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|  | Years 9 and 10 band plan — Australian Curriculum: Languages  Overview for planning with the Australian Curriculum: Languages — German |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | |
| Australian Curriculum: Languages | | | Band: Years 9–10 | Languages subject: German |
| Identify curriculum[[1]](#footnote-1) | **Languages learning area** | The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.  The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.  In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity. | | |
| **Course organisation** | This band plan is for a second language learner pathway using the F(P)–Year 10 sequence of learning.  The *Australian Curriculum: Languages — German* is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).  The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.  The strands reflect three important aspects of language learning:   * communication * analysis of aspects of language and culture * reflection that involves * reflection on the experience of communicating * reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).   When developing teaching and learning programs teachers should consider:   * the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time * the level of complexity at which student learning can be pitched * integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities * drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context * developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support * opportunities for integration of learning between Languages and with other learning areas.   The Band plan for Languages — German is organised to:   * align with the Australian Curriculum: Languages — German, which is organised in band levels for the achievement standard and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the Australian Curriculum: Languages — German content descriptions and achievement standards * provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway F(P)–Year 10 sequence. | | |
| **Band description** | 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 knowledge of grammar. 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  The contexts for learning and using German are regularly extended beyond the classroom. Learners interact with teachers, peers and members of German-speaking communities face-to-face and via online technologies. They have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange assistants/students, 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. | | |
| **Phase curriculum focus** | Curriculum focus: Years 7 to 10  In Years 7–10 the Australian Curriculum supports the deepening of knowledge, understanding and skills in all eight learning areas. The curriculum continues to prepare students for civic, social and economic participation and personal health and well-being whilst providing increased opportunities for students to make choices and specialise in learning of particular interest. The curriculum is designed to equip students for senior secondary schooling, including vocational pathways.  The Languages curricula in Years 7–10 provide opportunities for ongoing additional language study for those students who commenced in primary school as well as the opportunity to commence the study of an additional language. | | |
| **Achievement standard** | By the end of Year 10, students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others, for example, *Meinen Sie, dass …? Was würdest du an meiner Stelle tun?* *Simon hat Unrecht.* *Meiner Meinung nach ist Kims Geschichte am lustigsten.* *Ich sehe deutsche Filme, um meine Aussprache zu verbessern.* They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) plans and aspirations using future tense, for example, *Wir werden bald in Deutschland sein.* *Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren*. They state facts and [relate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Relate) experiences, such as, *Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen.*, using past tense forms, *Perfekt* and *Imperfekt*, of regular and irregular verbs. When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate), [synthesise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Synthesise) and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) information on local and global issues from a range of perspectives and sources. They present ideas, information and views in a range of texts selected to suit audience, purpose and context. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) the main ideas and themes in imaginative texts and use evidence to support their views. They plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences. When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion, for example, *Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren*. They specify and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, *Ich habe mit meinem neuen Computer große Probleme*. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) aspects of culture and language for different German-speaking and Australian audiences. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.  Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) ways that language influences people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the relationship between text type, audience and purpose. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the role culture plays in the creation and interpretation of texts, and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language and text features (layout, structure and formal/informal register) are used differently in a range of texts. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) ways in which language and culture are interrelated and influence each other. | | |

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| Teaching and learning | Unit overview  The Australian Curriculum assumes that students in  Year 9 and 10 will study a language as determined by school authorities.  Schools decide which units of study to complete, and how and when. This band plan provides eight potential units.  The Australian Curriculum: Languages have been developed across bands spanning two years. Units 1–4 have been written for the lower year and Units 5–8 have been written for the upper year. | Unit 1 — How do youth cultures represent themselves? | Unit 2 — How big is the generation gap? | Unit 3 — What are social issues? | | | | Unit 4 — What are life stories? | | | | | |
| Students explore the concept of representation within the context of youth cultures.  They will:   * interact with others to share ideas and experiences relating to shared interests and values within a group * encounter authentic language to notice and focus on linguistic and cultural concepts relating to youth identity * engage with a range of texts to obtain and convey information, making connections between youth cultures in German-speaking cultures and their own experience * analyse and understand systems of language relating to sentence structure * analyse and understand language variation relating to variation in texts * participate in intercultural experiences to understand the relationship between language and culture. | Students explore the concept of generation and generational difference in German-speaking cultures and Australia.  They will:   * interact with others to discuss ideas relating to roles and responsibilities over generations * encounter authentic language to notice and focus on linguistic and cultural concepts relating to generational change * engage with a range of texts to analyse perspectives and convey information relating to generations, roles and responsibilities * analyse and understand systems of language relating to text organisation * analyse and understand language variation relating to variation in texts * participate in intercultural experiences to understand the relationship between language and culture. | Students explore the ways in which people communicate about youth-related social issues in German-speaking cultures and Australia.  They will:   * encounter authentic language in a range of spoken and written texts about youth-related social issues * use a range of language to discuss their own perspectives on youth and technology use * analyse different perspectives on youth-related social issues * analyse and understand systems of language relating to sentence structure and text organisation * participate in intercultural experiences to understand the relationship between language and culture. | | | | Students explore the concept of biography by understanding how language and culture influence the communication of an individual’s life story.  They will:   * encounter authentic language in a range of spoken and written texts about life stories of local and globally known people * use a range of tenses to recount and describe people’s past achievements * obtain information about life stories from a range of text types including interviews, articles and autobiographical texts * analyse and understand systems of language relating to pronunciation and sentence structure * participate in intercultural experiences to understand the relationship between language and culture. | | | | | |
