



Government of **Western Australia**  
School Curriculum and Standards Authority

# GERMAN: SECOND LANGUAGE

GENERAL COURSE

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Year 12 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

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# Rationale

## The place of the German culture and language in Australia and in the world

German is an official language of Germany, Austria, Switzerland and Liechtenstein, as well as of Belgium and Luxembourg. It is also used as an official regional or auxiliary language in a number of other countries in Europe, and Namibia in Africa. As one of three procedural languages for the European Union, and the first language of 120 million Europeans, German language showcases the cultural diversity and range of these German-speaking communities. In particular, the interplay between culture and language can be seen in the global influence of Germany's past and contemporary achievements in architecture, the arts, engineering, philosophy, recreational pursuits, and scientific innovations, particularly related to environmental sustainability. The conceptual understandings that sit behind this influence, are an integral part of the selection of text types and key concepts, through which students will have opportunities to use German actively.

## The place of the German language in Australian education

German has been taught in schools, universities and communities in Australia since the mid 1800s, and by the 1930s was a well-established part of the Australian educational landscape. As a core element of the tradition of a broad humanistic education, German can also be seen as a cultural marker of the waves of immigration from Western Europe. Migration from German speaking countries is ongoing; thus continuing the contribution that German speakers have made in shaping Australian culture from the time of the first German settlements.

Strong partnerships have developed with organisations, such as the Goethe-Institut, the German Embassy, the German-Australian Chamber of Industry and Commerce, the Bavarian Youth Ring student exchange organisation (BJR), and the German Academic Exchange Service (DAAD), to provide solid support to the teaching and learning of German in Australia.

## The nature of German language learning

German and English are both derived from the Germanic branch of the Indo-European language family, and share many similar lexical items (cognates), as well as grammatical features. Consequently, a native speaker of English has some immediate access to spoken and written German, and from an early stage learners can engage with authentic texts. Modern German also borrows from modern English, for example, *der Computer*, as does English from German, for example, 'kindergarten'. German has different regional and national varieties, although all users understand '*Hochdeutsch*', so called 'Standard German', that is taught in Australian schools and universities.

German is a largely phonetic language with many of the same sounds as English, and the same Roman alphabet. In addition to the standard 26 letters, there is the use of the *umlaut* (Ä/ä, Ö/ö, and Ü/ü) and the *eszett* (ß). A major difference in orthography from English is the capitalisation of all nouns, a feature that assists the comprehensibility of written texts.

German is well known for its morphological creativity in forming long words through compounding. The German language has two different forms of address, formal and informal, dependent on the relationship between the communicators. German speakers generally rely more heavily than native speakers of Australian English, on the use of the imperative to effect action, thus sometimes appearing to be more direct.

Another distinct feature of German is the case system. Changes in the articles of nouns, in pronouns and adjective endings, mark the four cases, indicating subject, and direct and indirect objects, as well as possession. Marking cases in this way leads to flexibility in word order, which is not possible in English. Sentences may appear long to English users, but the case markers and clear and consistent punctuation rules, aid comprehension.

### **The diversity of learners of German**

The cohort of learners of German in Australian schools generally comprises students who are second language learners. Within this pathway, learners demonstrate a range of exposure to, and experience in, German. Some learners will have little familiarity with German, although they will most likely have experience of English, another Germanic language; while others will have German heritage, or a family member who has knowledge of German, and/or connections with German-speaking countries.

### **The WACE German courses**

In Western Australia, there are three German courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the German language and cultural systems.

The following courses are available:

- German: Second Language ATAR
- German: Second Language General
- German: Background Language ATAR.

### **The German: Second Language General course**

This course focuses on students gaining knowledge and an understanding of the culture and language of German-speaking communities.

The German: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and German-speaking communities. The German: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom German is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They may have no prior knowledge or experience of the German language, or may have studied the German language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction.

