

Years 5–6 German Curriculum and assessment plan

Example

Level description	Context and cohort considerations
In Years 5 and 6, German language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in German to exchange information and ideas relating to their interests, school and local environment, and engage with German-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources. Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify German language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.	Students begin learning German in Year 5 and are not expected to have any prior exposure to or knowledge of German language or culture. They have access to technology to engage with authentic multimedia resources that support language learning. Each of the four units is taught over a semester to support depth of learning and sustained language development, moving from guided communication in Unit 1, to more independent and creative language use in practical, real-world contexts in Unit 4.

Unit 1 — Unsere Gemeinschaft (Our community)	Unit 2 — Tagesablauf (Daily routine)	Unit 3 — Märchen (Fairy tales)	Unit 4 — Was gibt es zu essen? (What is there to eat?)
Timing: Year 5, Semester 1 Duration: 20 weeks	Timing: Year 5, Semester 2 Duration: 20 weeks	Timing: Year 6, Semester 1 Duration: 20 weeks	Timing: Year 6, Semester 2 Duration: 20 weeks
When young people learn about a new language and culture, they often feel excited to share their newfound knowledge with their community. In this unit, students collaborate to prepare for a ‘culture day’ where they can celebrate both German culture and their own culture(s). They share insights about their own family traditions and sayings while learning about customs in German-speaking countries. Students practise introducing themselves and others, including their pets in German. They learn to apply German pronunciation rules, using diphthongs, such as <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i>, and notice the impact of the umlaut on <i>a</i>, <i>o</i> and <i>u</i>. Students practise different intonations for statements, questions and exclamations while communicating with the teacher and peers. They create informative posters in German about Germany, Austria, or Switzerland, including information about population, capital city, a native animal and a local event. Students then compare this information with similar facts about Australia or their own country. They practise basic German phrases for inviting others by writing an invitation to an event, and by roleplaying inviting peers to a cultural event, such as <i>Weihnachtsmarkt</i>. Students then collaborate with peers to create posters and presentations to invite the community to the upcoming ‘culture day’. They apply their knowledge from this unit to celebrate their class ‘culture day’ where they share their language and cultural knowledge with their peers, classroom teacher and/or families.	Students explore the inquiry question ‘What is daily life like in German-speaking countries?’. In this unit, they watch short videos to learn about the daily lives of primary school students from different German-speaking countries, noticing different levels of formality and variations in language. Students practise German numbers and time expressions, using metalanguage to compare how to tell the time in English and in German. They learn a variety of verbs related to routines, such as <i>essen</i>, <i>schlafen</i> and <i>aufwachen</i> and combine these verbs with nouns and time expressions to describe their routines. Students learn about German schools and school-related vocabulary, building their awareness of classroom instructions and routines. They respond to the teacher’s questions about their daily routines and use modelled questions to interview their peers, creating numerical representations, such as graphs or charts, to display information relating to their classmates’ schedules. Students read short stories about young people’s lives in Germany and German-speaking countries, identifying key information in these texts in collaboration with their peers. They create their own stories, that might be illustrated, comparing the daily routines of students from German-speaking countries and from Australia, commenting on cultural differences they notice. Finally, students build on the animal vocabulary learnt in Unit 1 to create a short comic book about the daily routine of an animal native to a German-speaking country, such as a wildcat, marten or wolf.	Students step into the magical world of German fairy tales as they explore stories like <i>Rumpelstiltskin</i> and <i>Rapunzel</i>, gaining an understanding of how stories reflect cultural values. In this unit, students read and listen to German fairy tales in simple German, building their vocabulary of common German nouns and verbs. They demonstrate their understanding of these texts by responding to questions and by rearranging storyboards sequentially. Students choose their favourite character from one of the German fairy tales studied in class and reflect on why they like this character. Then, they create posters in German to display in the classroom, describing the character’s appearance and personality. Students extend their understanding of how elements of culture are reflected in stories by reading and discussing a variety of children’s books written by Aboriginal and Torres Strait Islander authors. They recognise that these stories differ in purpose and form from German fairy tales. While fairy tales often feature fantasy elements and lessons for children, Aboriginal and Torres Strait Islander stories convey cultural knowledge, values, and connections to Country. Working collaboratively, students create new characters and practise introducing these characters to their peers. They follow respectful protocols (see note) to rewrite an Aboriginal and/or Torres Strait Islander storybook in simple German, using common verbs and conjunctions, such as <i>dass</i> and <i>weil</i>. To conclude the unit, students write a fairy-tale-inspired story in German featuring a character collaboratively designed by the class.	German cuisine is rich and diverse, offering students an exciting opportunity to explore new food. In this unit, they learn to buy and order food as they explore the cuisines of different regions within Germany and across other German-speaking countries. Students learn modelled sentences in German to participate in food-related conversations, such as, expressing a preference for a dish, purchasing bread at a bakery or buying an ice cream at the ice cream parlour. They develop their conversational skills by using interjections such as <i>Was isst du am liebsten?</i>, <i>Wirklich?</i>, and <i>Wow, das schmeckt super!</i> Students watch videos of people shopping in supermarkets in Australia and Germany, engaging in guided discussions about the verbal and non-verbal cultural differences they notice. They then roleplay a shopping trip with a peer where they follow a set budget and practise appropriate verbal and non-verbal communication. Students engage with supermarket catalogues in German, viewing and reading advertisements for common products and comparing them with advertisements from other countries. They work in groups to design a short advertisement in German for a typical Australian item. Finally, they design a restaurant menu in German, selecting traditional or modern dishes from one or several German-speaking location/s, and practise ordering from the menu with a peer. To conclude the unit, they roleplay choosing a restaurant and ordering a meal.

