



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

GERMAN: BACKGROUND LANGUAGE

ATAR COURSE

Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from January 2019.

Users of this syllabus are responsible for checking its currency.

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

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Victorian Curriculum and Assessment Authority

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Northern Territory Board of Studies

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Content

Rationale	1
Course outcomes	4
Organisation	5
Structure of the syllabus	5
Organisation of content	5
Representation of the general capabilities	8
Representation of the cross-curriculum priorities	9
Unit 3	10
Unit description	10
Unit content	10
Unit 4	13
Unit description	13
Unit content	13
School-based assessment	16
Grading.....	17
ATAR course examination	18
Practical (oral) examination design brief – Year 12.....	19
Written examination design brief – Year 12	20
Appendix 1 – Grade descriptions Year 12	21
Appendix 2 – Suggested sub-topics for the personal investigation in Unit 3 and Unit 4	23
Appendix 3 – Text types and kinds of writing	24
Appendix 4 – Elaborations of grammatical items	29

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 Australia 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: Background Language ATAR course

This course focuses on building on and further developing a student's language capability through engagement with the German-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the German culture and language, and enhances the development of their bilingual competence and bicultural identity.

This course is aimed at students who have typically been brought up in a home where German is used, and who have a connection to that culture. These students have some degree of understanding and knowledge of German. They have received all or most of their formal education in schools where English, or a language other than German, is the medium of instruction. Students may have undertaken some study of German in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where German is the medium of instruction, and may have spent some time in a country where it is a medium of communication.

For information on the German: Second Language ATAR and German: Second Language General courses, refer to the course page on the Authority website at 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 application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs. Information about the process, including an application form, is sent to schools at the end of Term 2.

Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au

Course outcomes

The German: Background Language ATAR 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 the three topics: Making choices, Culture and the arts, and The changing nature of work. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the German language.

Unit 4

This unit focuses on the three topics: Making a contribution, German identity in the international context, and Current global issues. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the German language.

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 divided into five content areas:

- Learning contexts and topics
- Text types and kinds of writing
- 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.

Personal investigation

Students of the German: Background Language ATAR Year 12 course are required to formally undertake a personal investigation during Unit 3 and Unit 4. The personal investigation is the basis for school-based assessments and the ATAR course Practical (oral) examination.

The personal investigation requires students to research a topic, or area of interest, related to one of the topics in Unit 3 or Unit 4. The list of suggested sub-topics in Appendix 2 may assist students in determining the focus of their personal investigation.

The personal investigation is intended to be more than learning a body of facts and reporting on them. It allows students to reflect on their own learning, and their own personal and cultural identity in German by making links with their heritage. The language skills and intercultural understanding developed through the personal investigation will complement, and be integrated with, those skills and understandings developed in the whole of the course.

In order for students to be able to explore their area of interest in depth, a range of different texts in German are to be selected and analysed. The texts that form the basis of this study will depend upon availability of appropriate resources. However, they could include, for example, film, newspaper article, song, documentary, short story, extended interview, excerpts from works of fiction and non-fiction, and electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research.

Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature, and should allow students to explore their chosen area of study in sufficient depth to meet the requirements of the course.

For the ATAR course Practical (oral) examination, students discuss with the marker the focus of the personal investigation, referring to the texts and resources used, and they can also refer to personal experiences related to the topic.

Prior to the ATAR course Practical (oral) examination, students are required to provide to the School Curriculum and Standards Authority, a 300 word written summary in German and an annotated bibliography of three source texts, to demonstrate their knowledge of their area of interest. Schools will be advised of the precise timing and manner of collection, prior to each year's Practical (oral) examination.

Text types and kinds of writing

In learning a language, it is necessary to engage with, and to produce, a wide variety of text types and kinds of writing.

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

Students should also be made aware of the defining characteristics of different texts and different kinds of writing. In school-based assessments and the ATAR course examinations, students are expected to respond to, or to produce, a range of spoken and written text types in German, and to produce the following kinds of writing: informative, evaluative, persuasive and reflective. Text types and kinds of writing for assessment and examinations are defined in Appendix 3.

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.

In the German: Background Language ATAR course, students are required to deepen their knowledge and understanding of the structure of German. Students will need to use German at a sophisticated level, with a wide range of vocabulary and idiom, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within, and about, the topics.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding to communicate and interact effectively across languages and cultures. Students with a background in the German language and/or culture, already have experience of negotiating between that culture and language, as well as their Australian cultural identity. The German: Background Language ATAR course provides opportunities for these students to reflect and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually to move between their cultures and languages.

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: Background Language ATAR 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: Background Language ATAR 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 evolve.

Unit 3

Unit description

In Unit 3, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the German language.

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. This is the examinable content.

Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. Engaging with the topics from the perspective of the different learning contexts provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Learning contexts	Topics
<p>The individual</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>Making choices</p> <p>Students reflect on the significant choices individuals may make in their life or career.</p>
<p>The German-speaking communities</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>Culture and the arts</p> <p>Students explore culture and the arts in German-speaking communities.</p>
<p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>The changing nature of work</p> <p>Students explore how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p>

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

Text types and kinds of writing

It is necessary for students to engage with a range of text types and kinds of writing. In school-based assessments and the ATAR course examinations, students are expected to produce the following kinds of writing: informative, evaluative, persuasive and reflective. They are also expected to respond to, and to produce, a range of text types in German from the list below.

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

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the kinds of writing.

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	extended pre-noun adjectival expressions †
Pronouns	relative: <ul style="list-style-type: none"> • all cases
Sentence and phrase types	double infinitives in subordinate clauses †
Verbs	subjunctive I: <ul style="list-style-type: none"> • indirect speech †
	subjunctive II: <ul style="list-style-type: none"> • conditional perfect • omission of <i>wenn</i> †
	infinitives with verbs of perception, motion, and with <i>lassen</i>
	modals: <ul style="list-style-type: none"> • perfect tense † • conditional perfect tense †
Voice	passive

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the German: Background Language ATAR course, students show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions in a variety of situations.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types and kinds of writing selected, and the linguistic resources for the unit, should provide students with opportunities to further develop their linguistic and intercultural competence, 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

In Unit 4, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the German language.

Unit content

This unit builds on the content covered in Unit 3.

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

Learning contexts and topics

Unit 4 is organised around three learning contexts and a set of three topics. Engaging with the topics from the perspective of the different learning contexts provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Learning contexts	Topics
<p>The individual</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>Making a contribution</p> <p>Students reflect on their role in their communities and how they can make a contribution to contemporary society.</p>
<p>The German-speaking communities</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>German identity in the international context</p> <p>Students explore the place of German-speaking communities in the world, including international migration experiences.</p>
<p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Current global issues</p> <p>Students explore a range of global issues and events and their impact on the individual and society.</p>

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

Text types and kinds of writing

It is necessary for students to engage with a range of text types and kinds of writing. In school-based assessments and the ATAR course examinations, students are expected to produce the following kinds of writing: informative, evaluative, persuasive and reflective. They are also expected to respond to, and to produce, a range of text types in German from the list below.

- account
- advertisement
- announcement
- article
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- cartoon
- chart
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- diary entry
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- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the kinds of writing.

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	extended pre-noun adjectival expressions †
Pronouns	relative: <ul style="list-style-type: none"> • all cases
Sentence and phrase types	double infinitives in subordinate clauses †
Verbs	subjunctive I: <ul style="list-style-type: none"> • indirect speech †
	subjunctive II: <ul style="list-style-type: none"> • conditional perfect • omission of <i>wenn</i> †
	infinitives with verbs of perception, motion, and with <i>lassen</i>
	modals: <ul style="list-style-type: none"> • perfect tense † • conditional perfect tense †
Voice	passive

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the German: Background Language ATAR course, students show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions in a variety of situations.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types and kinds of writing selected, and the linguistic resources for the unit, should provide students with opportunities to further develop their linguistic and intercultural competence, 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 tables below provide details of the assessment types for the German: Background Language ATAR Year 12 syllabus and the weighting for each assessment type.

Assessment table practical component – Year 12

Type of assessment	Weighting	To SCISA	Weighting for combined mark
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken German. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	50%	100%	30%
Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

Assessment table written component – Year 12

Type of assessment	Weighting	To SCISA	Weighting for combined mark
Response: Listening Comprehension and interpretation of, and response to, a range of German spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	15%	100%	70%
Response: Viewing and reading Comprehension and interpretation of, and response to, a range of German print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.	15%		
Written communication 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 posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.	20%		
Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

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).

In the assessment outline for the pair of units, each assessment type must be included at least twice.

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.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	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: Background Language ATAR 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

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.

ATAR course examination

All students enrolled in the German: Background Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written and practical (oral) ATAR course examinations are prescribed in the examination design briefs on the following pages.

Refer to the WACE Manual for further information.

Practical (oral) examination design brief – Year 12

Time allocated

Examination: 12–15 minutes

Provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

SECTION	SUPPORTING INFORMATION
<p>Discussion of personal investigation</p> <p>100% of the practical examination</p> <p>Approximate duration: 12–15 minutes</p>	<p>The candidate briefly introduces the focus of the personal investigation, in no more than one minute.</p> <p>The candidate discusses with the marker the focus of the personal investigation, referring to the source texts used. The candidate can also refer to personal experiences related to the topic.</p>

Written examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: Dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

SECTION	SUPPORTING INFORMATION
<p>Section One</p> <p>Response: Listening</p> <p>30% of the written examination</p> <p>2–3 spoken texts in German</p> <p>1–2 questions per text</p> <p>Suggested working time: 30 minutes</p>	<p>The candidate is required to extract, summarise, and/or evaluate information from two or three spoken texts, and respond critically to the texts. Text types are drawn from those prescribed in the syllabus.</p> <p>In the recording, the texts are read twice. There is a pause between the readings, and a longer pause after the second reading, to allow the candidate to respond to questions.</p> <p>Questions are in German and English and require a response in German or English as specified. Each question requires the production of a specified text type and kind of writing, drawn from those prescribed in the syllabus.</p> <p>The length of the responses in German depends on the nature of the text and the requirements of the task, and is in the range of 50 to 150 words.</p> <p>The candidate can respond to the questions at any time once the playing of the recording commences.</p>
<p>Section Two</p> <p>Response: Viewing and reading</p> <p>30% of the written examination</p> <p>2–4 texts in German</p> <p>1–2 questions per text</p> <p>Suggested working time: 80 minutes</p>	<p>The candidate is required to extract, summarise, and/or evaluate information from two, three or four texts, and respond critically to the texts. Text types are drawn from those prescribed in the syllabus.</p> <p>Questions are in German and English, and require a response in German or English as specified. Each question requires the production of a specified text type and kind of writing, drawn from those prescribed in the syllabus.</p> <p>The length of the responses in German depends on the nature of the text and the requirements of the task, and is in the range of 50 to 150 words.</p>
<p>Section Three</p> <p>Written communication</p> <p>40% of the written examination</p> <p>One question from a choice of two</p> <p>Suggested working time: 40 minutes</p>	<p>The questions require the production of a specified text type and kind of writing, drawn from those prescribed in the syllabus.</p> <p>Questions are in German and English, and the candidate responds in German in approximately 300 words.</p>

Appendix 1 – Grade descriptions Year 12

A

Written production and oral production

Manipulates German authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates well-structured, logical arguments and substantiates points of view, and shows highly effective use of textual references.

Reflects critically on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant.

Uses German with a high degree of accuracy, clarity and flexibility, and uses vocabulary and language conventions effectively.

Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is successfully and fluently conveyed.

