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| Year 9 German curriculum and assessment plan  Example (Year 7 Entry) |

# Curriculum overview

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| Band description | Cohort description (if applicable) |
| **The nature of the learners** At this level, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including how German could be part of these. **German language learning and use** Learners interact with peers, teachers and other German speakers in immediate and local contexts relating to their social and learning worlds, and with unfamiliar German-speaking communities and cultural resources through a range of physical, virtual and online environments. This is a period of language exploration and vocabulary expansion, and of experimentation with a wider range of modes of communication, for example, digital, collaborative performance and group discussions. Greater control of language structures and systems and understanding of the variability of language use increase confidence and interest in communicating in a growing range of contexts. Learners use German to initiate, sustain and extend interactions in situations such as negotiating a resolution to a disagreement; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; to develop, analyse, interpret and translate a wider range of texts and experiences; and to reflect on and evaluate learning experiences. They use German more fluently, with a greater degree of self-correction and repair, and reference the accuracy of their target language use against a stronger frame of grammar knowledge. They demonstrate understanding of language variation and change; of how intercultural experience, technology, media and globalisation influence language use and forms of communication. Task characteristics and conditions are more complex and challenging. They provide opportunities for collaborative language planning and performance, the development of translating and interpreting tools, and strategic use of language and cultural resources. **Contexts of interaction** Learners interact with teachers, peers and members of German-speaking communities face-to-face and via digital technologies. They may also have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange students, language assistants, film festivals, community events or in-country travel. **Texts and resources**Learners build on and extend their knowledge of different types of text and language functions through balancing focused attention to language forms and structures with text creation and performance. They work with a wider range of fiction and nonfiction texts, which allows for exploration of themes of personal and societal relevance, for example, global issues, identity and relationships, diversity and inclusivity. They develop additional analytical tools, including consideration of literary form and devices, and ways in which language choices empower, build identity and are influenced by audience, context and purpose. They identify how texts shape perspectives and meaning. **Features of German language use** Learners expand their knowledge and control of grammatical elements such as register, future tense, reflexive verbs and subordinate clauses. In-depth investigation of the links between German, English and other languages they know strengthens learners’ intercultural capability. They examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to ‘decentre’ from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways. **Level of support**Learners are increasingly aware of and responsible for their own learning, working independently and collaboratively to address their learning needs. Resources are required to support this process, such as technological support for vocabulary expansion, graphic organisers, modelled texts, dictionaries and teacher feedback. Students require continued explicit instruction on the grammatical system and opportunities to discuss, practise and apply their knowledge. They monitor their own progress and learning, such as through the use of e-journals or folios, using these to reflect on their language learning and intercultural experience. **The role of English** While sustained use of German is expected at this level, English continues to be used when necessary for substantive discussion, explanation and analysis. This allows learners to communicate in depth and detail about their experience of learning German and to express ideas, views and experiences at a level beyond their current level of proficiency in German. English may be used in conjunction with German to conduct research, to translate or to communicate bilingually. | This year level plan has not been developed with a specific cohort in mind. It is provided as an example of the intent of the Australian Curriculum: German and reflective of QCA advice and resources. |
| Course organisation (if applicable) |
| This year plan is written with the consideration that all school scenarios for delivery of German are unique. It is written to:   * offer units of work that could be adapted to suit multiple contexts as required by the school, including allocated time and available resources * consider different types of assessment that are suitable for the German * provide examples for schools to adapt to their own context. |