| Unit 5 — What is the best job in the world? | Unit 6 — What is advertising? | Unit 7 — What is environmental conversation? | | | | Unit 8 — What are our global connections? | | | | | |
| Students understand how language and culture influence communicating within the world of employment.  They will:   * encounter authentic language in a range of spoken and written texts about work that young people and adults do around the world * use language to plan and manage discussions about interesting jobs * obtain information about different ways that young people earn money in German-speaking countries * analyse and understand systems of language relating to sentence structure * analyse and understand language change in relation to linguistic diversity * participate in intercultural experiences to understand the relationship between language and culture. | Students use language to communicate within the context of advertising  They will:   * engage with a range of spoken and written texts relating to advertising and advertisements * process and compare information about advertisements * create persuasive texts to engage a specific audience and adjust for another * analyse and understand systems of language relating to pronunciation and sentence structure * analyse and understand language change in relation to linguistic diversity * participate in intercultural experiences to understand the relationship between language and culture. | Students explore language and cultural values relating to animal conservation in German-speaking cultures and Australia.  They will:   * interact with others to share ideas and opinions relating to perspectives on animal conservation * encounter authentic language to notice and focus on linguistic and cultural concepts relating to animal conservation issues * engage with a range of texts to analyse perspectives and convey information relating to perspectives on animal conservation * analyse and understand systems of language relating to text organisation * participate in intercultural experiences to understand the relationship between language and culture. | | | | Students explore their connections with the wider global community including links with German-speaking cultures.  They will:   * interact with others to discuss experiences and connections with other countries and cultures * explore links between Australia and German-speaking cultures * engage with a range of texts to analyse perspectives and convey information relating to global connections * analyse and understand systems of language relating to pronunciation and sentence structure * analyse and understand language variation relating to variation in texts * participate in intercultural experiences to understand the relationship between language and culture. | | | | | |
| **Content descriptions** | Communicating | | | | | | | | | | | |
| Socialising | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, to describe past events, future aspirations and social issues, and to express and justify opinions [Key concepts: perspectives, future, past; Key processes: sustaining interactions, discussing, justifying, proposing] [(ACLGEC171)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC171) | | | ✓ | ✓ | ✓ | | ✓ |  | ✓ | ✓ | ✓ |
| Engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour [Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating] [(ACLGEC172)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC172) | | |  |  |  | |  | ✓ |  |  | ✓ |
| Extend [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) to describe and reflect on the experience of learning and using German [Key concepts: reflection, [metalanguage](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Metalanguage); Key processes: reflecting, expressing, evaluating] [(ACLGEC173)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC173) | | |  |  |  | | ✓ |  | ✓ |  | ✓ |
| Informing | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context) and [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) affect how information is presented [Key concepts: representation, community, world issues; Key processes: researching, synthesising, evaluating, representing] [(ACLGEC174)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC174) | | | ✓ | ✓ |  | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes [Key concepts: representation, discovery, interconnection; Key processes: presenting, representing, reporting] [(ACLGEC175)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC175) | | | ✓ | ✓ | ✓ | | ✓ | ✓ |  |  | ✓ |
| Creating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Engage with a variety of imaginative texts, analysing the main ideas, values and techniques, and discussing issues and themes, using evidence from the texts to support their views [Key concepts: imagery, metaphor, emotion, themes; Key processes: analysing, comparing, persuading] [(ACLGEC176)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC176) | | |  |  |  | | ✓ |  |  |  | ✓ |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences [Key concepts: imagination, perspectives, setting, character; Key processes: entertaining, [composing](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Composing), performing] [(ACLGEC177)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC177) | | |  |  |  | |  |  |  | ✓ |  |
| Translating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| [Interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Interpret) and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily [Key concepts: [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context), idioms; Key processes: interpreting, translating, comparing, analysing] [(ACLGEC178)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC178) | | | ✓ |  |  | |  | ✓ | ✓ |  |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) bilingual texts which reflect and explain aspects of [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) and [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) for different German-speaking and Australian audiences [Key concepts: interconnection, assumptions, sensitivity; Key processes: explaining, translating, relating interculturally] [(ACLGEC179)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC179) | | |  |  |  | |  |  |  | ✓ |  |
| Reflecting | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Make choices while using German, recognising own assumptions and responsibility for modifying [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and behaviours in relation to different cultural perspectives [Key concepts: judgement, reciprocity, cultural behaviour; Key processes: questioning, modifying behaviour, taking responsibility] [(ACLGEC180)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC180) | | |  |  |  | | ✓ | ✓ |  |  |  |
| Explore and express own [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity) and ability to act as a cultural mediator between German speakers and Australians [Key concepts: cultural mediation, perspective, diversity; Key processes: evaluating, exploring, explaining] [(ACLGEC181)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC181) | | |  | ✓ |  | |  |  | ✓ |  | ✓ |