Structures and sequences ideas and information effectively and coherently.

Comprehension

Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.

B

Written production and oral production

Manipulates German effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates well-structured, logical arguments and justifies points of view. Shows effective use of textual references.

Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.

Uses German with a high degree of accuracy and uses vocabulary and language conventions effectively.

Influence of accent/dialect may be evident; however, meaning is effectively and fluently conveyed.

Organises and expresses ideas and information clearly and logically.

Comprehension

Summarises and synthesises key points, details and nuances in texts, and provides detailed analysis with some insight and interpretation.

C

Written production and oral production

Uses German mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.

Provides supporting information and makes textual references to justify a point of view.

Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.

Uses vocabulary and language conventions mostly accurately.

Some influence of accent/dialect may be evident; however, meaning is accurately conveyed.

Shows some organisation and sequencing of ideas and information.

Comprehension

Extracts and synthesises in detail most relevant information in texts, providing some analysis and interpretation.

D**Written production and oral production**

Communicates simple, personal ideas and opinions in German.

Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

Uses familiar vocabulary, simple sentence structures and learned expressions accurately.

Influence of accent or dialect may be evident and affect meaning, clarity or flow.

Provides some evidence of the ability to link ideas.

Comprehension

Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

E

Does not meet the requirements of a D grade.

Appendix 2 – Suggested sub-topics for the personal investigation in Unit 3 and Unit 4

Students are required to formally undertake a personal investigation during Unit 3 and Unit 4, which is the basis for school-based assessments and the ATAR course Practical (oral) examinations.

The personal investigation requires students to research a topic or area of interest, related to one of the topics in Unit 3 or Unit 4. The following suggested sub-topics may assist students in determining the focus of their personal investigation. Students may select a different sub-topic.

Learning contexts	Unit 3	Unit 4
<p>The individual</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>Making choices</p> <p>Students reflect on the significant choices individuals may make in their life or career.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • being part of society: single, partnership or marriage? • study, work or travel? • addictions/doping in professional sports • the influence of media on individual choice • career and family. 	<p>Making a contribution</p> <p>Students reflect on their role in their communities and how they can make a contribution to contemporary society.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • future goals and aspirations • making a difference <ul style="list-style-type: none"> ▪ socially ▪ environmentally ▪ politically • the individual's values and responsibilities.
<p>The German-speaking communities</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>Culture and the arts</p> <p>Students explore culture and the arts in German-speaking communities.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • architecture: national heritage • the arts, for example, fine arts, music, dance, theatre, cinema • literature • the life and work of a German-speaking artist/writer/performer/painter/architect/designer/historical figure • the place of culture and the arts on life in German-speaking communities • the influence of popular culture on German-speaking people and their identity. 	<p>German identity in the international context</p> <p>Students explore the place of German-speaking communities in the world, including international migration experiences.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • German speakers in the international community • migration experiences (past and present) • political and social issues in Germany and in the world • multicultural integration in the German-speaking communities and the world.
<p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>The changing nature of work</p> <p>Students explore how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • careers and opportunities now and in the future • further education • technology in education and the workplace • the impact of unemployment • the changing role of men and women at work. 	<p>Current global issues</p> <p>Students explore a range of global issues and events and their impact on the individual and society.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • the impact of a changing society on the individual • health • sustainability • homelessness • over-population and poverty • racism and conflict.

Appendix 3 – Text types and kinds of writing

These lists are provided to enable a common understanding of the text types and kinds of writing listed in the syllabus.

Text types	
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 posting	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 posting). Postings can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog posting 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.
Discussion	In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register, but may also be informal. The language of discussions uses comparison and contrast words, linking words, and language that indicates judgements and values.
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.
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	<p>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.</p> <p>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.</p>
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.

