



## SAMPLE COURSE OUTLINE

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**GERMAN: SECOND LANGUAGE**  
**ATAR YEAR 12**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### German: Second Language – ATAR Year 12

#### Semester 1

#### Unit 3 – *Hier und jetzt* (Here and now)

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the German: Second Language course, unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>The individual – Relationships. Students reflect on their relationships within the family and their connections with friends, socialising and coping with the pressures these relationships may bring.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>account</li> <li>announcement</li> <li>article</li> <li>blog post</li> <li>conversation</li> <li>diary entry</li> <li>film or TV program (excerpts)</li> <li>image</li> <li>interview</li> <li>letter</li> <li>script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>introduce new vocabulary, phrases and expressions, through texts related to students' relationships within the family and their connections with friends, socialising and coping with the pressures these relationships may bring.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>prepositions (cases: dual-prepositions with the dative or the accusative; formation and use of compounds with <i>da(r)</i> and <i>wo(r)</i>)</li> <li>pronouns (relative: accusative, dative; relative clauses)</li> <li>verbs (verbs taking prepositional objects; infinitives with verbs of perception, motion and with <i>lassen</i>; verbs taking the dative).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li><i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students 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, through the topic Relationships:</p> <ul style="list-style-type: none"> <li>aspects of socialising, for example, use of formal/informal language in relationships, behaviours/practices related to relationships</li> <li>issues related to forming and maintaining relationships, including how young people cope with pressures in relationships</li> <li>importance of friendship and forming relationships in the lives of young Australian and German speakers, in families, with friends, at school and in the workplace</li> <li>aspects of connecting and socialising amongst young people, for example, social media, going out, sporting activities, clubs.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Relationships:</p> <ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• deduce meaning by applying rules</li> <li>• identify main points, make notes and summarise</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 1: Response: Listening</b> <b>Assessment Task 2: Oral communication</b></p>
6–10	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The German-speaking communities – Lifestyle choices. Students explore current issues related to making environmentally friendly lifestyle choices: recycling, organic food, and commuting.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• conversation</li> <li>• discussion</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• journal entry</li> <li>• plan</li> <li>• script – speech, interview, dialogue</li> <li>• summary</li> <li>• table.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts related to current issues associated with making environmentally friendly lifestyle choices: recycling, organic food, and commuting.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• prepositions (cases: dual-prepositions with the dative or the accusative; formation and use of compounds with <i>da(r)</i> and <i>wo(r)</i>)</li> <li>• pronouns (relative: accusative, dative; relative clauses)</li> <li>• verbs (verbs taking prepositional objects; infinitives with verbs of perception, motion and with <i>lassen</i>; verbs taking the dative).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li>• <i>Neue Rechtschreibung</i>.</li> </ul>

Week	Key teaching points
	<p><b>Intercultural understandings</b> Provide opportunities for students 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, through the topic Lifestyle choices:</p> <ul style="list-style-type: none"> <li>• how German-speaking communities tackle the battle for a healthy environment through promoting recycling, organic food and commuting</li> <li>• the benefits to German-speaking communities when citizens make environmentally friendly lifestyle choices</li> <li>• aspects of model sustainable districts in German-speaking communities, for example, Freiburg.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Lifestyle choices:</p> <ul style="list-style-type: none"> <li>• scan texts and select appropriate information</li> <li>• identify key words and main points, make notes and summarise</li> <li>• think critically and analytically</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 3: Response: Viewing and reading</b> <b>Assessment Task 4: Written communication</b></p>
11–14	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The changing world – Technology and communication. Students consider the impact of technology as a mode of entertainment and communication.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• blog post</li> <li>• chart</li> <li>• conversation</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• review</li> <li>• script – speech, interview, dialogue</li> <li>• table.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts related to the impact of technology as a mode of entertainment and communication.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• prepositions (cases: dual-prepositions with the dative or the accusative; formation and use of compounds with <i>da(r)</i> and <i>wo(r)</i>)</li> <li>• pronouns (relative: accusative, dative; relative clauses)</li> <li>• verbs (verbs taking prepositional objects; infinitives with verbs of perception, motion and with <i>lassen</i>; verbs taking the dative).</li> </ul>

