

Languages-German-Foundation to Year 10 Sequence-Scope and Sequence

Communicating Strand							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<i>Socialising and interacting</i>	Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes	Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities	Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings	Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences	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
		<i>Taking action and transacting</i>	Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions	Participate collaboratively in shared class experiences and transactions	Participate in guided tasks such as planning and organising events and completing transactions	Engage in tasks and transactions that involve negotiation and problem-solving	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

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		Building language for classroom interaction	Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests	Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning	Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning	Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions	Extend language to describe and reflect on the experience of learning and using German
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	Obtaining and using information	Identify key words and information in simple shared texts related to personal worlds	Obtain and process information from peers and texts related to personal, social and natural worlds	Gather, compare and respond to information from different sources relating to social and natural worlds	Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest	Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented
		Conveying and presenting information	Convey factual information about self, family and possessions through pictures, labels,	Present information in modelled spoken and written texts relating to personal, social	Convey information and opinions in different formats to suit specific audiences and	Convey information and ideas on different topics, issues and events, describing and comparing views,	Convey ideas, information and views from multiple sources, using different modes of

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			captions and short descriptions, using familiar words and modelled language	and natural worlds	purposes, selecting appropriate print and multimodal elements	perspectives and experiences, and using modes of presentation to suit different audiences	presentation to suit different audiences and to achieve different purposes
Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling	Respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters	Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings	Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts	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
		Creating and expressing imaginative experience	Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities	Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports	Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings	Create individual and shared texts about imagined people, places and experiences, to entertain others	Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences

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Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<i>Translating and explaining</i>	Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience	Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family	Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English	Interpret and/or translate for friends or visitors terms associated with German or own culture	Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily
		<i>Creating and using bilingual resources</i>	Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English	Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community	Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community	Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community	Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication	<i>Recognising and analysing intercultural communication</i>	Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words	Notice and describe what looks or feels similar or different to own language and culture when interacting in German	Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and	Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions	Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives

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	and identity				adjustments	and responses	
		<i>Reflecting on self as a language learner and user, and how identity is shaped by language and culture</i>	Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one's sense of identity	Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends	Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult	Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences	Explore and express own identity and ability to act as a cultural mediator between German speakers and Australians

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Understanding Strand							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds	Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts	Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation	Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation	Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions
		Grammatical system	Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains	Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts	Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences	Extend knowledge of elements of the German grammatical system, including prepositions, reflexive verbs, adverbial phrases and subordinating conjunctions, to specify and describe people, objects and places, sequence events and qualify opinions	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

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Understanding Strand							
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Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Text structure and organisation	Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes	Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes	Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced	Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements	Describe the interrelationship between text types, language choices, audience, context and purpose, and identify the role culture plays in the creation and interpretation of texts
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	Language variation in practice	Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people	Recognise some of the common variations in German as it is used in different contexts by different people	Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations	Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
		The dynamic and influential nature of language	Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words	Recognise that German and English are related languages and that German is an important European and global	Understand why language is important and recognise that languages and cultures change over time and influence	Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies	Understand the influence of language on people's actions, values and beliefs, and appreciate the scale and importance

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			and expressions from each other	language	one another	and knowledge	of linguistic diversity
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	<i>The interrelationship of language and culture in communication</i>	Notice that the languages people use relate to who they are and where and how they live	Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices	Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community	Reflect on different aspects of the cultural dimension of learning and using German	Understand that language and culture are interrelated and that they shape and are shaped by each other

Communicating Strand				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<i>Socialising and interacting</i>	Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self, family, home, school and interests, and express likes, dislikes and preferences	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
		<i>Taking action and transacting</i>	Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations	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
		<i>Building language for classroom interaction</i>	Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests	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
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	<i>Obtaining and using information</i>	Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers	Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts
		<i>Conveying and presenting information</i>	Present in modelled spoken and written texts information relating to own world and that of other teenagers	Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories,	<i>Participating in and responding to imaginative experience</i>	Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas	Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects

Communicating Strand				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
	songs, drama and music	<i>Creating and expressing imaginative experience</i>	Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts	Create a variety of imaginative texts to entertain, convey ideas and express emotions
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<i>Translating, interpreting and explaining</i>	Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences	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
		<i>Creating and using bilingual resources</i>	Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories	Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<i>Recognising and analysing intercultural communication</i>	Engage with German speakers and texts, noticing how interactions involve culture as well as language	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
		<i>Reflecting on self as language user and how identity is shaped by language and culture</i>	Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural exchange	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

Understanding Strand				
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German	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
		Grammatical and vocabulary knowledge	Develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships	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
		Text structure and organisation	Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips	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
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	Language variation	Recognise some of the common variations in German as it is used in different contexts and locations by different people	Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts
		The dynamic and influential nature of language	Recognise that German and English are related languages and that German is an important European and global language	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

Understanding Strand

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Role of Language and Change	Analysing and understanding the role of language and culture in the exchange of meaning	<i>The interrelationship of language and culture in communication</i>	Understand that language use is shaped by and reflects the values, ideas and norms of a community	Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs