



German: Second Language General Course Year 12

Selected Unit 3 syllabus content for the

Externally set task 2026

This document is an extract from the *German: Second Language General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2026 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2026 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

Unit 3

Unit description

The focus for this unit is **Kultureller Austausch (Cultural interaction)**. Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in the German language and gain further insight into the culture.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

| Learning contexts | Topics |
|---|--|
| The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people. | Welcome to my country Students reflect on what is essential when preparing for a visit to their home by a German speaker. |
| The German-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language. | Exploring a German-speaking country Students explore a particular region or city in a German-speaking country that is popular with German speakers. |
| The changing world Students explore information and communication technologies and the effects of change and current issues in the global community. | Technology and travel Students consider the ways technology is changing world travel, influencing how people plan their holidays, and how they communicate with others while away. |

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments and the WACE externally set task, students are expected to respond to, and to produce, a range of text types in German from the list below.

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- email
- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role-play
- **script** – speech, interview, **dialogue**
- sign
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognize and use the following grammatical items:

| Grammatical items | Sub-elements |
|---------------------------|---|
| Adjectives | adjectives derived from place names |
| | demonstrative† |
| | interrogative |
| Adverbs | superlative forms |
| Conjunctions | subordinating |
| Sentence and phrase types | commands |
| | position of the past participle and auxiliary verb |
| Verbs | perfect tense: <ul style="list-style-type: none"> • common regular and irregular verbs |
| | modals: <ul style="list-style-type: none"> • present |
| | future tense with <i>werden</i> |

† For recognition only

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Development and consolidation of the sound and writing systems of German, and in particular:

- use of *ß*, with particular reference to the *Neue Rechtschreibung*
- *Neue Rechtschreibung*.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.