# Unit overview

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| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit 1 — Hobbys und Freizeit (Hobbies and leisure activities) | Unit 2 — Jugend heute (Youth today) | Unit 3 — Märchen (Fairytales) | Unit 4 — Ein Leben in Schrifft (Biography) |
| Students will reflect on their favourite hobbies and interests. They will engage in research on the topics relevant to their areas of interest and develop an understanding of German language relevant to the theme. They will apply their knowledge and understanding to written and spoken conversations in class, with peers and with the teacher. Students will deepen their competencies in the use of present and future tense, evaluating what they already do in the present for leisure and what leisure skills they want to improve/develop in the future. | In this unit, students will analyse the theme of youth in German-speaking countries and in Australia, comparing the perceptions about young people in those countries and how the different cultures are mirrored in the representation and image of youth. Students will evaluate the impact that modern culture has on young people in Australia and in German-speaking countries and will identify similarities and differences. Throughout the term, they will evaluate and reflect on the information they have gathered and inform an audience about their findings in an oral presentation. | Students will explore the world of fairytales written by the brothers Jacob and Wilhelm Grimm. They will develop proficiency in using relevant vocabulary in German to create their own stories and tales, using simple past or past perfect. Students will investigate different forms of adjectives and how they contribute to the creation of atmosphere and expressive descriptions of characters in the stories. | In this unit, students will explore the concept of a biography by understanding how language and culture influence the communication of an individual’s life story. They will reflect on their own experiences and events from the past (e.g. school, hobbies, family, experiences, adventures) and will evaluate their significance from the perspective of being ‘biography worthy’ and from the perspective of their own culture. During the term, students will write short paragraphs on chosen events from their lives and practise the use of simple past tense used for this genre. Students will create a ‘biography excerpt’ at the end of the unit. |

# Assessment overview

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|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
|  | Unit 1 — Hobbys und Freizeit (Hobbies and leisure activities) | Week | Unit 2 — Jugend heute (Youth today) | Week | Unit 3 — Märchen (Fairytales) | Week | Unit 4 — Ein Leben in Schrifft (Biography) | Week |
| Assessment | Technique: Extended response  Students will create a multimodal presentation in German in response to a variety of written and visual stimuli on the topic of hobbies and leisure activities and will engage in an individual conversation with the teacher in German about their presentation.  Format: Multimodal — written and spoken  Conditions: 2–3 minutes | 8 | Technique: Examination combination response  Students will respond in English to one question about a stimulus text in German related to the topic of youth today, and will engage in classroom conversations in German.  Format: Written and spoken  Conditions:   * 90 minutes (10 minutes perusal) * 200–300 words | 7 | Technique: Combination response  Students will respond in German to a stimulus on the topic of fairytales, answering three questions, and will engage in a conversation with the teacher in German.  Format: Written and spoken  Conditions:   * 90 minutes (10 minutes perusal) * 200–300 words for all questions | 8 | Technique: Extended written response  Students will write a short biography in German.  Format: Written  Conditions:   * 2 x 45-minute sessions (in class) * 150–250 words | 7 |
| Achievement standard | By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleiβiger als ich*. They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich* | | By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleiβiger als ich*. They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich* | | By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleiβiger als ich*. They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich* | | By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleiβiger als ich*. They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich* | |
|  | *machen? Wie lernt man die deutschen Verben?* They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht.* They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder and welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?* They use a variety of conjunctions and cohesive devices, for example*, als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking.  Students give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. 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| Moderation | Calibration: Before grading all student responses, teachers will examine A and C sample responses selected by the HOD. Teachers will then apply their shared understanding of the task-specific standards for A and C sample responses to the grading of all subsequent student responses. | | Calibration: Teachers will individually grade samples selected by the HOD, which are representative of the five-point scale described in the task-specific standards.  At a follow-up meeting time nominated by the HOD, teachers will compare their judgments, engaging in professional conversations to reach consensus on the level of achievement to be awarded for each sample. Conversations will be based on evidence in student responses, using the language of the task-specific standards. | | Conferencing: Individual teachers will grade all student responses using the task-specific standards.  A meeting of all teachers of the year level will then be convened to determine samples across the five-point scale for consideration at the Cluster Moderation meeting. At this time, teachers will share their selected samples and their judgments, focusing their conversations on evidence in student responses using the language of the task-specific standards. Five samples will then be selected to take to Cluster Moderation. | | Calibration: Before grading all student responses, teachers will examine A and C sample responses selected by the HOD Teachers will then apply their shared understanding of the task-specific standards for A and C sample responses to the grading of all subsequent student responses.  After individual grading of responses has occurred, teachers will share selected samples and their judgments. Professional conversations will facilitate a way to reach consensus on the level of achievement to be awarded for each sample. Conversations will be based on evidence in student responses using the language of the task-specific standards. | |

