



## SAMPLE COURSE OUTLINE

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**GERMAN: BACKGROUND 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: Background Language – ATAR Year 12

#### Semester 1 – Unit 3

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the German: Background 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 – Making choices. Students reflect on the significant choices individuals may make in their life or career.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• conversation</li> <li>• discussion</li> <li>• interview</li> <li>• letter</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 used related to the significant choices individuals may make in their life or career.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (extended pre-noun adjectival expressions<sup>†</sup>)</li> <li>• pronouns (relative: all cases)</li> <li>• sentence and phrase types (double infinitives in subordinate clauses<sup>†</sup>)</li> <li>• verbs (subjunctive I: indirect speech<sup>†</sup>; subjunctive II: conditional perfect, omission of <i>wenn</i><sup>†</sup>; infinitives with verbs of perception, motion, and with <i>lassen</i>; modals: perfect tense<sup>†</sup>, conditional perfect tense<sup>†</sup>)</li> <li>• voice (passive).</li> </ul> <p><sup>†</sup> For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• aspects of participating in society: single, partnership or marriage?</li> <li>• making choices about the future: career or family or both?</li> <li>• discussion on the year ahead – study, work or travel?</li> <li>• influence of media on individual choice.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</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>• 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 monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 1: Response: Listening</b> Listen to German texts and respond in German or English, as specified, to questions in German or English.</p> <p><b>Assessment Task 2: Written communication</b> Write an evaluative letter in German of approximately 300 words.</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 – Culture and the arts. Students explore culture and the arts in German-speaking communities.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• image</li> <li>• interview</li> <li>• message</li> <li>• review</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 used related to exploring the culture and the arts in German-speaking communities.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (extended pre-noun adjectival expressions†)</li> <li>• pronouns (relative: all cases)</li> <li>• sentence and phrase types (double infinitives in subordinate clauses†)</li> <li>• verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of <i>wenn</i>†; infinitives with verbs of perception, motion, and with <i>lassen</i>; modals: perfect tense†, conditional perfect tense†)</li> <li>• voice (passive).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul>

Week	Key teaching points
	<p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• official organisations that promote and celebrate German culture worldwide, e.g. <i>Goethe Institut</i></li> <li>• symbols of cultural identity, e.g. German flag, Berlin Wall, Brandenburg Gate</li> <li>• how contemporary culture links to traditional culture, e.g. <i>der Tag der Arbeit</i> (May Day/ Labour Day) also heralds spring in the northern hemisphere</li> <li>• attitudes, values and beliefs, e.g. Germans value their place in the global community and this is reflected in their outward-looking view of the world and ready acceptance of English/American words into the German language</li> <li>• contributions of German culture to the global community, e.g. architecture, the arts, design, technological inventions, cuisine</li> <li>• the influence of popular culture on German-speaking people and their identity.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• scan and select texts for appropriate information</li> <li>• identify key words and 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 monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 3: Response: Viewing and reading</b> Read/view German texts and respond in German or English, as specified, to questions in German or English.</p> <p><b>Assessment Task 4: Oral communication</b> Participate in an 8–10 minute discussion in German.</p>
11–15	<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 – The changing nature of work. Students explore how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• letter</li> <li>• report</li> <li>• review</li> <li>• summary.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts used related to exploring how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</li> </ul>

Week	Key teaching points
	<p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (extended pre-noun adjectival expression†)</li> <li>• pronouns (relative: all cases)</li> <li>• sentence and phrase types (double infinitives in subordinate clauses†)</li> <li>• verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of <i>wenn</i>†; infinitives with verbs of perception, motion, and with <i>lassen</i>; modals: perfect tense†, conditional perfect tense†)</li> <li>• voice (passive).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b></p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• careers and opportunities now and in the future</li> <li>• influence of technology on education and on the workplace</li> <li>• issues related to the workplace, e.g. changing role of men and women at work, impact of unemployment on the individual and on the community.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</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 monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 5: Written communication</b></p> <p>Write a persuasive article in German of approximately 300 words.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1.</p> <p>Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 6: Practical (oral) examination</b></p> <p><b>Assessment Task 7: Written examination</b></p>