Unit 3 note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use, traditional storytelling forms, and dance. When translating Aboriginal and Torres Strait Islander stories, educators are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP). Schools should follow guidance on respectful engagement.

	Unit 1 — Unsere Gemeinschaft (Our community)		Unit 2 — Tagesablauf (Daily routine)		Unit 3 — Märchen (Fairy tales)		Unit 4 — Was gibt es zu essen? (What is there to eat?)	
	Assessment 1 — Zeit für eine Party! (Time for a party!)	Term/ week	Assessment 3 — Daily routine listening task	Term/ week	Assessment 5 — Adapted fairy tale	Term/ week	Assessment 6 — Werbung (Advertisement)	Term/ week
Assessment	Description: In pairs, students create a conversation in German where they invite each other to an event, listed on one of the informative posters created in class. They record their conversation for submission. Technique: Extended response Mode: Spoken Conditions: • up to 1 minute per student	Term 1, Week 8	Description: Students listen to the description of a daily routine in German and respond to questions in German and English to demonstrate their understanding. They then comment on how time phrases are constructed in English and German, using metalanguage. Technique: Supervised assessment Mode: Written Conditions: • up to 50 minutes, with 10 minutes planning	Term 3, Week 8	Description: In German, students write a fairy-tale-inspired story that features a character the class created. The story may be illustrated. Then, they use English to reflect on a German word or expression from their fairy tale that reflects cultural practices. Technique: Extended response Mode: Written Conditions: • up to 100 words in German • up to 100 words in English	Term 2, Week 7	Description: Students are provided with a short description of a food product in German. They create two written advertisements in German, which may include illustrations or other visual designs. One advertisement markets the product to older children and the other is for younger children. Technique: Extended response Mode: Written Conditions: • up to 100 words in German	Term 3, Week 8
	Assessment 2 — ‘My culture’ poster Description: Students set up a display at their class ‘culture day’ party, exhibiting a food, dress or other item from their own culture and an informative multilingual poster. The poster includes: a) a description of their chosen item in German b) examples of words used at celebrations, in German and their own language c) an explanation of the importance of their item and their chosen words in English. Technique: Extended response Mode: Written Conditions: • up to 100 words in German • up to 100 words in English	Term 2, Week 8	Assessment 4 — Der Comic der Katze (The comic of the cat) Description: In German, students create a short comic strip detailing the imagined daily routine of an animal native to a German-speaking country. They include the times that each activity occurs. Students then read the comic aloud to a peer, recording their spoken presentation to submit along with their written text. Technique: Extended response Mode: Multimodal Conditions: • up to 1 minute • up to 100 words in German	Term 4, Week 7			Assessment 7 — Restaurant visit Description: Working with a partner, students use modelled language to create a conversation where they decide on a restaurant to eat at based on their preferences and then order a meal. They then record and submit their conversation and script. Technique: Extended response Mode: Multimodal Conditions: • up to 2 minutes conversation • up to 100 words in German	Term 4, Week 7

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Achievement standard	By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.
Moderation	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.	Expert: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.

Content descriptions	Units				Content descriptions	Units			
Communicating meaning in German	1	2	3	4	Understanding language and culture	1	2	3	4
Interacting in German initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment AC9LG6C01	☐	☒	☐	☒	Understanding systems of language apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LG6U01	☐	☐	☐	☒
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LG6C02	☒	☐	☐	☒	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions AC9LG6U02	☐	☒	☒	☐
Mediating meaning in and between languages locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LG6C03	☒	☒	☐	☒	compare some German language structures and features with those of English, using some familiar metalanguage AC9LG6U03	☐	☒	☐	☐
apply strategies to interpret and convey meaning in German language in familiar non-verbal, spoken and written cultural contexts AC9LG6C04	☒	☒	☐	☒	Understanding the interrelationship of language and culture recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication AC9LG6U04	☒	☐	☒	☐

Content descriptions	Units			
Creating text in German create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LG6C05	☒	☐	☒	☐

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	☒	☐	☐	☐
Digital literacy	☐	☐	☐	☐
Ethical understanding	☐	☐	☐	☐
Intercultural understanding	☒	☒	☒	☒
Literacy	☒	☒	☒	☒
Numeracy	☐	☒	☐	☒
Personal and social capability	☐	☐	☐	☒

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	☐	☐	☒	☐
Asia and Australia's engagement with Asia	☐	☐	☐	☐
Sustainability	☐	☐	☐	☐

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