

Year 6 Syllabus

Year Level Description

Year 6 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of German language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the German language and culture and their own.

Students communicate in German, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using German. They gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the German language, explaining and applying basic rules for German pronunciation and phonic and grammatical knowledge to spell and write unfamiliar words. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as

understanding and describing current, recurring and future actions, and making comparisons using simple structures to generate language for a range of purposes. Students begin to build a metalanguage in German to describe patterns, grammatical rules and variations in language structures.

Students understand that the German language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and German. They are encouraged to use German as much as possible for interactions, structured learning tasks and language experimentation and practice.

Communicating

SOCIALISING

Interact with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, Abends mache ich meine Hausaufgaben und spiele Videospiele. Wie ist es mit dir?; Wann spielst du Basketball?; Wo spielst du Hockey?; Wie viele Hobbys hast du? Möchtest du zum Strand gehen? Ich schwimme und lese gern im Sommer. Ich singe nicht gern

Understanding

SYSTEMS OF LANGUAGE

Explain and apply basic rules for German pronunciation

Understanding that ß can only be used in lower case, otherwise SS and that ä, ö and ü can be written as ae, oe and ue respectively, for example, in upper case signs or word puzzles such as crosswords


Apply phonic and grammatical knowledge to spell and write unfamiliar words containing, for example, ch, j, v, w, y and z and

Participate in routine exchanges to express feelings, opinions and personal preferences such as Wie geht's?; Es geht mir nicht gut; Ich bin krank and personal preferences such as Ich spiele gern Tennis; Spielst du lieber Tennis oder Fußball?; Ich spiele lieber...

[\(ACLGEC137\)](#)

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using German, developing projects or budgeting for a shared event

[\(ACLGEC138\)](#)

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

diphthongs such as au, ei, eu and ie
[\(ACLGEU148\)](#)

 Literacy

 Critical and creative thinking

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:

- understanding and describing current, recurring and future actions, including by using common separable verbs such as aufstehen, ausgehen, aussehen, fernsehen, mitkommen and mitnehmen
- understanding and expressing obligation and permission using the modal verbs müssen and dürfen, for example, Ich darf zu dir kommen; ich muss mein Zimmer aufräumen
- making comparisons using simple structures such as Ich


 Personal and social capability

INFORMING

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

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts
[\(ACLGEC141\)](#)




 Literacy

 Numeracy

 Information and Communication
Technology (ICT) capability

mag Erdbeeren lieber als Kiwis;
Radfahren ist besser als
Autofahren





- using the comparative and superlative of adjectives, for example, gut, besser am, besten; klein, kleiner, am kleinsten; alt, älter, am ältesten
- comparing the meaning of the modal verbs wollen, sollen, mögen and können with their English equivalents
- noticing that some verbs can be combined with a separable or inseparable prefix that alters the meaning of the base verb, for example, Er kommt um 17.15 Uhr; Kommst du mit?; Ich bekomme \$50 zum Geburtstag
- understanding and speaking about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in

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

CREATING




Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts

[\(ACLGEC142\)](#)

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


Create or reinterpret, present or perform alternative versions of imaginative texts, for a range of audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

[\(ACLGEC143\)](#)

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

the simple past tense, for example, Ich habe heute meine Hausaufgaben nicht gemacht; Wir sind nach Bali geflogen

- describing frequency using adverbs and adverbial expressions such as oft, manchmal, jeden Tag, immer, selten and nie
- understanding the meaning of the conjunctions dass and weil
- understanding questions using warum and responding with a simple sentence, for example, Warum bist du müde? Ich habe heute Fußball gespielt
- referring to a date, including the year, for an event such as a birth, for example, Meine Oma ist am 11. April 1956 geboren
- understanding and locating events in time, including the use of the 24-hour clock, prepositions such as nach and

 Personal and social capability

TRANSLATING

Translate and interpret short texts from German to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning

Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

[\(ACLGEC144\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and

vor and formulaic expressions

such as früher; später; am

Wochenende; in den Ferien

Build a metalanguage in German to describe patterns, grammatical rules and variations in language structures

[\(ACLGEU149\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Understand how German texts use language in ways that create different effects and suit different audiences

[\(ACLGEU150\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that the German language is used differently in different contexts and situations


[\(ACLGEU151\)](#)

adjustments

[\(ACLGEC146\)](#)


 Literacy


 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that the German language is constantly changing due to contact with other languages and to changing intercultural experiences

[\(ACLGEU152\)](#)

 Literacy

 Critical and creative thinking


 Intercultural understanding

Understand that language and culture are integral to the nature of identity and communication

[\(ACLGEU153\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Achievement standard

At standard, students interact, with guidance, in German with others through collaborative tasks, class experiences, activities and transactions, to exchange information and recount experiences about free time. They begin to use complete sentences in familiar contexts to ask questions, such as *Bist du fertig? Was machst du jetzt?* and they share responses, such as *Ich kann gut sprechen, aber ich finde das Schreiben schwierig.* They use some descriptive and expressive language to express feelings, opinions and personal preferences. They work collaboratively, usually to plan events or activities, to showcase their progress in learning and using German. They identify some relevant information and supporting details from a range of texts. They convey, respond to and compare information, ideas and opinions in texts related to their personal and social worlds to usually suit specific audiences and contexts. They compare and share responses and identify cultural elements, sometimes, in a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for a range of audiences to suit different modes or audiences, with some guidance. They translate and interpret some short texts from German to English and vice versa, identifying occasional words and meanings that do not directly translate between languages. They experiment with and discuss the usefulness of various forms of dictionaries. Students describe some aspects of language and culture that are unfamiliar and discuss their own reactions and adjustments.

Students explain and usually apply basic rules for German pronunciation, as well as phonic and grammatical knowledge to spell and write some unfamiliar words. They use some relevant vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts, with a satisfactory level of accuracy. Students use common separable verbs such as *aufstehen* and *fernsehen* to describe current, recurring and future actions. They use *lieber* or comparative and superlative forms of adjectives such as *besser*, *am* and *besten*, to make comparisons.

They use some modal verbs such as *müssen* or *dürfen* to express obligation and permission, and compare their meaning with the English equivalent. Students speak about past events by recreating sentences in the present perfect and simple past tense. They use adverbs and adverbial expressions, prepositions and formulaic expressions to describe frequency. Students refer to dates and years to express and locate events in time, including use of the 24-hour clock. They respond to questions using *Warum?* with simple sentences, attempting to use conjunctions such as *dass* and *weil*. Students discuss how the German language is used differently in different contexts and situations. They discuss how the German language is constantly changing due to contact with other languages and as a result of intercultural experiences. Students explain how language and culture are integral to the nature of identity and communication.

Year Level Description

Year 6 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of German language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the German language and culture and their own.

Students communicate in German, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their

progress in learning and using German. They gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the German language, explaining and applying basic rules for German pronunciation and phonic and grammatical knowledge to spell and write unfamiliar words. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as understanding and describing current, recurring and future actions, and making comparisons using simple structures to generate language for a range of purposes. Students begin to build a metalanguage in German to describe patterns, grammatical rules and variations in language structures.

Students understand that the German language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and German. They are encouraged to use German as much as possible for interactions, structured learning tasks and language experimentation and practice.