

# Year 2 Syllabus

## Year Level Description

Year 2 German: Second Language builds on the skills, knowledge and understanding required to communicate in the German language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in German, interacting with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participate in guided group activities, taking turns and forming groups, or respond to teacher talk and instruction in German. Students identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks and convey factual information about their personal worlds. They engage with a range of imaginative texts through shared reading, collaborative retelling and performance and create stories and perform imaginative scenarios.

Students become familiar with the systems of the German language, reproducing the sounds and rhythms of spoken German and beginning to apply punctuation rules. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposeful interactions such as gaining awareness of vocabulary referring to time and describing people, animals or objects.

In Year 2 students recognise that all languages, including German, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of German and Australian cultural practices and related language use.

Students learn German in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

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## Communicating

### SOCIALISING

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Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, Ich gehe zur Schule. Ich spiele Fußball; Ich mag tanzen; Wochentage; Monate; Ich esse Frühstück; Mein Geburtstag ist am 25. März; Alles Gute zum Geburtstag, Gregor!; Frohe Weihnachten

[\(ACLGEC103\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

## Understanding

### SYSTEMS OF LANGUAGE



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Reproduce the sounds and rhythms of spoken German, understanding that although German and English use the same alphabet, there are additional symbols in German such as the Eszett (ß) and the Umlaut to alter the pronunciation of particular vowels (ä, ö, ü)

Begin to apply punctuation rules in German such as capital letters, full stops and question marks

Recognise and begin to write high-frequency words and expressions in familiar contexts


[\(ACLGEU114\)](#)


-  Literacy
-  Critical and creative thinking


Notice and use context-related

Participate in guided group activities, simple tasks, transactions and games such as Hatschi Patschi, Hier ist Platz, Lotto and Stille Post and associated language such as in taking turns and forming groups using numbers or colours, for example, Wer ist dran?; Ich bin dran; Blau ist hier; Gruppe 2 ist hier [\(ACLGEC104\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Respond to teacher talk and instruction, for example, Seid ihr bereit? Wer ist dran? Bin ich dran? Du bist an der Reihe [\(ACLGEC105\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

## INFORMING

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Identify specific points of

vocabulary and understand some first elements of grammar to generate language for a range of purposes including:

- describing people, animals or objects using bin/bist/ist and an adjective, for example, Ich bin klein; Der Bär ist braun; Das Buch ist neu
- understanding and using some question words and the intended/related answer in limited contexts, including was (an object), wer (a person), wie (manner), wo (a place), wann (a time) and wie viele (quantity)
- understanding the location or origin of a person or object such as hier, links and rechts and prepositions such as auf, aus, hinter, in, neben and unter
- gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0-50 and mehr,

information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds

[\(ACLGEC106\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language

[\(ACLGEC107\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## CREATING

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Participate in listening to, viewing and reading a range of imaginative texts and respond through action, performance, shared reading and

weniger, viel/e, nichts and kein/e

- gaining awareness of vocabulary referring to time such as days, months, time of day and o'clock time, for example, Morgen; Nachmittag; Mittag; Es ist drei Uhr
- using simple modelled questions and statements such as Das ist mein Bleistift; Ich habe einen Bruder

[\(ACLGEU115\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose

[\(ACLGEU116\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking


collaborative retelling

[\(ACLGEC108\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Create stories and perform imaginative scenarios, through role-play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language

[\(ACLGEC109\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

## TRANSLATING

Translate for others what they can express in German, interpreting simple expressions and songs and explain how meanings are similar or different in English or other known languages

[\(ACLGEC110\)](#)

## LANGUAGE VARIATION AND CHANGE

Understand that German speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom, for example, Entschuldigen Sie, Herr Steiner; Es tut mir leid ...

[\(ACLGEU117\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## ROLE OF LANGUAGE AND CULTURE





Recognise that all languages, including German, change continuously through contact with each other and through changes in society

[\(ACLGEU118\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding





-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

## REFLECTING

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Recognise similarities and differences between aspects of cultural practices and related language use in German-speaking countries and Australia

[\(ACLGEC112\)](#)

-  Literacy
  -  Critical and creative thinking
  -  Personal and social capability
  -  Intercultural understanding
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## Achievement standard

At standard, students interact in German with the teacher and each other through guided group activities, simple tasks and games, to participate in routine exchanges, using simple descriptive and expressive modelled language, to ask each other how they are feeling, to offer wishes and to talk about events in the day and over the year. They responds usually to teacher talk and instructions. They identify rehearsed vocabulary in simple texts and convey some information related to their personal worlds. They respond to imaginative texts through simple verbal and non-verbal forms of expression and some modelled language and create simple stories and perform

imaginative scenarios using familiar words and modelled language. Students translate and interpret familiar simple expressions. They recognise and give an example of how meanings are similar or different in different languages. They identify some similarities and differences between cultural practices of German-speaking communities and their own environment.

Students become familiar with the systems of the German language, reproducing the sounds and rhythms of spoken German with a satisfactory level of accuracy and consistency. They recognise and begin to write words and expressions they have heard in familiar contexts. They begin to use some first elements of grammar with a satisfactory level of accuracy, to write simple texts such as lists, captions and descriptions. Students describe people, animals or objects using *bin/bist/ist* and an adjective such as *Das Buch ist neu*. They understand and use some question words and can respond to them. They understand the location or origin of a person or object such as *hier, links and rechts* and prepositions such as *auf, aus, hinter, in, neben and unter*. Students gain an awareness of terms referring to quantities of people and things, including cardinal numbers 0–50 and *mehr, weniger, viel/e, nichts and kein/e*, as well as vocabulary referring to time such as *days, time of day, months and time*. Students identify some different forms of texts that use different structures and features to achieve their purpose. Students recognise usually that German speakers use language differently in different situations, and that languages change through contact with other people and through changes in society.

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