Plan	<p>Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, 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.</p> <p>Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans 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.</p>
Review	<p>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.</p>
Script – speech, interview, dialogue	<p>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.</p>
Sign	<p>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.</p>
Summary	<p>Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.</p>
Table	<p>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.</p>

Kinds of writing	
Informative	Informative texts convey information as clearly, comprehensively and as accurately as possible. The language should generally be formal, and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies, and sometimes statistical information, quotations, and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images, except as examples or analogies in explanation.
Evaluative	Evaluative texts give a balanced view of both sides of a case, weighing up two or more items or ideas, in order to convince the reader rationally and objectively, that a particular point of view is correct. The writing presents two or more important aspects of an issue or sides of an argument, and discusses these, using evidence to support the contrasting sides or alternatives. The style is objective, appealing to reason rather than emotion, in order to create an impression of balance and impartiality. The writing often includes expressions of cause, consequence, opposition and concession.
Persuasive	Persuasive texts aim to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour, to create a relationship between the writer and the reader.
Reflective	Reflective texts explore opinions or events for greater understanding, and try to convey something personal to the reader. Generally using a personal voice, these texts allow the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as writing involves personal responses to experiences, events, opinions and situations.

Appendix 4 – 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. They are not intended to be complete or comprehensive, but are provided as support only.

Unit 3		
Grammatical items	Sub-elements	Elaborations
Adjectives	extended pre-noun adjectival expressions †	<i>ein kurz vorher geschriebener Brief</i>
Pronouns	relative: <ul style="list-style-type: none"> all cases 	<i>Der alte Mann, dessen Frau gestern gestorben ist, ...</i>
Sentence and phrase types	double infinitives in subordinate clauses †	<i>..., weil er keine Lösung hat finden können.</i>
Verbs	subjunctive I: <ul style="list-style-type: none"> indirect speech † 	<i>Er behauptete, er habe alles schon erledigt.</i>
	subjunctive II: <ul style="list-style-type: none"> conditional perfect omission of <i>wenn</i> † 	<i>Er hätte es früher gemacht, wenn...</i> <i>Hätte er das früher gemerkt, wäre er vorsichtiger gewesen.</i>
	infinitives with verbs of perception, motion, and with <i>lassen</i>	<i>Er sah sie kommen.</i> <i>Wir gehen schwimmen.</i> <i>Ich habe meinen Mantel reinigen lassen.</i>
	modals: <ul style="list-style-type: none"> perfect tense † conditional perfect tense † 	<i>Er hat das gewollt.</i> <i>Er hat es machen wollen.</i> <i>Er hätte es machen können.</i>
Voice	passive	<i>Das Parkhaus wird um 24 Uhr geschlossen.</i>

† For recognition only

Unit 4		
Grammatical items	Sub-elements	Elaborations
Adjectives	extended pre-noun adjectival expressions †	<i>ein kurz vorher geschriebener Brief</i>
Pronouns	relative: <ul style="list-style-type: none"> all cases 	<i>Der alte Mann, dessen Frau gestern gestorben ist, ...</i>
Sentence and phrase types	double infinitives in subordinate clauses †	<i>..., weil er keine Lösung hat finden können.</i>

