

German

LEVEL 2		15 TCE CREDIT POINTS
COURSE CODE	GRM215123	
COURSE SPAN	2023 — 2027	
READING AND WRITING STANDARD	NO	
MATHEMATICS STANDARD	NO	
COMPUTERS AND INTERNET STANDARD	NO	

This course is current for 2024.

German Level 2 enables students to communicate in basic German and develop an understanding of German language and culture

They will make comparisons between their own lives and those of German-speaking teenagers. Students will learn to use basic vocabulary and structures to read, write, speak, view and listen to German. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of German culture. Students will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the German language and interest in German-speaking communities.

Discipline-based study

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

German Level 2 is a Discipline-based study course.

Discipline-based study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Learners consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.



In this course learners will do this by:

- using the three module concepts of identity, responsibility and legacy to learn vocabulary and structures for reading, writing, speaking, viewing and listening to German language: specialist knowledge
- applying grammar structures to convey meaning in spoken and written language: theories
- exploring aspects of culture through the concepts for each module and reflecting on similarities and differences between their own and that of German-speaking countries and regions: concepts
- building strategies for learning a language so that they become independent learners: methodology
- using appropriate terms to discuss their own language and the German language: terminology.

Rationale

German Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. Learning German extends Tasmanian learners' intercultural competence and to develop knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the twenty-first century. The study of German promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity in Tasmania, in the wider Australian community and globally.

The course provides access to *German* Level 3 and also gives learners the opportunity to develop metacognitive and metalinguistic skills. German and English share many language roots, which can help Tasmanian learners improve their literacy skills. Skills learned in German can also be transferred to all other languages offered as part of Years 9 to 12 Education.

Learners who can communicate in German and engage with German culture will also be able to contribute to Tasmanian society and the economy through such areas as the arts, business, foreign affairs, sector-specific European Union trade, education and technology in coming decades. German speakers form the second largest group of non-English background tourists to Tasmania, so a knowledge of German is particularly relevant to tourism and hospitality. These language skills will provide learners with a range of opportunities for personal, vocational and professional growth.

The purpose of [Years 9 to 12 Education](#) is to enable all learners to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. listen and respond to spoken texts presented in basic German
2. communicate in basic spoken German to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic German
4. communicate in basic written German to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to daily life, community, education and work, and other concepts related to responsibility
7. use language to express ideas related to daily life, community, education and work, and other concepts related to responsibility
8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy.

Pathways

Pathways in: The *German* Level 2 course provides an entry point to learning German and also enables learning continuity for learners who have limited or inconsistent prior learning experiences from Australian Curriculum: German.

Pathways out: The *German* Level 2 course provides a pathway to the *German* Level 3 course.

Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Intercultural understanding
- Literacy

Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

Course Structure

This course consists of three 50-hour modules.

Module 1: Identity

Module 2: Responsibility

Module 3: Legacy

Course Delivery

The three modules must be delivered in order: 1, 2, 3.

Course Requirements**Access**

No prior knowledge of German is required for participation in this course. Access to the course is restricted to learners for whom German is an additional language.

Resource requirements

There are no resource requirements for this course.

Module 1 – Identity

Learners will develop foundational communication skills in the German language. In module 1, they will focus on speaking, listening, reading and writing skills related to identity. Identity relates to concepts related to the student's world that include:

- a sense of self, personal values, opinions, ideas, aspirations and relationships with others
- individuality and group affiliation in the community
- global perspectives of Australian and German society.

Learners will:

- use the topics of self, family relationships and friendship to explore the concept of identity
- share personal, community and global perspectives by exploring German language and culture.

See Appendix 6: Language for all relevant language structures for this module.

Module 1 learning Outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic German
2. communicate in basic spoken German to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic German
4. communicate in basic written German to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to self, family and friends and other concepts related to identity

Module 1 content

Learners will work with vocabulary and structures that will allow them to explore:

- topics related to their personal world, their family and friends
- the personal world of their peers in German speaking communities
- similarities and differences in the way different languages are structured
- how culture plays an integral role when communicating in an additional language.

