>ich</i>, <i>du</i>, <i>er</i>, <i>sie</i>, <i>wir</i>, <i>ihr</i>, <i>sie</i> und <i>Sie</i> determine verb conjugations understand how grammatical gender and number shape/affect different parts of the discourse, including nouns, articles, adjectives and verbs, such as <i>ein intelligenter Schüler</i> 	<p>Use linguistic features of German to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> increase control of regular 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> 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</i>, <i>manchmal</i>, <i>nie</i>, <i>immer ...</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"> use modal verbs to express ability, possibility, likelihood and permission, such as <i>können</i>, <i>mögen</i>, <i>wollen</i> use adverbs to qualify different parts of discourse (time – manner – place), such as <i>gestern</i>, <i>dort</i> use a range of regular and some irregular verbs in the present and past tense 	<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"> form and use the future tense to outline plans, such as <i>Nächstes Jahr werde ich studieren; Er hat vore zu reisen; Sie wird mehr Sport treiben</i> construct conditional sentences to express wishes and hypothetical scenarios, such as <i>Ich möchte, wenn ich die Möglichkeit hätte ...</i> use complex sentences and connect ideas with conjunctions and discourse markers, such as <i>aber</i>, <i>weil</i>, <i>jedoch</i>, <i>deswegen</i> recognise and apply direct and indirect object pronouns

Year 7	Year 8	Year 9	Year 10
<p>Begin to notice and discuss similarities and differences between German and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • use relevant metalanguage to identify some part of the discourse, such as verbs, nouns, articles, adjectives, subject pronouns • recognise how German verbs change endings for person and number in present tense, such as <i>sie spielt</i> and <i>Sie spielen</i> and compare with English verb forms • identify how German expresses possession, using <i>von</i>, such as <i>Das Haus von Markus</i>, and compare this structure with English possessive forms: Marco's house 	<p>Notice and discuss similarities and differences between German and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • notice how word order works differently 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 • use relevant metalanguage to explain how some parts of the discourse, such as verbs, nouns, articles, adjectives, subject 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; doe schönen Kleiden</i> 	<p>Discuss similarities and differences between 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, such as in a personal text using the appropriate register as in a thank-you email to a friend, <i>Liebe Grüße; du; Dein(e) X</i> and compare this with English • compare diversity in accents, dialects and vocabulary in German-speaking communities 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 (<i>Welterbericht, Horoskop Zeitung ...</i>) and explain the relationship between the language, the structure used and the purpose of the text • explain the meaning of the nature and content of texts from different sources, such as travel brochures, and combined reviews by visitors about venues

DRAFT

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"> accept different beliefs, attitudes and values held by people, for instance, those reflected through celebrating festivals, such as Harmony Day, <i>Tag der Deutschen Einheit</i>, Languages week and researching their origins reflect on their own tastes, interests and language use that have been shaped by intercultural influences, such as graphic novel/cartoons, social media and fusion food understand cultural expectations in language use based on age, cultural status, and purpose of interaction, such as, appropriate greetings (polite versus familiar forms, singular and plural) 	<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"> recognise how learning to speak German and learning about the diversity of the German-speaking communities have impacted on their own perception of language, culture and identity compare daily and school routines in Australia and Germany, and how the culture shapes the language examine how Aboriginal and Torres Strait Islander languages have strong connections to Country/Place and how these can be compared to language variation across German-speaking countries and regions (comparison of Aboriginal languages map of Australia and map of Germanic dialects) 	<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 on German-speaking communities and how this is evident in expressions such as <i>die Deutsche Küche; Schwarzwälder Kirschtorte, Maultaschen, Wiener Schnitzel</i> explain the multicultural differences and similarities in Australia and German-speaking countries, such as religious beliefs, music styles, body art, and fashion styles compare and interpret gestures used in German, Australian English and other known languages, and incorporate some of them into their own language use 	<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 and explain protocols required to authentically co-create an 'Acknowledgement of Country/Place' with an Aboriginal and Torres Strait Islander person, to present in German for a group of German-speaking visitors at a school assembly understand the power of language to influence people's actions and beliefs, such as analyse language used in advertisements to promote travel explore intercultural communication, considering how cultural ways of thinking and behaving affect attitudes and influence other people's responses or interpretations, and how they change over time reflect on how learning German has given them insight into the close connection between language and culture, and evaluate how their own assumptions have changed