Year 10 Syllabus

Year Level Description

Year 10 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of German language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the German language may feature in these.

Students communicate in German, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the German language, exploring the features of spoken and written language. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as understanding and using formulaically common subjunctive forms (Konjunktiv II) when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain

grammatical forms and functions.

Students understand that German language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

Communicating

SOCIALISING

Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, Jugend Gesundheit; Sprachen lernen; Verantwortung jetzt und in der Zukunft; Was recyceln Sie, Herr Meier?; Was können wir für die Umwelt machen?; Wie kann man den Obdachlosen/Asylanten helfen?

Express feelings and justify opinions, for example, Wie finden Sie...?; Ist es schwierig für dich, Deutsch zu lernen?; Ich denke, dass

Understanding

SYSTEMS OF LANGUAGE

Explore the features of spoken and written language and apply variations in relation to features such as stress, pronunciation and contractions, for example, Ich hab keine Lust or Mach's gut!

Recognise the interactive, fluid and transitory nature of spoken language, identifying features such as interactivity and the use of repetition, pauses, interruptions, contractions, incomplete sentences and reliance on non-verbal elements and vocal expression

Recognise and reproduce rhythms in complex sentences, using pausing and intonation to signal

...; Was können wir tun, um die Umwelt zu schützen?; Was studierst du nächstes Jahr und warum?; Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich Zahnmedizin studieren. Es kommt aber auf meine Noten an [(ACLGEC171)](ACLGEC171)

- 📄 Literacy

- ⠪ Information and Communication Technology (ICT) capability

- 🅒 Critical and creative thinking

- 👥 Personal and social capability

- 🔗 Intercultural understanding

Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments; protests or rallies to raise awareness of contemporary culture and social issues, exchanging resources and information, solving problems and managing diverse views [(ACLGEC172)](ACLGEC172)

- 📄 Literacy

clause boundaries and emphasis [(ACLGEU182)](ACLGEU182)

- 📄 Literacy

- 🅒 Critical and creative thinking

Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:

- noticing that relative pronouns have gender and case and are usually the same as definite articles, understanding the difference in function, for example, Das ist der Beruf, den ich am interessantesten finde

- understanding the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, Mit wem gehst du zur Party?; Worüber schreibst du deinen Englischaufsatz?

- understanding and using the

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

INFORMING

Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented [(ACLGEC174)](#)

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

Convey information, comments,

appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including, common reflexive verbs, including some with dative reflexive pronoun and noun direct object, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes

- describing plans and aspirations using werden and a single infinitive, for example, In der Zukunft werde ich mehr Sport treiben

- indicating contradiction using doch

- using a range of expressions for indefinite quantities, for example, einige, manche, mehrere

- understanding and using formulaically common

perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes [(ACLGEC175)](#)

- ▤ Literacy
- ▦ Numeracy
- ⸫ Information and Communication Technology (ICT) capability
- ◉ Critical and creative thinking
- ✦ Personal and social capability
- ⟲ Intercultural understanding

CREATING

Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance [(ACLGEC176)](#)

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

subjunctive forms (Konjunktiv II) such as hätte and wäre and würde + infinitive, for example, Wenn ich reich wäre, würde ich ein schnelles Auto kaufen; Er tut so, als ob er keine Zeit hätte

- recognising instances of the genitive case mainly in written texts, for example, Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs, understanding its function to indicate possession and using the more common 'von + dative case + noun' as an alternative, for example, das Haus von meinen Eltern/das Haus meiner Eltern

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

- ▤ Literacy
- ◉ Critical and creative thinking

Analyse how different types of text

👥 Personal and social capability

🔗 Intercultural understanding

Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience
[(ACLGEC177)](ACLGEC177)

📄 Literacy

⠐ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

TRANSLATING

Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, how popular German idioms such as Du spinnst!; schwarzfahren, can create confusion when translated literally
[(ACLGEC178)](ACLGEC178)

incorporate cultural and contextual elements
[(ACLGEU184)](ACLGEU184)

📄 Literacy

⠐ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

🔗 Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
[(ACLGEU185)](ACLGEU185)

📄 Literacy

⠐ Information and Communication Technology (ICT) capability

⠶ Ethical understanding

🔗 Intercultural understanding

Understand the power of language to influence social and cultural relationships and practices
[(ACLGEU186)](ACLGEU186)

📄 Literacy

◉ Critical and creative thinking

- 🗎 Literacy
- 🅖 Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

REFLECTING

Reflect on the experience of learning and using German, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to different cultural perspectives
(ACLGEC180)

- 🗎 Literacy
- 🅖 Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

Explore and express their own cultural identity and ability to act as a cultural mediator between German speakers and Australians
(ACLGEC181)

- 🗎 Literacy
- ⠅ Information and Communication

- 🔲 Ethical understanding
- 🔗 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that German language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time
(ACLGEU187)

- 🗎 Literacy
- ⠅ Information and Communication Technology (ICT) capability
- 🅖 Critical and creative thinking
- 👥 Personal and social capability
- 🔲 Ethical understanding
- 🔗 Intercultural understanding

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate and participate in sustained spoken and written interactions in German with others through collaborative tasks, activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as Sprachen lernen; Verantwortung jetzt und in der Zukunft. They use familiar descriptive and expressive language, in formal and some informal exchanges, to express feelings and justify opinions with some examples. Students contribute ideas, opinions and suggestions in interactions related to exchanging resources and information, solving problems and managing diverse views. Students analyse, synthesise and evaluate some ideas and information from a range of perspectives on texts, and identify how context and culture affect how information is presented in texts related to aspects of their personal, natural and social worlds. They use modes of presentation, generally appropriate to audiences or purposes, to convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds. Students analyse how aesthetic, humorous or emotional effects are used in imaginative texts to reflect cultural influence, and create and present simple imaginative texts on familiar personal or social themes that express ideas or that reflect cultural values, social issues or experience. When translating and interpreting from one language to another they describe how cultural perspectives and concepts have been represented, for example, in idioms, such as schwarzfahren, and consider how intercultural communication

involves taking responsibility by modifying language and behaviours. Students also explore and express their own cultural identity and ability to act as a cultural mediator between German speakers and Australians.

Students explore the features of spoken and written language and apply, occasionally, variations in relation to features, such as stress, pronunciation and contractions, for example, Mach's gut! They express the interactive and transitory nature of spoken language, and identify characteristics, such as interactivity, reliance on non-verbal elements and vocal expression. They identify and reproduce, mostly consistently, rhythms in complex sentences, using pausing and intonation to signal clause boundaries and emphasis. Students use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students analyse how elements of grammar impact on the making of meaning in texts, including, noticing that relative pronouns have gender and case, for example, Das ist der Beruf, den ich am interessantesten finde. They understand and use the appropriate tense with a range of regular and irregular verbs, and use werden to describe future plans and aspirations, for example, In der Zukunft werde ich mehr Sport treiben. They understand and use formulaically common subjunctive forms, such as hätte, wäre and würde.They recognise the use of the genitive case mainly in written texts, for example, das Haus meiner Eltern, and understand that 'von + dative case + noun' can be used as an alternative, for example, Das Haus von meinen Eltern. Students use metalanguage to discuss and explain some grammatical forms and functions. They analyse, in part, and explain how and why language is used differently in a range of texts, considering features, such as dialects and register, and identify how language use has the power to influence social and cultural relationships and practices. Students describe how German language and culture are interrelated and how they shape, and are shaped by, each other.

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