Grammatical items	Sub-elements	Elaborations
Verbs	subjunctive I: indirect speech †	<i>Er behauptete, er habe alles schon erledigt.</i>
	subjunctive II: <ul style="list-style-type: none"> conditional perfect omission of <i>wenn</i> † 	<i>Er hätte es früher gemacht, wenn...</i> <i>Hätte er das früher gemerkt, wäre er vorsichtiger gewesen.</i>
	infinitives with verbs of perception, motion, and with <i>lassen</i>	<i>Er sah sie kommen.</i> <i>Wir gehen schwimmen.</i> <i>Ich habe meinen Mantel reinigen lassen.</i>
	modals: <ul style="list-style-type: none"> perfect tense † conditional perfect tense † 	<i>Er hat das gewollt.</i> <i>Er hat es machen wollen.</i> <i>Er hätte es machen können.</i>
Voice	passive	<i>Das Parkhaus wird um 24 Uhr geschlossen.</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>
	adjectives derived from place names	<i>Schweizer Schokolade</i> <i>das Brandenburger Tor</i> <i>Münchner Bier</i> <i>im Kölner Dom</i>
	attributive: <ul style="list-style-type: none"> nominative accusative dative genitive 	<i>der, die, das, die, ein, eine, ein, keine</i> <i>eine schöne stadt</i> <i>Der blaue Rock steht mir gut.</i> <i>der, dem, der, einen, eine, ein, keine</i> <i>Petra hat einen neuen Freund.</i> <i>dem, der, dem, den, einem, einer, einem, keinen</i> <i>die schöne stadt</i> <i>den anderen Leuten</i> <i>Wir fahren mit dem nächsten Bus.</i> <i>des Weines, der Wurst, des Biers, des kalten Weines,</i> <i>der kalten Wurst, des kalten Biers</i> <i>Das Haus meiner alten Großmutter ist schön.</i>
Adverbs	expressions of time	<i>morgen, heute, gestern</i>
	positive, comparative and superlative forms	<i>schnell, schneller, am schnellsten</i> <i>viel, mehr, am meisten</i> <i>gern, lieber, am liebsten</i> <i>Ich trage lieber ein Kleid.</i> <i>Ich trage am liebsten Jeans.</i>

Grammatical items	Sub-elements	Elaborations
Articles	definite	<i>der, die, das</i>
	indefinite	<i>ein, kein</i>
	possessive	<i>mein, dein, sein, ihr, unser, euer, Ihr</i> <i>Das ist mein Fahrrad.</i>
	demonstrative	<i>jener, solcher, dieser</i> <i>Dieser Mantel ist mir zu klein.</i>
Conjunctions	coordinating	<i>und, aber, den, oder, sodern</i> <i>Ich gehe schwimmen und sehe auch fern.</i>
	subordinating	<i>weil, wenn, als, daß, obwohl, während ...</i> <i>Wenn das Wetter schlecht ist, fahre ich mit dem Bus.</i>
Nouns	cases: <ul style="list-style-type: none"> • nominative • accusative • dative • genitive 	<i>Der Mathelehrer heißt Herr Lenz.</i> <i>Hast du den Mantel gekauft?</i> <i>Wir fahren mit dem Bus.</i> <i>das Haus meiner Eltern.</i>
	gender	<i>Der Mann, die Frau, das Kind</i>
	number	<i>Das Betreten des Rasens ist verboten.</i>
	adjectival	<i>Alles Gute zum Geburtstag!</i>
Numbers	cardinal	<i>eins, zwei, drei etc.</i>
	ordinal	<i>erste, zweite, dritte etc.</i> <i>am ersten, am zwölften etc.</i>
Prepositions	cases: <ul style="list-style-type: none"> • prepositions with the accusative • prepositions with the dative • prepositions with the genitive • dual-prepositions with the accusative or the dative 	<i>bis, durch, entlang, für, gegen, ohne, um</i> <i>aus, bei, mit, nach, seit, von, zu, entgegen,</i> <i>gegenüber</i> <i>trotz, während, statt, anstatt, wegen</i> <i>Wegen des Wetters kann ich nicht kommen.</i> <i>an, auf, hinter, in, neben, über, unter, vor, zwischen</i> <i>Ich gehe jetzt in die Schule.</i> <i>Ich lerne Deutsch in der Schule.</i>
	formation and use of compounds with <i>da(r)</i> and <i>wo(r)</i>	<i>womit, wozu, damit, dazu, dabei, darauf, worauf</i>
	prepositions of time: <ul style="list-style-type: none"> • time expressions and temporal phrases 	<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>