For information on the German: Second Language ATAR and German: Background Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

### **Application for enrolment in a language course**

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

## Course outcomes

The German: Second Language General course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

### Outcome 2 – Spoken interaction

Students communicate in German through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

### Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

### Outcome 4 – Writing

Students write a variety of texts in German.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.



## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

This unit focuses on **Kultureller Austausch (Cultural interaction)**. Through the three topics: Welcome to my country, Exploring a German-speaking country, and Technology and travel, students continue to develop communication skills in German and gain further insight into the language and culture.

#### Unit 4

This unit focuses on **Ein goldener Mittelweg (Finding a balance)**. Through the three topics: A healthy lifestyle, At work and leisure in German-speaking countries, and Technology in daily life, students continue to develop communication skills in German and gain further insight into the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

The course content is organised into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

#### Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The German-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the German language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

### **Text types and textual conventions**

Text types are categories of print, spoken, visual, or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessments and the externally set task, students are expected to respond to, and to produce, a range of spoken and written text types in German. Text types for assessment are outlined in each unit, and textual conventions are defined in Appendix 2.

### **Linguistic resources**

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar and sound and writing systems of German.

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

### **Intercultural understandings**

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the German-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in German-speaking communities, and begin to apply these in order to communicate effectively.

## Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the German: Second Language General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of German, literacy development in the language also extends literacy development in their first language and English.

### Numeracy

Learning languages affords opportunities for learners to develop, use and understand, patterns, order and relationships, to reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

### Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

### Critical and creative thinking

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the German language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

### **Personal and social capability**

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

### **Ethical understanding**

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

### **Intercultural understanding**

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. Intercultural understandings is one of the five content areas of this course.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the German: Second Language General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

Learning German provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

### **Asia and Australia's engagement with Asia**

In learning German, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

### **Sustainability**

In learning German, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment
- conservation
- social and political change
- how language and culture evolves.

## 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
<p><b>The individual</b></p> <p>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.</p>	<p><b>Welcome to my country</b></p> <p>Students reflect on what is essential when preparing for a visit to their home by a German speaker.</p>
<p><b>The German-speaking communities</b></p> <p>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.</p>	<p><b>Exploring a German-speaking country</b></p> <p>Students explore a particular region or city in a German-speaking country that is popular with German speakers.</p>
<p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Technology and travel</b></p> <p>Students consider the ways technology is changing world travel, influencing how people plan their holidays, and how they communicate with others while away.</p>

## 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 recognise 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"> <li>• common regular and irregular verbs</li> </ul>
	modals: <ul style="list-style-type: none"> <li>• present</li> </ul>
	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.

## Unit 4

### Unit description

The focus for this unit is *Ein goldener Mittelweg (Finding a balance)*. 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

This unit builds on the content covered in Unit 3.

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

### Learning contexts and topics

Unit 4 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
<p><b>The individual</b></p> <p>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.</p>	<p><b>A healthy lifestyle</b></p> <p>Students reflect on how they keep fit and healthy in order to maintain a well-balanced lifestyle.</p>
<p><b>The German-speaking communities</b></p> <p>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.</p>	<p><b>At work and leisure in German-speaking countries</b></p> <p>Students explore issues experienced by young German speakers when balancing school, work, and leisure time.</p>
<p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Technology in daily life</b></p> <p>Students consider the role of technologies in the daily lives of people around the world.</p>



## 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 recognise and use the following grammatical items:

Grammatical items	Sub-elements
Adjectives	demonstrative †
Nouns	adjectival
	infinitives as nouns
	cases: <ul style="list-style-type: none"> <li>• accusative</li> <li>• dative</li> </ul>
Prepositions	prepositions of time: <ul style="list-style-type: none"> <li>• time expressions and temporal phrases</li> </ul>
Verbs	imperfect tense: <ul style="list-style-type: none"> <li>• <i>haben</i></li> <li>• <i>sein</i></li> <li>• <i>werden</i></li> </ul>
	modals: <ul style="list-style-type: none"> <li>• imperfect</li> </ul>

† 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.