## Sample course outline

### German: Background Language – ATAR Year 12

#### Semester 2 – Unit 4

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 – Making a contribution. Students reflect on their role in their communities and how they can make a contribution to contemporary society.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• announcement</li> <li>• article</li> <li>• blog posting</li> <li>• conversation</li> <li>• discussion</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• journal entry</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 used related to the students' own role in their communities and how they can make a contribution to contemporary society.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (extended pre-noun adjectival expressions†)</li> <li>• pronouns (relative: all cases)</li> <li>• sentence and phrase types (double infinitives in subordinate clauses†)</li> <li>• verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of <i>wenn</i>†; infinitives with verbs of perception, motion, and with <i>lassen</i>; modals: perfect tense†, conditional perfect tense†)</li> <li>• voice (passive).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• future goals and aspirations of young people in Australia and in German-speaking communities</li> <li>• how well-known individuals in Australia and/or in German-speaking communities make a difference in their society environmentally, politically and/or socially, e.g. Albert Einstein, Angela Meder, Stefan Rahmstorf, Hildegard von Bingen, Karl Marx, Angela Merkel, Otto von Bismarck, Hermann Hesse, Marlene Dietrich, Albrecht Dürer, Jil Sander.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</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 monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 8: Written communication</b> Write an informative script of a speech in German of approximately 300 words.</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 – German identity in the international context. Students explore the place of German-speaking communities in the world, including international migration experiences.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• letter</li> <li>• review</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 used related to the place of German-speaking communities in the world, including international migration experiences.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (extended pre-noun adjectival expressions<sup>†</sup>)</li> <li>• pronouns (relative: all cases)</li> <li>• sentence and phrase types (double infinitives in subordinate clauses<sup>†</sup>)</li> <li>• verbs (subjunctive I: indirect speech<sup>†</sup>; subjunctive II: conditional perfect, omission of <i>wenn</i><sup>†</sup>; infinitives with verbs of perception, motion, and with <i>lassen</i>; modals: perfect tense<sup>†</sup>, conditional perfect tense<sup>†</sup>)</li> <li>• voice (passive).</li> </ul> <p><sup>†</sup> For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• reasons for German movement around the globe</li> <li>• migration experiences of German speakers (past and present)</li> <li>• political and social issues in Germany and in German-speaking communities</li> <li>• aspects of multicultural integration in German-speaking communities</li> <li>• contributions of German speakers to the international community.</li> </ul>



Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</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> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 9: Response: Listening</b> Listen to German texts and respond in German or English, as specified, to questions in German or English.</p>
11–15	<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 – Current global issues. Students explore a range of global issues and events and their impact on the individual and society.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• announcement</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• chart</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• image</li> <li>• interview</li> <li>• letter</li> <li>• message</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 used related to a range of global issues and events and their impact on the individual and society.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (extended pre-noun adjectival expressions<sup>†</sup>)</li> <li>• pronouns (relative: all cases)</li> <li>• sentence and phrase types (double infinitives in subordinate clauses<sup>†</sup>)</li> <li>• verbs (subjunctive I: indirect speech<sup>†</sup>; subjunctive II: conditional perfect, omission of <i>wenn</i><sup>†</sup>; infinitives with verbs of perception, motion, and with <i>lassen</i>; modals: perfect tense<sup>†</sup>, conditional perfect tense<sup>†</sup>)</li> <li>• voice (passive).</li> </ul> <p><sup>†</sup> For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul>

Week	Key teaching points
	<p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• the impact of a changing Australian and German-speaking society on the individual</li> <li>• global issues, including health, sustainability, homelessness, over-population and poverty, racism and conflict, as they are evidenced in Australia, German-speaking communities and the world.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• scan and select texts for appropriate information</li> <li>• identify key words and main points, make notes and summarise</li> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• deduce meaning by applying rules</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 monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 10: Oral communication</b> Participate in an 8–10 minute conversation in German.</p> <p><b>Assessment Task 11: Response: Viewing and reading</b> Read/view German texts and respond in German or English, as specified, to questions in German or English.</p> <p><b>Assessment Task 12: Oral communication</b> Participate in a 12–15 minute discussion in German on the topic for the personal investigation.</p>
16	<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>