

Years 7–8 (7–10 sequence) German Curriculum and assessment plan

Example

Level description		Context and cohort considerations	
<p>In Years 7 and 8, students are beginning their learning of German language, and this will be influenced by prior learning and experiences of language learning. Students use German language to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback.</p> <p>Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between German and English language pronunciation, structures and features. They recognise that language choices reflect cultural identity, beliefs and values.</p>		<p>Students learn German and Spanish for a semester in Year 7 for two lessons a week. Some students may have background knowledge from primary school and require some differentiation. In Year 8, students are required to select one language and continue studying their chosen language for the whole year, for two lessons a week.</p>	
Unit 1 — Vorstellungen (Introductions)		Unit 2 — Schule (School)	
<p>Timing: Year 7, Term 1 or 3 Duration: 10 weeks</p> <p>In this unit, students learn German greetings, phrases and introductions that are useful in everyday life. They learn to share information about themselves and their peers, such as names, ages, likes, hobbies, and strengths. Students learn numbers up to 100 to discuss their ages and the ages of others and begin to use these numbers in classroom communication and in games such as bingo. They start to explore how the German sound system differs from English and identify cultural considerations that are important when communicating in German, such as appropriate greetings and level of formality. They reflect on differences between German culture and their own culture(s), considering how their identity as a German speaker is beginning to emerge. Students use their knowledge from this unit to introduce an imaginary character in a guessing game for their assessment task.</p>		<p>Timing: Year 7, Term 2 or 4 Duration: 10 weeks</p> <p>Students learn about the German school system and compare it with the Australian school system. They use German to discuss timetables and subject choices and communicate about after-school activities using modelled sentences and grammatical structures. Students express their preferences and strengths related to their school subjects and engage with German texts about schools and education. They use verbs, and adverbs of time and place to discuss the typical school days of a teenager in Germany and Australia. Students apply their knowledge of the German school system to make recommendations about which school system would suit themselves and others best.</p>	
Unit 3 — Essen (Food)	Unit 4 — Mode (Fashion)	Unit 5 — Häuser (Houses)	Unit 6 — Reisen (Travel)
<p>Timing: Year 8, Term 1 Duration: 10 weeks</p> <p>In this unit, students study German food and food culture across the German-speaking world. They learn to describe food and share their preferences. Students engage with and create recipes in written and multimodal forms, developing a growing awareness of German writing conventions, such as capitalisation and punctuation. They compare German food culture to Australian food culture, and may consider Aboriginal and Torres Strait Islander food cultures. Students expand on their knowledge of German numbers, using larger numbers to discuss currency and measurements in recipes. They engage in roleplays associated with food and eating, such as ordering at a restaurant or eating with a host family in Germany, using appropriate cultural expressions when eating, e.g. <i>Guten Appetit!</i> They model one such roleplay with a classmate, demonstrating the cooking of a German recipe for their assessment task.</p>	<p>Timing: Year 8, Term 2 Duration: 10 weeks</p> <p>Students explore the concept of fashion, learning vocabulary for colours, appearance, clothing and accessories in German. They use this language to describe themselves and others. Students start to explore and discuss fashion trends in Germany and Australia, including the importance of slow sustainable fashion, and compare modern clothing to traditional clothing from the German-speaking world. They engage with some social media texts that use familiar vocabulary and begin to learn some contemporary informal German language associated with fashion trends. Students continue to improve their German pronunciation, practising distinct German sounds. They apply their knowledge of German pronunciation and fashion to create a series of short form videos about German fashion trends.</p>	<p>Timing: Year 8, Term 3 Duration: 10 weeks</p> <p>In this unit, students explore housing trends in German-speaking countries and compare them with trends in Australian housing. They discuss in English how lifestyle can influence housing choices. Students use modelled language and grammatical structures, such as the dative prepositions and the dative case, to describe the layout of houses and the location of rooms within houses. They develop their research skills in German, gathering information on housing and architectural styles online to design a floor plan for a German home that could be entered into an imagined architectural design competition from a famous magazine.</p>	<p>Timing: Year 8, Term 4 Duration: 10 weeks</p> <p>Students consider their dream trip to the <i>DACHL</i> countries (Germany, Austria, Switzerland and Liechtenstein) and learn language related to travel and experiences. They learn about cultural and linguistic variations they may encounter across German-speaking communities. Students discuss and plan activities with classmates, referring to modes of transport and using language for making plans and reservations. They learn the German grammar structures to write recounts and past-tense sentences to engage with and create travel stories. In preparation for their assessment task, students learn about the podcast text type and engage with German podcasts for second-language learners.</p>