## School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the German: Second Language General Year 12 syllabus and the weighting for each assessment type.

**Assessment table – Year 12**

Type of assessment	Weighting
<p><b>Oral communication</b></p> <p>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken German.</p> <p>This can involve participating in a role-play, an interview or a conversation.</p>	30%
<p><b>Response: Listening</b></p> <p>Comprehension and interpretation of, and response in English to, a range of German spoken texts, such as messages, announcements, conversations and interviews.</p>	25%
<p><b>Response: Viewing and reading</b></p> <p>Comprehension and interpretation of, and response in English to, a range of German print and audiovisual texts, such as emails, blog posts, films/television programs (excerpts), advertisements, reviews and articles.</p>	20%
<p><b>Written communication</b></p> <p>Production of written texts to express information, ideas, opinions and/or experiences in German. This can involve responding to a stimulus, such as a blog post, an email, an advertisement or an image, or writing a text, such as a journal/diary entry, a message, an account, a review or an email.</p>	10%
<p><b>Externally set task</b></p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

All assessment types must be included in the assessment outline at least once over the year/pair of units. The externally set task occurs in Term 2.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Externally set task

All students enrolled in the German: Second Language General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

<b>Time</b>	50 minutes
<b>Use of dictionaries</b>	Special items: one combined print dictionary (German/English and English/German dictionary) or two separate print dictionaries (one English/German dictionary and one German/English dictionary) Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.
<b>Format</b>	Written
	Conducted under invigilated conditions
	Two parts based on 1–2 topics, and related learning contexts, from Unit 3
	Part 1: Response: Viewing and reading One text in German with 2–5 questions in English with responses in English
	Part 2: Written communication One question in English requiring a written response in German of 80–100 words
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the *WACE Manual* for further information.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the German: Second Language General Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 12

<b>A</b>	<p><b>Written production</b></p> <p>Competently conveys information and expresses ideas and opinions across a range of topics. Includes elaborations or examples to engage an audience. Provides relevant cultural references where required. Includes a range of vocabulary and sentence structures. Applies rules of grammar, but occasionally makes minor errors in syntax and vocabulary. Errors do not affect meaning. Writing is cohesive and well-structured, showing clear development and connection of ideas. Observes all the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics. Comprehends almost all questions without clarification. Responds in depth with relevant information and opinions. Responses are clear and cohesive. Uses a range of vocabulary and complex sentence structures. Errors do not affect meaning. Pronunciation is mostly accurate.</p>
	<p><b>Comprehension</b></p> <p>Accurately identifies, and extracts and processes information from a variety of texts across a range of topics. Conveys relevant details in a concise and cohesive manner. When processing less familiar language and more complex texts, responses are not always correct.</p>
<b>B</b>	<p><b>Written production</b></p> <p>Conveys information and expresses ideas and opinions across a range of topics. Provides some elaborations and relevant cultural references where required. Includes a range of familiar vocabulary, sentence structures and a variety of tenses. English influence on word order and punctuation is sometimes apparent. Errors do not affect meaning. Organises writing logically; develops ideas clearly. Observes most of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively, in most instances, across a range of topics. Comprehends most questions and responds with relevant information, opinions and some detail. Responses are mostly clear and cohesive. Competently uses a range of vocabulary and simple sentence structures. Includes some complex sentences with errors. Pronunciation is reasonably accurate.</p>
	<p><b>Comprehension</b></p> <p>Identifies, and extracts and processes information from a variety of texts across a range of topics. Provides mostly accurate responses to literal questions, and some correct responses to inferential questions. May select the wrong word or phrase when consulting the dictionary, resulting in an inappropriate translation or interpretation.</p>

