Year 7 Syllabus

Year Level Description

Year 7 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of German language and culture. Some students begin Year 7 with proficiency in languages other than German and bring existing language learning strategies and intercultural awareness to the new experience of learning German. Their growing textual knowledge, developed through English literacy, supports their developing German literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in German, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in tasks and activities that involve planning, negotiating arrangements and participating in transactions. Students access and summarise key information and supporting details from texts. They organise and present information and ideas on texts, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes, values and techniques used to engage audiences. They create and present simple imaginative texts such as songs or stories that involve imagined characters, places and experiences.

Students better understand the systems of the German language, exploring the German pronunciation of loan words from English and other languages and comparing punctuation rules in English and German. They extend their

knowledge of context-related vocabulary and additional elements of grammar such as applying the 'verb as second element' and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in German to describe grammatical concepts and to organise learning resources.

In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning

Communicating

SOCIALISING

Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, Meine Schwester stört mich, weil ...; Hast du ein Lieblingsfach? Ja, ich mag Deutsch; Wie findest du Mathe? Ich finde Geschichte interessant. Und du?; Ich stimme nicht zu...; Ich hasse, es/ich liebe, es (ACLGEC154)

Understanding

SYSTEMS OF LANGUAGE

Explore the German pronunciation of loan words from English and other languages, for example, Job, Restaurant, Pizza

Compare punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word (ACLGEU165)

 Literacy

 Critical and creative thinking

- 🗐 Literacy

- ⠋ Information and Communication Technology (ICT) capability

- ⟳ Critical and creative thinking

- ⚌ Personal and social capability

- ⟲ Intercultural understanding

Engage in tasks and transactions that involve planning such as an activity for students new to high school, a languages expo at school, an excursion to the market or Flohmarkt, the cinema or a music concert, considering options, negotiating arrangements and participating in transactions [(ACLGEC155)](ACLGEC155)

- 🗐 Literacy

- 🖩 Numeracy

- ⠋ Information and Communication Technology (ICT) capability

- ⟳ Critical and creative thinking

- ⚌ Personal and social capability

INFORMING

Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds

Extend knowledge of context-related vocabulary and additional elements of grammar, including:

- noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt hier keinen Sportplatz

- selecting and using the appropriate form of 'you' (du, ihr, Sie) and its possessive adjective equivalents (dein, euer, Ihr) according to the audience, for example, Sind Sie Frau Wagner?; Hast du dein Geld mit?; Ihr seid pünktlich

- selecting the correct personal pronoun for 'it' (er/sie/es; ihn) for objects, for example, Woher hast du den Hut? Er ist sehr

[(ACLGEC157)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts [(ACLGEC158)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and

schön; Ich habe ihn bei … gekauft

- describing past events and experiences with the present perfect tense using a limited range of common verbs, for example, Am Sonntag habe ich meine Hausaufgaben gemacht

- understanding and applying the 'verb as second element' (Wir kommen morgen or Morgen kommen wir) and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses (Ich spiele jetzt Basketball) and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, Langsam verstehe ich mehr Deutsch. Zu Hause ist es oft sehr laut

- linking and sequencing events and ideas using common

entertain audiences
[(ACLGEC159)](#)

📄 Literacy

⠵ Information and Communication Technology (ICT) capability

🅒 Critical and creative thinking

👥 Personal and social capability

Create and present simple individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences
[(ACLGEC160)](#)

📄 Literacy

⠵ Information and Communication Technology (ICT) capability

🅒 Critical and creative thinking

👥 Personal and social capability

TRANSLATING

Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other, for example, Ich drücke dir die Daumen

conjunctions (dass, ob, wenn, weil), usually with the subordinate clause after the main clause

- describing destinations using prepositions, for example, Wir fahren nach Adelaide. Der Junge geht zum Bahnhof. Sie sind in die Stadt gefahren

- recognising some 'two-way' prepositions (Wechselpräpositionen), for example, Die Flasche ist auf dem Tisch; Stellt die Flasche auf den Tisch

- referring to quantities of people and things using cardinal numbers up to a billion, for example, Deutschland hat 81,9 Millionen Einwohner

Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
[(ACLGEU166)](#)

(ACLGEC161)

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

REFLECTING

Interact and engage with members of the German-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events (ACLGEC163)

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

Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication

- Literacy
- Numeracy
- Critical and creative thinking

Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction (ACLGEU167)

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that texts have different purposes, different audiences and different forms (ACLGEU168)

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Recognise that German, like other

[(ACLGEC164)](#)

- 🗈 Literacy
- 🔢 Numeracy
- ⣙ Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- 👥 Personal and social capability
- ⊙ Intercultural understanding

languages, continues to change over time due to influences such as globalisation and new technologies and knowledge [(ACLGEU169)](#)

- 🗈 Literacy
- ⣙ Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- ⊙ Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that language use reflects cultural expression, assumptions and perspectives [(ACLGEU170)](#)

- 🗈 Literacy
- ⊙ Critical and creative thinking
- 👥 Personal and social capability
- ⊙ Intercultural understanding

Achievement standard

At standard, students initiate and participate in spoken and written interactions in German with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive

language to talk about, give some opinions and share thoughts and feelings, such as Hast du ein Lieblingsfach? Ja, ich mag Deutsch. Students engage in the planning of German events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information, and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques used to engage and entertain audiences in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. They translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning from one language to the other. Students interact and engage with German speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication.

Students explore, and mostly apply, rules for German pronunciation of loan words from English and other languages, and they identify most differences in punctuation rules in English and German. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students use the verb as second element. They notice the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, Mein bester Freund hat lange, schwarze Haare. Students select and use the appropriate form of 'you' (du, ihr, Sie) and begin to describe past events and experiences using the present perfect tense with a limited range of common verbs. They sequence and link events and ideas using common conjunctions (dass, ob, wenn, weil), and describe destinations using prepositions, for example, Wir fahren nach Adelaide. Students

experiment with word order rules in scaffolded language contexts, realising that German word order is flexible, for example, Zu Hause ist es oft sehr laut. Students discuss how the German language works, using some relevant metalanguage to organise learning resources. They discuss and apply the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction. Students examine how elements of communication and choice of language vary according to context and situation, and reflect on changes in their use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. Students identify some ways in which language use reflects cultural expression, assumptions and perspectives.

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