Year 9 Syllabus

Year Level Description

Year 9 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of German language and culture.

Students communicate in German, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect German cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the German language, recognising the ways in which written language is different from spoken language such as being more crafted, elaborated and complex. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as recognising when to use appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, when encountered in familiar expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using German, considering their own and others' responses and reactions in intercultural

communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Communicating

SOCIALISING

Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, Als ich zehn Jahre alt war spielte ich oft mit Holzblöcken, nun lerne ich Mathematik. In der Zukunft möchte ich Architekt werden; Es ist kompliziert, ein Teenager zu sein, weil ...; Es gefällt mir Teenager zu sein, weil ich selbständig sein kann; Du solltest mit deinem Freund sprechen, weil ... ; Was würdest du an meiner Stelle machen? Ich streite oft mit…
(ACLGEC171)

Understanding

SYSTEMS OF LANGUAGE

Recognise the ways in which written language is different from spoken language such as being more crafted, elaborated and complex, with use of interrelated clauses and support details

Recognise and respond to challenges associated with clarity and pace in audio texts such as railway station announcements or recorded phone messages and variations or differences in pronunciation to ensure clarity, for example, zwei/zwo; Juli (pronounced as Julei)
(ACLGEU182)

🗏 Literacy

▤ Literacy

∴⃗ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

✦ Personal and social capability

℅ Intercultural understanding

Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers [(ACLGEC172)](ACLGEC172)

▤ Literacy

▦ Numeracy

∴⃗ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

✦ Personal and social capability

⊐ Ethical understanding

℅ Intercultural understanding

INFORMING

◉ Critical and creative thinking

Increase control of context-related vocabulary and extend grammatical knowledge of grammatical elements, including:

- recognising when to use appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including, common reflexive verbs, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes

- using the different imperative forms of verbs for peers and adults, for example, SpielSpielt/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!

- connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including

Analyse ideas and information from a range of texts related to aspects of their personal and social worlds and identifying context, purpose and intended audience
[(ACLGEC174)](#)

▣ Literacy

⁝ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

☺ Personal and social capability

⌛ Intercultural understanding

Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation
[(ACLGEC175)](#)

▣ Literacy

⊞ Numeracy

⁝ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

☺ Personal and social capability

⌛ Intercultural understanding

embedded clauses such as relative clauses and noticing the word order, for example, Um Geld zu haben, muss man einen Job finden; Entweder werde ich Klempner oder Elektriker. Der Film, den du sehen willst, läuft jetzt im Kino

- noticing and experimenting with compound forms such as common da- and wo(r) - constructions, for example, Was machst du damit?; Woran erinnerst du dich?

- linking and sequencing events and ideas using a range of cohesive devices, including adverbs (danach, vorher, dann, früher) and common conjunctions (als, dass, obwohl, wenn, weil), usually with the subordinate clause after the main clause

- understanding and using the

CREATING

Discuss how imaginative texts reflect German cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience [(ACLGEC176)](ACLGEC176)

- 📄 Literacy
- ⋮⋏ Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- ⚌ Personal and social capability
- ↻ Intercultural understanding

Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films [(ACLGEC177)](ACLGEC177)

- 📄 Literacy
- ⋮⋏ Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- ⚌ Personal and social capability
- ↻ Intercultural understanding

accusative, dative and 'two-way' prepositions accurately with regard to case and meaning, including a limited range of common idiomatic prepositional phrases, for example, Meine Eltern sind mit 21 aus Deutschland ausgewandert; Sie denken oft an ihre Kindheit

- modifying meaning through the use of adverbs and adverbial phrases, for example, Das haben sie schon gemacht; Lauft so schnell wie möglich zum Supermarkt!

Further develop a metalanguage to discuss and explain grammatical forms and functions [(ACLGEU183)](ACLGEU183)

- 📄 Literacy
- ⊙ Critical and creative thinking

Examine the interrelationship between different text types, language choices, audience, context and purpose

TRANSLATING

Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts
(ACLGEC178)

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

REFLECTING

Monitor language choices when using German, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives
(ACLGEC180)

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

(ACLGEU184)

- 🗐 Literacy
- ⫶� Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- ⤸ Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Analyse how and why language is used differently in different contexts and relationships
(ACLGEU185)

- 🗐 Literacy
- ⫶K Information and Communication Technology (ICT) capability
- ⇶ Ethical understanding
- ⤸ Intercultural understanding

Explore the influence of language on people's actions, values and beliefs and appreciate the scale and importance of linguistic diversity
(ACLGEU186)

- 🗐 Literacy
- ⊙ Critical and creative thinking
- ⇶ Ethical understanding

Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity [(ACLGEC181)](ACLGEC181)

- 🗎 Literacy

- ⵗ Information and Communication Technology (ICT) capability

- ⵗ Critical and creative thinking

- 👥 Personal and social capability

- ⵗ Intercultural understanding

ⵗ Intercultural understanding

Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation [(ACLGEU187)](ACLGEU187)

- 🗎 Literacy

- ⵗ Information and Communication Technology (ICT) capability

- ⵗ Critical and creative thinking

- 👥 Personal and social capability

- ⵗ Ethical understanding

- ⵗ Intercultural understanding

Achievement standard

At standard, students initiate, in part, and participate in sustained spoken and written interactions in German with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share, compare and justify personal opinions, such as In der Zukunft möchte ich Architekt werden. Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. They analyse ideas and most information and, in part, identify context, purpose and intended audience from a range of texts related to aspects of their personal and

social worlds. Students use some appropriate formats and styles of presentation to convey information and ideas, and offer their views on texts related to aspects of their personal and social worlds. Students provide examples of how imaginative texts reflect German cultural values or experiences, through structure, language and mood, to build action, develop character and position the reader or audience. They also create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using German and consider, at times, their own and others' responses and reactions in intercultural communication. Students question some assumptions and values, and occasionally, modify their language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.

Students identify the ways in which written language is different from spoken language and mostly respond to challenges associated with clarity and pace in audio texts, and variations or differences in pronunciation, to ensure clarity, such as zwei/zwo. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students use the appropriate tense with a range of regular and irregular verbs, and a variety of conjunctions and cohesive devices to link, sequence and contrast ideas, events and actions, for example, Um Geld zu haben, muss man einen Job finden. They experiment with compound forms, such as da- and wo(r)-, for example, Woran erinnerst du dich? They understand and use the dative, accusative and two-way prepositions with some accuracy, for example, Sie denken oft an ihre Kindheit. They use adverbs and adverbial phrases to modify meaning, for example, Das haben sie schon gemacht. Students use metalanguage to explain grammatical forms and functions. They examine the interrelationship between different

text types, language choices, audience, context and purpose. Students analyse how and why language is used differently in different contexts and with different speakers, and explore the influence of language on people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. Students explore how language reflects and shapes cultural distinctions, such as community, social class, gender and generation.

Year Level Description

Year 9 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of German language and culture.

Students communicate in German, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect German cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the German language, recognising the ways in which written language is different from spoken language such as being more crafted, elaborated and complex. They increase control of context-related vocabulary and extend knowledge of grammatical elements

such as recognising when to use appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, when encountered in familiar expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using German, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.