C	<p><b>Written production</b></p> <p>Expresses basic information and simple, personal ideas and opinions, related to familiar topics. May show some development of ideas or elaboration. Makes limited cultural references. Writing relies on familiar vocabulary and sentence structures. Applies the rules of grammar, including word order, inconsistently. Uses a limited range of tenses, and displays inaccuracies when conjugating verbs. Writing is characterised by short, simple sentences. Observes some of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates some information and ideas, but provides little depth. Comprehends familiar questions, although rephrasing and support from the other speaker is sometimes necessary for complex questions. Provides brief responses that are reasonably accurate and that rely on well-rehearsed language. Uses a limited range of vocabulary and displays inaccuracies in grammar and word order. Pronunciation errors at times affect meaning.</p>
	<p><b>Comprehension</b></p> <p>Identifies, and extracts and processes some information from a variety of texts, but supporting details are not always provided. Responses to literal questions are mostly correct, but responses to inferential questions are frequently incorrect or incomplete. Occasionally selects the wrong word or phrases when consulting a dictionary.</p>
D	<p><b>Written production</b></p> <p>Expresses basic information and simple, personal ideas when writing about familiar topics. When writing about less familiar topics, may include irrelevant content. Uses well-rehearsed, simple language and short sentences. Writing is frequently repetitive, disjointed and influenced by first language. Inaccurately applies the basic rules of grammar. Inconsistently applies the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates by providing some basic information and ideas. Requires frequent support from the other speaker to sustain conversation. Communication is hindered by a lack of comprehension. Uses a limited range of vocabulary that displays inaccuracies in grammar, word order and sentence structure. Responses are brief and are characterised by single words and fragmented sentences, or English. Pronunciation errors often affect meaning.</p>
	<p><b>Comprehension</b></p> <p>Identifies, and extracts limited information from texts. Responses are sometimes incomplete or irrelevant.</p>
E	Does not meet the requirements of a D grade.

## Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

### **Account**

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events.

### **Advertisement**

Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

### **Announcement**

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

### **Article**

Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

### **Blog post**

Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

### **Cartoon**

Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

### **Chart**

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical, and contain very little text. Charts include a title, that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

**Conversation**

In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.

**Description**

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

**Diary entry**

Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.

**Email**

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage, in order to indicate more clearly the context of the message.

**Film or TV program (excerpts)**

Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.

**Form**

Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.

**Image**

Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

**Interview**

In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers, to maintain the conversation. The register of interviews will often depend on the context and relationship between participants.



**Itinerary**

Itineraries provide a plan for a journey. They present specific details and factual information about destinations, transportation methods, accommodation, list of the “to-dos”, attractions and events. Itineraries also include names, addresses and any other contact information necessary while on the journey. Depending on the context, itineraries may be either in formal or informal register, and present a range of tenses.

**Journal entry**

Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer’s personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.

**Letter**

Formal letters are written communication in formal contexts, to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.

**Map**

Maps are a form of symbolisation, governed by a set of conventions, that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.

**Message**

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

**Note**

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

**Review**

Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included.

A title should be given.

**Role-play**

In both spoken and written form, role-plays are used to communicate and exchange ideas, information, opinions, and experiences. Role-plays would generally have only two speakers, but each speaker must be clearly identified. A role-play often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of role-plays will often depend on the context and relationship between participants.

**Script – speech, interview, dialogue**

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers, to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.

**Sign**

Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.

**Table**

Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

## Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught to students. They are not intended to be complete or comprehensive, but rather as support material only.