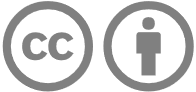
# Teaching and learning focus

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| Content descriptions | | | | | | | | | |
| Communicating | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Understanding | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Socialising**  Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans. | ✓ | ✓ | ✓ | ✓ | **Systems of language**  Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks. | ✓ | ✓ | ✓ | ✓ |
| Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services and negotiate with peers to take individual and/or collective action. |  | ✓ | ✓ |  | Extend grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and past and future tenses, to describe, situate and link people, objects and events in time and place. | ✓ | ✓ | ✓ | ✓ |
| Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement. | ✓ | ✓ |  |  | Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements. | ✓ | ✓ | ✓ | ✓ |
| **Informing**  Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts. | ✓ | ✓ | ✓ | ✓ | **Language variation and change**  Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts | ✓ | ✓ | ✓ | ✓ |
| Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types. | ✓ | ✓ | ✓ | ✓ | Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge. | ✓ | ✓ | ✓ | ✓ |
| **Creating**  Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects. | ✓ | ✓ | ✓ | ✓ | **The role of language and culture**  Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs | ✓ | ✓ | ✓ | ✓ |
| Create a variety of imaginative texts to entertain, convey ideas and express emotions. | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |
| **Translating**  Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures. | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |
| Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts. |  | ✓ | ✓ |  |  |  |  |  |  |
| **Reflecting**  Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making. | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |
| Reflect on self as a language user and discuss own and others’ cultural identity, considering how it is both shaped by and influences ways of communicating and thinking. | ✓ | ✓ |  | ✓ |  |  |  |  |  |

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| **General capabilities** | **Year 9** | | | |  | **Cross-curriculum priorities** | **Year 9** | | | |
| **Unit** | **1** | **2** | **3** | **4** |  | **Unit** | **1** | **2** | **3** | **4** |
| Literacy | ✓ | ✓ |  | ✓ |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Numeracy |  | ✓ |  | ✓ |  | Asia and Australia’s engagement with Asia | ✓ |  |  |  |
| Information and communication technology | ✓ |  | ✓ | ✓ |  | Sustainability |  | ✓ |  |  |
| Critical and creative thinking |  | ✓ | ✓ |  |  |
| Personal and social capability | ✓ | ✓ |  | ✓ |  |
| Intercultural understanding | ✓ |  | ✓ | ✓ |  |
| Ethical understanding | ✓ | ✓ |  |  |  |

# Planning considerations

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| Prior to implementation the teaching team will consider questions such as:   * Where has prior and future learning across the year level/band been reflected in the plan? * Are there adequate opportunities for students to develop depth of conceptual understanding and sophistication of skills across the year level/band? * Does the plan ensure adequate opportunities for students to demonstrate the achievement standard/s by the end of the year level/band? * Are the timing and demands of the planned assessment appropriate in relation to assessment of other learning areas and subjects taught in this year? * Are there any Indigenous cultural and intellectual property (ICIP) rights to consider? For guidance, see <https://smartcopying.edu.au/guidelines/copyright-basics/indigenous-cultural-and-intellectual-property-rights>. * Do the assessment techniques and conditions offer a range and balance across the year/band? What strategies for authentication are included? * What moderation processes will be used? When will assessment and moderation occur? * Is the planned teaching, learning and assessment sequence appropriate for reporting purposes? * Do strategies for differentiation and reasonable adjustments complement the teaching, learning and assessment sequence? * How will planned strategies for differentiation and reasonable adjustments impact other year level/band plans? |
| Following implementation, the teaching team will consider questions such as:   * Was the teaching, learning and assessment effective? * Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, what? * Were there any common student misconceptions that need, or needed, to be clarified? * How do student outcomes in this year of learning impact on the planning of subsequent year level/band plans? |

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