Grammatical items	Sub-elements	Elaborations
Pronouns	personal: <ul style="list-style-type: none"> accusative dative nominative 	<i>mich, dich, ihn, sie, uns, euch, sie, Sie etc.</i> <i>Wir wollen dich besuchen.</i> <i>mir, dir, ihm, ihr etc.</i> <i>Gabi wohnt bei uns.</i> <i>ich, du, er, sie, es etc.</i> <i>Hast du Peter gesehen?</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>
	relative: <ul style="list-style-type: none"> accusative dative 	<i>der, die, das etc.</i> <i>Der Mantel, den sie gekauft hat, ist schön.</i> <i>Die CD, die er zum Geburtstag bekommen hat, funktioniert nicht.</i> <i>Kennst du die Frau, mit der Karl spricht?</i> <i>Kennst du den Mann, mit dem Karl gerade spricht.</i>
	relative clauses	<i>Wie heißt der Fluß, an dem Hamburg liegt?</i>
	reflexive	<i>mich, dich, sich, uns, euch etc.</i> <i>Ich wasche mich.</i>
Sentence and phrase types	statements	<i>Morgen kaufe ich ein Kleid.</i> <i>Heute gehe ich in die Stadt.</i>
	questions	<i>Ich heiße..., 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>
	commands	<i>Bleib hier!</i>
	main clauses	<i>Am Dienstag spiele ich Fußball.</i>
	position of <i>nicht</i>	<i>Er hat seine Hausaufgaben nicht gemacht.</i>
	position of adverbs and adverbial phrases: time, manner, place	<i>Er fährt jeden Tag mit dem Bus zur Arbeit.</i> <i>Ich fahre morgen mit Peter nach Perth.</i>
	position of the past participle and auxiliary verb	<i>Er hat seine Hausaufgaben schon gemacht.</i> <i>Hast du eine Postkarte geschrieben?</i>
	phrases expressing wishes and abilities	<i>Ich möchte gerne ...</i> <i>Ich kann Tennis spielen.</i>
Verbs	present tense of common regular and irregular verbs	<i>Ich lerne Deutsch.</i> <i>Bist du krank?</i>
	using the present tense + an adverb to indicate the future	<i>Morgen fährt er nach Bamberg.</i>
	verbs taking prepositional objects	<i>Ich freue mich auf deinen Besuch.</i> <i>Sie entschuldigt sich bei der Lehrerin.</i>
	infinitives with verbs of perception, motion and with <i>lassen</i>	<i>Ich hörte ihn kommen.</i> <i>Wir gehen schwimmen.</i> <i>Meine Mutter läßt mich nie fernsehen.</i>

Grammatical items	Sub-elements	Elaborations
	verbs taking the dative	<i>Ich danke dir. Er hilft seinem Freund. Das gehört ihm. Das gefällt mir.</i>
	separable verbs	<i>Morgen fängt die Schule an.</i>
	modals: <ul style="list-style-type: none"> • present • past 	<i>mögen, können, müssen, wollen, dürfen, sollen durfte, sollte</i>
	perfect tense: <ul style="list-style-type: none"> • common regular and common irregular verbs 	<i>Gestern sind wir ins Kino gegangen. Er hat seine Hausaufgaben schon gemacht. Ich habe den Wagen gekauft. Hast du den Film gesehen? Wir sind nach Rom geflogen.</i>
	future tense	<i>Du wirst in den Ferien arbeiten. Ich werde in Paris wohnen. Wir werden die Wahl gewinnen.</i>
	imperfect tense: <ul style="list-style-type: none"> • common regular and irregular verbs 	<i>Es war kalt und dunkel im Wald. Hänsel und Gretel verlieben sich im Wald. Damals wohnte sie auf dem Land.</i>
	subjunctive II: <ul style="list-style-type: none"> • <i>haben, sein</i> and modals • in requests • conditional clauses 	<i>würde, hätte, wäre, könnte, müsste, sollte, möchte, dürfte, wollte Würden Sie mir bitte noch ein Stück Kuchen reichen? Würden Sie mir bitte noch einen Tee einschenken? Ich würde mitgehen, wenn ich dürfte. Wenn ich reich wäre, könnte ich viel reisen.</i>