

Year 5 Syllabus

Year Level Description

Year 5 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of German language and culture.

Students communicate in German, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students are becoming more familiar with the systems of the German language, applying basic rules for German pronunciation and recognising and applying different intonation for statements, questions, exclamations and instructions. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as referring to a person, place or object using the nominative and accusative definite and indefinite articles to generate language for a range of purposes. Students build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.

Students are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and German. They are supported to use German as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Communicating

SOCIALISING

Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their home, neighbourhood and local community, for example, Wo wohnst du?; Ich wohne in einem Einfamilienhaus; Ich wohne in einer Wohnung. Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion; Ich wohne gern auf dem Land; Es gibt einen Fluß und einen Fußballplatz in der Nähe; Leider haben wir kein Kino; Gibt es einen Supermarkt, wo du wohnst? Der Metzger heißt Herr Wurst; Die Friseurin heißt Frau Kell; Wie heißen Sie?

Understanding

SYSTEMS OF LANGUAGE

Apply basic rules for German pronunciation such as the two different pronunciations of ch

Recognise and apply different intonation for statements, questions, exclamations and instructions

Notice distinctive punctuation features of personal correspondence in German such as Hallo Annette!/Lieber Klaus, followed respectively by upper or lower case for the beginning of the first sentence

[\(ACLGEU148\)](#)

 Literacy

 Critical and creative thinking

(ACLGEC137)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a local market

(ACLGEC138)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

INFORMING

Gather and compare information and supporting details from a range of written, spoken, digital and

Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:

- referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke
- noticing how articles and pronouns change after certain verbs (Ich danke dir) and after particular prepositions associated with location, for example, Wir sind in der Stadt; Die Party ist bei Stefan im Garten
- understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English

multimodal texts related to their personal and social worlds

[\(ACLGEC140\)](#)


 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

[\(ACLGEC141\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Share responses to characters, events and ideas in imaginative texts such as stories, dialogues,

- understanding and using a range of question words and the intended/related answer, for example, woher, welcher and wie viel
- understanding and locating events in time, including the use of the 24-hour clock
- referring to quantities of people and things using cardinal numbers up to 10 000, including decimals, common fractions and negative numbers, for example, Meter; Kilometer; Quadratmeter; Quadratkilometer; 85,5 Prozent haben ein Handy; Die Tagestemperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester

Begin to build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures

[\(ACLGEU149\)](#)


cartoons, television programs or films and make connections with own experience and feelings
[\(ACLGEC142\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Create or reinterpret, present or perform imaginative texts for a range of audiences based on or adapted from events, characters or settings

[\(ACLGEC143\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

TRANSLATING

Translate simple texts from German to English and vice versa, noticing which words or phrases require interpretation or

 Literacy

 Numeracy

 Critical and creative thinking

Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced

[\(ACLGEU150\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that there are variations in German as it is used in different contexts by different people such as formal/informal register and regional variations

[\(ACLGEU151\)](#)

 Literacy

 Critical and creative thinking





 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE





explanation such as Bist du satt?
(not voll) or Es geht mir gut (not Ich
bin)

Use visual, print or online
dictionaries, word lists and pictures
to translate simple familiar texts
[\(ACLGEC144\)](#)

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




REFLECTING

Compare ways of communicating
in Australian and German-speaking
contexts and identify ways that
culture influences language use
[\(ACLGEC146\)](#)

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






Understand why language is
important in social and educational
life and recognise that languages
and cultures change over time and
influence one another

[\(ACLGEU152\)](#)

-  Literacy
-  Critical and creative thinking
-  Intercultural understanding

Reflect on how their own and
others' language use is shaped by
and reflects communities' ways of
thinking and behaving and may be
interpreted differently by others

[\(ACLGEU153\)](#)

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

Achievement standard

At standard, students participate in interactions with the teacher and others
in classroom situations, to exchange information about their home,

neighbourhood and local community. They use simple descriptive and occasionally expressive modelled language to participate in tasks or activities, or to provide information such as *Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion.* Students gather and compare some information and details from a range of texts related to their personal and social worlds. They convey appropriate information, ideas and opinions related to planning outings and conducting events, to suit specific audiences and contexts from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. Students create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate simple texts from German to English and vice versa, with some inaccuracies, showing some awareness that there are words or phrases that may require interpretation or explanation. They use dictionaries, word lists and pictures, with some degree of confidence, to translate short familiar texts. They compare ways of communicating in Australian and German-speaking contexts and provide an example of how culture influences language use.

Students apply basic rules for German pronunciation at times, applying different intonation for statements, questions, exclamations and instructions. They apply some sentence structure and word order rules when creating original texts. Students use some relevant vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts with a satisfactory level of accuracy, such as referring to a person, place or object using the nominative and accusative definite and indefinite articles such as *Die Stadt hat ein Kino.* They begin to understand the concept of regular and irregular verbs such as *sein*. Students talk about how the German language works, commenting on vocabulary and grammar, describing patterns, grammatical rules and variations in language structures, with guidance. They identify that texts have certain conventions

and can take different forms. Students recognise that language is important in social and educational life, and understand that on some occasions German is used in different contexts by different people, resulting in variations in language. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others. They make connections between culture and language use, recognising how language and culture influence one another, and reflect on how their own and others' language use may be interpreted differently by others.

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