Unit 3		
Grammatical items	Sub-elements	Elaborations
Adjectives	adjectives derived from place names	<i>Schweizer Schokolade</i> <i>das Brandenburger Tor</i> <i>Münchner Bier</i> <i>im Kölner Dom</i>
	demonstrative †	<i>jener, solcher</i>
	interrogative	<i>wer, was, wann, wo, warum, woher, wohin, wie viel, wie viele, wie lange etc.</i> <i>was für ein....</i> <i>welcher...</i> <i>Was für ein Auto ist das?</i>
Adverbs	superlative forms	<i>am schnellsten</i> <i>am meisten</i> <i>am liebsten</i> <i>Ich trage am liebsten Jeans.</i>
Conjunctions	subordinating	<i>weil, wenn, als, daß, obwohl, während ...</i> <i>Wenn das Wetter schlecht ist, fahre ich mit dem Bus.</i>
Sentence and phrase types	commands	<i>Bleib hier!</i>
	position of the past participle and auxiliary verb	<i>Er hat seine Hausaufgaben schon gemacht.</i> <i>Hast du eine Postkarte geschrieben?</i>
Verbs	perfect tense: <ul style="list-style-type: none"> <li>common regular and irregular verbs</li> </ul>	<i>Gestern sind wir ins Kino gegangen.</i> <i>Er hat seine Hausaufgaben schon gemacht.</i> <i>Ich habe den Wagen gekauft.</i> <i>Hast du den Film gesehen?</i> <i>Wir sind nach Rom geflogen.</i>
	modals: <ul style="list-style-type: none"> <li>present</li> </ul>	<i>sollen</i>
	future tense with <i>werden</i>	<i>Du wirst in den Ferien arbeiten.</i> <i>Ich werde in Paris wohnen.</i> <i>Wir werden die Wahl gewinnen.</i>

† For recognition only

Unit 4		
Grammatical items	Sub-elements	Elaborations
Adjectives	demonstrative †	<i>dieser</i> <i>Dieser Mantel ist mir zu klein.</i>
Nouns	adjectival	<i>Alles Gute zum Geburtstag!</i>
	infinitives as nouns	<i>Rauchen ist ungesund.</i> <i>Das Betreten des Rasens ist verboten.</i>
	cases: <ul style="list-style-type: none"> <li>• accusative</li> <li>• dative</li> </ul>	<i>Hast du den Mantel gekauft?</i> <i>Wir fahren mit dem Bus.</i>
Prepositions	prepositions of time: <ul style="list-style-type: none"> <li>• time expressions and temporal phrases</li> </ul>	<i>vor einiger Zeit</i> <i>letztens</i> <i>vor Kurzem ...</i> <i>Gestern war ich im Kino.</i> <i>Nächste Woche mache ich das.</i> <i>Vor einem Jahr habe ich das nicht gewusst.</i> <i>Wir studieren seit einem Jahr in Berlin.</i>
Verbs	imperfect tense: <ul style="list-style-type: none"> <li>• haben</li> <li>• sein</li> <li>• werden</li> </ul>	<i>Im Sommer waren wir in Amerika.</i> <i>Das Wetter war schön.</i> <i>Ich wurde Maler.</i>
	modals: <ul style="list-style-type: none"> <li>• imperfect</li> </ul>	<i>durfte, sollte, konnte, wollte, musste, mochte</i> <i>Er konnte leider nicht kommen.</i>

† For recognition only

## Assumed learning

Before commencing the study of Unit 3 and Unit 4, it is assumed that students have, through prior experience or study, already acquired an understanding of the following German grammatical items:

