SAMPLE COURSE OUTLINE

GERMAN: BACKGROUND LANGUAGE
ATAR YEAR 12
# Sample course outline

## German: Background Language – ATAR Year 12

### Semester 1 – Unit 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</table>
| 1–5  | **Introduction**  
Overview of the German: Background Language course, unit and assessment requirements.  
**Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
- The individual – Making choices. Students reflect on the significant choices individuals may make in their life or career.  
**Text types and kinds of writing**  
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:  
- account  
- advertisement  
- announcement  
- article  
- blog posting  
- cartoon  
- conversation  
- discussion  
- interview  
- letter  
- review  
- script – speech, interview, dialogue.  
**Linguistic resources**  
Provide opportunities for students to acquire and use the following resources:  
- Vocabulary  
  - introduce new vocabulary, phrases and expressions, through texts used related to the significant choices individuals may make in their life or career.  
- Grammar  
  - adjectives (extended pre-noun adjectival expressions†)  
  - pronouns (relative: all cases)  
  - sentence and phrase types (double infinitives in subordinate clauses†)  
  - verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of wenn†; infinitives with verbs of perception, motion, and with lassen; modals: perfect tense†, conditional perfect tense†)  
  - voice (passive).  
† For recognition only  
- Sound and writing systems  
  - 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**  
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:  
- aspects of participating in society: single, partnership or marriage?  
- making choices about the future: career or family or both?  
- discussion on the year ahead – study, work or travel?  
- influence of media on individual choice. |
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|      | **Language learning and communication strategies**  
Provide opportunities for students to practise the following strategies:  
• use oral clues to predict and help with interpreting meaning  
• deduce meaning by applying rules  
• identify main points, make notes and summarise  
• think critically and analytically  
• structure an argument, express ideas and opinions  
• manipulate known elements in a new context to create meaning in written forms.  
Dictionaries  
• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.  
**Assessment Task 1: Response: Listening**  
Listen to German texts and respond in German or English, as specified, to questions in German or English.  
**Assessment Task 2: Written communication**  
Write an evaluative letter in German of approximately 300 words. |
|      | **Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
• The German-speaking communities – Culture and the arts. Students explore culture and the arts in German-speaking communities.  
**Text types and kinds of writing**  
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:  
• account  
• advertisement  
• article  
• conversation  
• discussion  
• film or TV program (excerpts)  
• image  
• interview  
• message  
• review  
• script – speech, interview, dialogue  
• summary.  
**Linguistic resources**  
Provide opportunities for students to acquire and use the following resources:  
Vocabulary  
• introduce new vocabulary, phrases and expressions, through texts used related to exploring the culture and the arts in German-speaking communities.  
Grammar  
• adjectives (extended pre-noun adjectival expressions†)  
• pronouns (relative: all cases)  
• sentence and phrase types (double infinitives in subordinate clauses†)  
• verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of wenn†; infinitives with verbs of perception, motion, and with lassen; modals: perfect tense†, conditional perfect tense†)  
• voice (passive).  
† For recognition only  
Sound and writing systems  
• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations. |
**Week 11–15**

**Intercultural understandings**
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:
- official organisations that promote and celebrate German culture worldwide, e.g. Goethe Institut
- symbols of cultural identity, e.g. German flag, Berlin Wall, Brandenburg Gate
- how contemporary culture links to traditional culture, e.g. *der Tag der Arbeit* (May Day/Labour Day) also heralds spring in the northern hemisphere
- 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
- contributions of German culture to the global community, e.g. architecture, the arts, design, technological inventions, cuisine
- the influence of popular culture on German-speaking people and their identity.

**Language learning and communication strategies**
Provide opportunities for students to practise the following strategies:
- scan and select texts for appropriate information
- identify key words and main points, make notes and summarise
- ask for clarification and repetition to assist understanding
- structure an argument, express ideas and opinions
- manipulate known elements in a new context to create meaning in spoken forms.

**Dictionaries**
- use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.

**Assessment Task 3: Response: Viewing and reading**
Read/view German texts and respond in German or English, as specified, to questions in German or English.

**Assessment Task 4: Oral communication**
Participate in an 8–10 minute discussion in German.

**Learning contexts and topics**
Provide opportunities for learning and assessment on the following context and topic:
- 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.