| Understanding | | | | | | | | | | | |
| Systems of language | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Explore the features of spoken and written [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), and apply variations in relation to features such as [stress](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Stress), [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation) and contractions [Key concepts: [stress](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Stress), rhythm, application; Key processes: exploring, reproducing, applying] [(ACLGEU182)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU182) | | |  |  |  | | ✓ |  | ✓ |  | ✓ |
| Understand and apply in complex sentences a range of vocabulary and grammatical structures, including future tense, imperative mood and some relative pronouns, for the purposes of interaction, narration, description, persuasion, argument and exposition [Key concepts: [syntax](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Syntax), mood, modality, grammar patterns; Key processes: classifying, applying, experimenting, manipulating] [(ACLGEU183)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU183) | | | ✓ |  | ✓ | | ✓ | ✓ | ✓ |  | ✓ |
| Describe the interrelationship between [text](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Text) types, [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) choices, [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context) and purpose, and identify the role [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) plays in the creation and interpretation of texts [Key concepts: connections, textual conventions, [text](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Text) types; Key processes: structuring, applying, describing, transforming] [(ACLGEU184)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU184) | | |  | ✓ | ✓ | |  |  |  | ✓ |  |
| Language variation and change | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Analyse and explain how and why [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) is used differently in a range of texts, considering features such as dialects and [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register) [Key concepts: [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register), constraints; Key processes: analysing, comparing, explaining] [(ACLGEU185)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU185) | | |  | ✓ |  | |  |  |  |  | ✓ |
| Understand the influence of [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) on people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity [Key concepts: influence, power, diversity; Key processes: reflecting, understanding] [(ACLGEU186)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU186) | | | ✓ |  |  | |  | ✓ | ✓ |  |  |
| Role of language and culture | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Understand that [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) are interrelated and that they shape and are shaped by each other [Key concepts: [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), connections, perceptions; Key processes: reflecting, analysing, discussing] [(ACLGEU187)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU187) | | | ✓ |  |  | | ✓ |  |  | ✓ |  |
| **General capabilities** | Literacy    Numeracy    ICT capability    Critical and creative thinking    Personal and social capability    Ethical understanding    Intercultural understanding | | | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | | | | | | |
| Develop assessment | **Assessment**  *The Years 7 to 10 Languages: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document available from:   * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-9-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-9-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-10-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-10-languages). | Unit 1 — How do youth cultures represent themselves? | Unit 2 — How big is the generation gap? | Unit 3 — What are social issues? | | | | Unit 4 — What are life stories? | | | | | |
| Collection of work  Skills assessed: Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * present ideas, information and views in a range of texts selected to suit audience, purpose and context * interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects * explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses * explain ways in which language and culture are interrelated and influence each other. | Collection of work  Skills assessed: Speaking, Analysing, Reflecting  The assessment will gather evidence of the student’s ability to:   * use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes * identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives * explain the relationship between text type, audience and purpose. | Collection of work  Skills assessed: Writing, Speaking  The assessment will gather evidence of the student’s ability to:   * present ideas, information and views in a range of texts selected to suit audience, purpose and context * explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses * explain the relationship between text type, audience and purpose. | | | | Collection of work  Skills assessed: Writing, Reflecting, Speaking  The assessment will gather evidence of the student’s ability to:   * present ideas, information and views in a range of texts selected to suit audience, purpose and context * identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives * explain variations in spoken and written German in relation to pronunciation, spelling and punctuation * explain ways in which language and culture are interrelated and influence each other. | | | | | |
| Unit 5 — What is the best job in the world? | Unit 6 — What is advertising? | Unit 7 — What is environmental conservation? | | | | Unit 8 — What are our global connections? | | | | | |
| Collection of work  Skills assessed: Listening, Analysing  The assessment will gather evidence of the student’s ability to:   * locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources * present ideas, information and views in a range of texts selected to suit audience, purpose and context * explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses * identify ways that language influences people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. | Collection of work  Skills assessed: Reading, Analysing  The assessment will gather evidence of the student’s ability to:   * locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources * explain variations in spoken and written German in relation to pronunciation, spelling and punctuation * identify ways that language influences people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. | Collection of work  Skills assessed: Reading, Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources * interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects * explain the relationship between text type, audience and purpose * explain ways in which language and culture are interrelated and influence each other. | | | | Collection of work  Skills assessed: Speaking, Analysing, Reflecting  The assessment will gather evidence of the student’s ability to:   * use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes * present ideas, information and views in a range of texts selected to suit audience, purpose and context * identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives * explain variations in spoken and written German in relation to pronunciation, spelling and punctuation. | | | | | |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the *Australian Curriculum: Languages — German Years 9 and 10 Achievement Standard*. | | | | | | | | | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Languages*: [www.australiancurriculum.edu.au/languages/introduction](http://www.australiancurriculum.edu.au/languages/introduction) [↑](#footnote-ref-1)