Week	Key teaching points
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li>• <i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students 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, through the topic Technology and communication:</p> <ul style="list-style-type: none"> <li>• technology and its uses in everyday life, for example, as a mode of entertainment, for communication</li> <li>• the positive impact and negative influences of technology on communication</li> <li>• the effect of changing technology on entertainment choices.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Technology and communication:</p> <ul style="list-style-type: none"> <li>• think critically and analytically</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 5: Written communication</b></p>
15	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 6: Practical (oral) examination</b> <b>Assessment Task 7: Written examination</b></p>

## Sample course outline

## German: Second Language – ATAR Year 12

## Semester 2

Unit 4 – *Was nun?* (What next?)

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The individual – Preparing for life beyond school. Students reflect on their plans for the future.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• blog post</li> <li>• cartoon</li> <li>• conversation</li> <li>• chart</li> <li>• discussion</li> <li>• interview</li> <li>• script – speech, interview, dialogue</li> <li>• summary.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts related to students’ plans for the future.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (attributive: genitive)</li> <li>• nouns (cases: genitive)</li> <li>• prepositions (cases: prepositions with the genitive)</li> <li>• verbs (subjunctive II: <i>haben, sein</i> and modals; in requests; in conditional clauses).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li>• <i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students 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, through the topic Preparing for life beyond school:</p> <ul style="list-style-type: none"> <li>• aspects of becoming an adult – making decisions for the future, participating in the community through paid/volunteer work</li> <li>• career and further study opportunities for German language learners, both national and global.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Preparing for life beyond school:</p> <ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 8: Oral communication</b></p>

Week	Key teaching points
6–10	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The German-speaking communities – Studying and working in a German-speaking country. Students explore the future for young Germans living in German-speaking communities: education and employment.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• blog post</li> <li>• conversation</li> <li>• discussion</li> <li>• email</li> <li>• film or TV program (excerpt)</li> <li>• interview</li> <li>• review</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts related to the future for young Germans living in German-speaking communities: education and employment.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (attributive: genitive)</li> <li>• nouns (cases: genitive)</li> <li>• prepositions (cases: prepositions with the genitive)</li> <li>• verbs (subjunctive II: <i>haben, sein</i> and modals; in requests; in conditional clauses).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li>• <i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students 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, through the topic Studying and working in a German-speaking country:</p> <ul style="list-style-type: none"> <li>• current social issues that impact on young Germans related to finding work, choosing a career and making the most of further education opportunities</li> <li>• current employment opportunities for youth in German-speaking communities</li> <li>• career and further study opportunities for German language learners.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Studying and working in a German-speaking country:</p> <ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• scan and select texts for appropriate information</li> <li>• identify key word and main points, make notes and summarise</li> <li>• deduce meaning by applying rules.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 9: Response: Listening</b> <b>Assessment Task 10: Response: Viewing and reading</b></p>



Week	Key teaching points
11–14	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The changing world – Youth issues. Students consider youth issues in the global community related to coping with pressures: stress, drugs and alcohol.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• chart</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• image</li> <li>• interview</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts related to youth issues in the global community related to coping with pressures: stress, drugs and alcohol.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (attributive: genitive)</li> <li>• nouns (cases: genitive)</li> <li>• prepositions (cases: prepositions with the genitive)</li> <li>• verbs (subjunctive II: <i>haben, sein</i> and modals; in requests; in conditional clauses).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li>• <i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students 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, through the topic Youth issues:</p> <ul style="list-style-type: none"> <li>• issues affecting youth in the global community – coping with pressures, stress, drugs and alcohol</li> <li>• successful programs, methods and strategies to combat the effects of stress and the impact of abuse of drugs and alcohol.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Youth issues:</p> <ul style="list-style-type: none"> <li>• ask for clarification and repetition to assist understanding</li> <li>• structure an argument, express ideas and opinions</li> <li>• think critically and analytically</li> <li>• manipulate known elements in a new context to create meaning in spoken and written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 11: Oral communication</b> <b>Assessment Task 12: Written communication</b></p>
15	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 13: Practical (oral) examination</b> <b>Assessment Task 14: Written examination</b></p>