**Text types and kinds of writing**
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:
- account
- article
- conversation
- discussion
- film or TV program (excerpts)
- interview
- letter
- report
- review
- summary.

**Linguistic resources**
Provide opportunities for students to acquire and use the following resources:

**Vocabulary**
- 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.
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<tr>
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<tr>
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<td><strong>Grammar</strong></td>
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<td>• sentence and phrase types (double infinitives in subordinate clauses†)</td>
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<td>• verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of wenn†; infinitives with verbs of perception, motion, and with lassen; modals: perfect tense†, conditional perfect tense†)</td>
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<td>• voice (passive).</td>
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<td><strong>Intercultural understandings</strong></td>
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<td>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:</td>
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<td>• careers and opportunities now and in the future</td>
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<td>• influence of technology on education and on the workplace</td>
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<td>• 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.</td>
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<td><strong>Language learning and communication strategies</strong></td>
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<td>Provide opportunities for students to practise the following strategies:</td>
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<td>• think critically and analytically</td>
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<td>• structure an argument, express ideas and opinions</td>
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<td>• manipulate known elements in a new context to create meaning in written forms.</td>
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<td><strong>Dictionaries</strong></td>
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<td>• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</td>
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<td><strong>Assessment Task 5: Written communication</strong></td>
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<td>Write a persuasive article in German of approximately 300 words.</td>
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<td><strong>Assessment Task 6: Practical (oral) examination</strong></td>
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<td><strong>Assessment Task 7: Written examination</strong></td>
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16 Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.
# Sample course outline

**German: Background Language – ATAR Year 12**

**Semester 2 – Unit 4**

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<thead>
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<th>Week</th>
<th>Key teaching points</th>
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| 1–5 | **Introduction**  
Overview of the unit and assessment requirements.  
**Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
- The individual – Making a contribution. Students reflect on their role in their communities and how they can make a contribution to contemporary society.  
**Text types and kinds of writing**  
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:  
- account  
- announcement  
- article  
- blog posting  
- conversation  
- discussion  
- email  
- film or TV program (excerpts)  
- journal entry  
- interview  
- script – speech, interview, dialogue  
- summary.  
**Linguistic resources**  
Provide opportunities for students to acquire and use the following resources:  
- Vocabulary  
  - 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.  
- Grammar  
  - adjectives (extended pre-noun adjectival expressions†)  
  - pronouns (relative: all cases)  
  - sentence and phrase types (double infinitives in subordinate clauses†)  
  - verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of wenn†; infinitives with verbs of perception, motion, and with lassen; modals: perfect tense†, conditional perfect tense†)  
  - voice (passive).  
*† For recognition only*  
**Sound and writing systems**  
- 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**  
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:  
- future goals and aspirations of young people in Australia and in German-speaking communities  
- 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. |
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| 6–10 | **Language learning and communication strategies**  
Provide opportunities for students to practise the following strategies:  
- think critically and analytically  
- structure an argument, express ideas and opinions  
- manipulate known elements in a new context to create meaning in written forms.  
Dictionaries  
- use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.  
**Assessment Task 8: Written communication**  
Write an informative script of a speech in German of approximately 300 words.  

**Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
- 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.  

**Text types and kinds of writing**  
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:  
- account  
- article  
- blog posting  
- cartoon  
- conversation  
- discussion  
- film or TV program (excerpts)  
- interview  
- letter  
- review  
- script – speech, interview, dialogue  
- summary.  

**Linguistic resources**  
Provide opportunities for students to acquire and use the following resources:  

**Vocabulary**  
- introduce new vocabulary, phrases and expressions, through texts used related to the place of German-speaking communities in the world, including international migration experiences.  