Grammatical items	Sub-elements	Elaborations
Adjectives	common adjectives	<i>klein, groß</i>
	comparative and superlative forms	<i>Das Leben ist schön. Dieser Winter ist kälter als der letzte. Sie ist die beste Schülerin.</i>
	possessive – all forms	<i>mein, dein, sein, ihr, unser, euer, Ihr Das ist mein Fahrrad.</i>
	attributive: <ul style="list-style-type: none"> <li>• nominative</li> <li>• accusative</li> <li>• dative</li> </ul>	<i>der, die, das, die, ein, eine, ein, keine eine schöne stadt den, die, das, die, einen, eine, ein, keine Petra hat einen neuen Freund. dem, der, dem, den, einem, einer, einem, keinen in der schönen Stadt den anderen Leuten Wir fahren mit dem nächsten Bus.</i>
Adverbs	expressions of time	<i>morgen, heute, gestern</i>
	positive and comparative forms	<i>schnell, schneller viel, mehr, gern, lieber Ich trage lieber ein Kleid.</i>
Articles	definite	<i>der, die, das der Hut, die Klasse, das Kind</i>
	indefinite	<i>ein, kein ein Tisch, eine Zeitung, ein Glas Tut mir leid, da ist kein Orangensaft.</i>
Conjunctions	coordinating	<i>und, aber, denn, oder, sondern Ich gehe schwimmen und sehe auch fern.</i>
Nouns	gender	<i>Der Mann, die Frau, das Kind</i>
	cases: <ul style="list-style-type: none"> <li>• nominative</li> </ul>	<i>Der Mathelehrer heißt Herr Lenz.</i>
Numbers	cardinal	<i>eins, zwei, drei etc.</i>
	ordinal	<i>erste, zweite, dritte etc. am ersten, am zwölften etc.</i>

Grammatical items	Sub-elements	Elaborations
Prepositions	cases: <ul style="list-style-type: none"> <li>• prepositions with the accusative</li> <li>• prepositions with the dative</li> <li>• dual-prepositions with the accusative or the dative</li> </ul>	<i>durch, für, gegen, ohne, um, entlang, bis</i>  <i>aus, bei, mit, nach, seit, von, zu, entgegen, gegenüber</i>  <i>an, auf, in, hinter, neben, über, unter, vor, zwischen</i> <i>Gehst du ins Kino?</i> <i>Mein Bruder arbeitet in der Stadt.</i> <i>Ich warte vor dem Kaufhaus.</i>
Pronouns	personal: <ul style="list-style-type: none"> <li>• nominative</li> <li>• accusative</li> <li>• dative</li> <li>• reflexive</li> </ul>	<i>ich, du, er, sie, es, wir, ihr, sie, Sie</i> <i>Hast du Peter gesehen?</i>  <i>mich, dich, ihn, sie, es</i> <i>mir, dir, ihm, ihr, uns, euch, ihnen, Ihnen</i> <i>Gabi wohnt bei uns.</i>  <i>mich, dich, sich, uns, euch, Sich</i> <i>Ich wasche mich.</i>
	interrogative	<i>wer, wen, wem, wessen, was</i>
Sentence and phrase types	word order: <ul style="list-style-type: none"> <li>• statements</li> <li>• questions</li> <li>• main clauses</li> <li>• position of nicht</li> <li>• position of adverbs and adverbial phrases: time, manner, place</li> </ul>	<i>Morgen kaufe ich ein Kleid.</i> <i>Heute gehe ich in die Stadt.</i> <i>Ich heiße ...,</i> <i>Wie alt bist du?</i> <i>Wohnst du in Perth?</i> <i>Warum kommst du nicht mit?</i> <i>Bringst du Wurst oder Salat?</i>  <i>Am Dienstag spiele ich Fußball.</i>  <i>Er hat seine Hausaufgaben nicht gemacht.</i> <i>Er fährt jeden Tag mit dem Bus zur Arbeit.</i> <i>Ich fahre morgen mit Peter nach Perth.</i>
	phrases expressing wishes and abilities	<i>Ich möchte gerne ...</i> <i>Ich kann Tennis spielen.</i>
Verbs	present tense: <ul style="list-style-type: none"> <li>• common regular and irregular verbs</li> <li>• using the present tense + an adverb to indicate the future</li> </ul>	<i>Ich lerne Deutsch.</i> <i>Bist du krank?</i>  <i>Morgen fährt er nach Bamberg.</i>
	modals: <ul style="list-style-type: none"> <li>• present</li> <li>• conditional</li> </ul>	<i>mögen</i> <i>müssten, könnten, wollten, mochten, dürften</i>
	separable verbs	<i>Morgen fängt die Schule an.</i>