Unit 1 — Vorstellungen (Introductions)		Unit 2 — Schule (School)		
	Assessment 1 — Guess who?	Term/week	Assessment 2 — School reading examination	
Assessment	<p>Description: Students select a character from a set of an imaginary profiles of young people written in English. They are given time to prepare to speak about their profile in German. With a partner, students take turns asking and responding to questions in German, answering as their character, until they can guess their partner's character. They video their conversation for submission.</p> <p>Technique: Short response</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 1 minute per student in German 	Term 1 or 3 Week 8	<p>Description: Students watch videos of German students talking about their likes and dislikes, their favourite subjects, attitudes to study and their daily routines. Based on the videos, students recommend a German school stream for the students (e.g. <i>Gymnasium</i> and <i>Realschule</i>) and justify their answers. Students comment on structures and language features in the videos, using metalanguage, and then state which type of German school they would like to attend, explaining their answer.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 50 minutes with 10 minutes planning • up to 200 words in English 	Term 2 or 4 Week 8
Achievement standard	<p>By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>	
Moderation	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

	Unit 3 — Essen (Food)		Unit 4 — Mode (Fashion)		Unit 5 — Häuser (Houses)		Unit 6 — Reisen (Travel)	
	Assessment 3 — Cooking show	Term/week	Assessment 4 — Social media fashion video	Term/week	Assessment 5 — Design competition	Term/week	Assessment 6 — Travel podcast	Term/week
Assessment	<p>Description: Students create a cooking show for the class, roleplaying a scenario where an expert and a novice work together to create a dish. Using props, the chef character provides instructions in German for how to cook a famous dish from a German-speaking country and the novice character asks questions about the process.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> total video length: up to 4 minutes in German (in pairs) 	Term 1 Week 9	<p>Description: Students research fashion trends in a German-speaking city of their choice. Then they create a series of short social media style videos to communicate their findings. In the first video, students comment on the fashion scene in the city in English and include examples of German language used to talk about fashion trends. In the second video, they use German to describe an outfit that represents their chosen city. In the third video, they use German to describe an outfit that represents their own town or city and justify their outfit choices in a written English reflection.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> total video length: up to 2 minutes in German English reflection: up to 150 words 	Term 2 Week 8	<p>Description: Students design a floor plan for a German home and use German to label the design. They then use modelled grammatical structures to describe the location of the home and the floor plan, using prepositions to indicate the location of rooms within the house. Students then create a brochure presenting their floor plan and German description, which will be entered into an imagined architectural design competition.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> up to 200 words in German 	Term 3 Week 9	<p>Description: Students speak about a planned trip to Germany and two other German-speaking countries or communities. In a podcast, they use German to share interesting details about their planned trip to an audience of German-speaking teenagers. Students then use English to comment on how some language usage changes between Germany and the other countries they will visit, comparing this to language differences throughout the English-speaking world. Students will be assessed on their script and their spoken presentation.</p> <p>Technique: Extended response</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> up to 2 minutes in German 	Term 4 Week 7
Achievement standard	<p>By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>	
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Content descriptions	Units						Content descriptions	Units					
Communicating meaning in German	1	2	3	4	5	6	Understanding language and culture	1	2	3	4	5	6
Interacting in German interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LG8EC01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understanding systems of language recognise and use features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LG8EU01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LG8EC02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	develop knowledge of, and use structures and features of, the German grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LG8EU02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LG8EC03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	compare German language structures and features with English, using familiar metalanguage AC9LG8EU03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mediating meaning in and between languages locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LG8EC04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understanding the interrelationship of language and culture recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LG8EU04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
develop and begin to apply strategies to interpret, translate and convey meaning in German in familiar contexts AC9LG8EC05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							
Creating text in German create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LG8EC06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

General capabilities	Units					
	1	2	3	4	5	6
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units					
	1	2	3	4	5	6
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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