**Grammar**  
- adjectives (extended pre-noun adjectival expressions†)  
- pronouns (relative: all cases)  
- sentence and phrase types (double infinitives in subordinate clauses†)  
- verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of wenn†; infinitives with verbs of perception, motion, and with lassen; modals: perfect tense†, conditional perfect tense†)  
- voice (passive).  
† For recognition only  

**Sound and writing systems**  
- 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**  
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:  
- reasons for German movement around the globe  
- migration experiences of German speakers (past and present)  
- political and social issues in Germany and in German-speaking communities  
- aspects of multicultural integration in German-speaking communities  
- contributions of German speakers to the international community.
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<td><strong>Language learning and communication strategies</strong>&lt;br&gt;Provide opportunities for students to practise the following strategies:&lt;br&gt;• use oral clues to predict and help with interpreting meaning&lt;br&gt;• deduce meaning by applying rules&lt;br&gt;• identify main points, make notes and summarise.&lt;br&gt;<strong>Dictionaries</strong>&lt;br&gt;• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.&lt;br&gt;<strong>Assessment Task 9: Response: Listening</strong>&lt;br&gt;Listen to German texts and respond in German or English, as specified, to questions in German or English.</td>
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<td><strong>Learning contexts and topics</strong>&lt;br&gt;Provide opportunities for learning and assessment on the following context and topic:&lt;br&gt;• The changing world – Current global issues. Students explore a range of global issues and events and their impact on the individual and society.&lt;br&gt;<strong>Text types and textual conventions</strong>&lt;br&gt;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:&lt;br&gt;• account&lt;br&gt;• announcement&lt;br&gt;• article&lt;br&gt;• blog posting&lt;br&gt;• cartoon&lt;br&gt;• chart&lt;br&gt;• conversation&lt;br&gt;• discussion&lt;br&gt;• film or TV program (excerpts)&lt;br&gt;• image&lt;br&gt;• interview&lt;br&gt;• letter&lt;br&gt;• message&lt;br&gt;• script – speech, interview, dialogue&lt;br&gt;• summary.&lt;br&gt;<strong>Linguistic resources</strong>&lt;br&gt;Provide opportunities for students to acquire and use the following resources:&lt;br&gt;<strong>Vocabulary</strong>&lt;br&gt;• 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.&lt;br&gt;<strong>Grammar</strong>&lt;br&gt;• adjectives (extended pre-noun adjectival expressions†)&lt;br&gt;• pronouns (relative: all cases)&lt;br&gt;• sentence and phrase types (double infinitives in subordinate clauses†)&lt;br&gt;• verbs (subjunctive I: indirect speech†; subjunctive II: conditional perfect, omission of wenn†; infinitives with verbs of perception, motion, and with lassen; modals: perfect tense†, conditional perfect tense†)&lt;br&gt;• voice (passive).&lt;br&gt;† For recognition only&lt;br&gt;<strong>Sound and writing systems</strong>&lt;br&gt;• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</td>
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<td><strong>Intercultural understandings</strong>&lt;br&gt;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:&lt;br&gt;• the impact of a changing Australian and German-speaking society on the individual&lt;br&gt;• 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.</td>
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<td><strong>Language learning and communication strategies</strong>&lt;br&gt;Provide opportunities for students to practise the following strategies:&lt;br&gt;• scan and select texts for appropriate information&lt;br&gt;• identify key words and main points, make notes and summarise&lt;br&gt;• use oral clues to predict and help with interpreting meaning&lt;br&gt;• deduce meaning by applying rules&lt;br&gt;• ask for clarification and repetition to assist understanding&lt;br&gt;• structure an argument, express ideas and opinions&lt;br&gt;• manipulate known elements in a new context to create meaning in spoken forms.</td>
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<td><strong>Dictionaries</strong>&lt;br&gt;• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</td>
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<td>16</td>
<td><strong>Assessment Task 10: Oral communication</strong>&lt;br&gt;Participate in an 8–10 minute conversation in German.</td>
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<td><strong>Assessment Task 11: Response: Viewing and reading</strong>&lt;br&gt;Read/view German texts and respond in German or English, as specified, to questions in German or English.</td>
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<td><strong>Assessment Task 12: Oral communication</strong>&lt;br&gt;Participate in a 12–15 minute discussion in German on the topic for the personal investigation.</td>
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<td>Review structure of the practical (oral) and written examinations for Semester 2.&lt;br&gt;Prepare for the practical (oral) and written examinations.</td>
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<td><strong>Assessment Task 13: Practical (oral) examination</strong></td>
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<td><strong>Assessment Task 14: Written examination</strong></td>
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