Learners will:

- reflect on their own and others' cultural and linguistic identity
- interact with others and communicate about themselves in culturally and linguistically appropriate ways
- be supported to understand the communications skills needed
- understand and use culturally appropriate titles and forms of address
- use specific language to show respect in personal communications.

Learners will develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities to engage with other speakers of German

Key knowledge:

- appropriate terms for family members
- adjectives for personal descriptions
- first, second and third person singular possessive constructions
- present tense of relevant verb constructions: common irregular constructions as vocabulary items as necessary
- negative construction of relevant present tense forms
- formulaic expressions as vocabulary items
- culturally relevant language and structures.

Key skills:

- describe themselves: name, age, where they live, describe personality, personal details etc

- use elements of the language to communicate with and about their friends
- inquire about such information
- analyse, understand and respond to such information
- explain information about their peers in German-speaking cultures, especially name, age, where they live, personality, appearance
- enquire about aspects of peers' personal lives, family and friends
- use elements of the language to demonstrate their understanding of the role of culture in shaping German language.

Module 1 work requirements

This module includes the following work requirements:

- a folio comprised of 1 part:
 - short response: Listen and speak.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 1 assessment

This module has a focus on criteria 1, 2, 5 and 6.

Module 2 - Responsibility

Learners will continue to develop foundational communication skills in the German language. In module 2, they will develop speaking, listening, reading and writing skills related to responsibility. Responsibility relates to concepts that include:

- how people manage social responsibilities and influence decisions that affect individuals or groups such as:
 - family and community responsibilities
 - education commitments
 - obligations as a part-time employee
- home life and daily routine
- community

Learners will:

- share personal, community and global perspectives of responsibility
- compare perspectives for themselves and their peers in German-speaking cultures
- explore German language and culture.

See Appendix 6: Language for all relevant language structures for this module.

Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic German
2. communicate in basic spoken German to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic German
4. communicate in basic written German to express information, opinions, ideas and experiences
5. use learning and management strategies
7. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility.

Module 2 content

Learners will develop language related to daily life, community, education and work. They will:

- apply cultural, linguistic and social knowledge and skills in appropriate ways
- understand the role of culture when communicating in a different language
- explore and compare how:
 - family, community and school roles and expectations differ between cultures
 - cultural influences shape the value placed on education in cultures
 - expectations and obligations around employment may differ between cultures.

Module 2 assumes a knowledge of the language identified in Module 1. Learners will develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities to engage with other speakers of German.

Key knowledge:

- vocabulary for family activities, including daily routine, roles and responsibilities
- vocabulary and phrases to talk about the local community
- vocabulary and phrases to talk about school and learning
- vocabulary and phrases to talk about part-time employment
- comparative structures
- present tense of relevant verb constructions: additional relevant irregular constructions as vocabulary items as necessary
- formulaic expressions as vocabulary items.

Key skills:

- describe duties within the family

- describe routine considerations of daily life, including food and weather
- describe their physical community and their engagement in the community
- explain responsibilities at school, attitudes to aspects of education and learning etc
- describe and use language about part-time employment
- enquire about such information
- make comparisons about family activities, daily routine, school and part-time employment
- enquire about and share information about their peers in German-speaking communities, especially duties and roles within the family, education, the community and part-time employment
- analyse and respond to information about family, daily life, education and part-time employment.

Module 2 work requirements

This module includes the following work requirements:

- a folio comprised of 2 parts:
 - short response: Read and write
 - short response: Language and culture

See Appendix 3 for the full specifications of the work requirements of this course.

Module 2 assessment

This module has a focus on criteria 3, 4, 5 and 7.

Module 3 - Legacy

Learners will continue to develop and consolidate foundational communication skills in the German language. In module 3, they will develop speaking, listening, reading and writing skills related to legacy. Legacy relates to concepts that include:

- how people and events influence change
- how individuals and communities respond to opportunities and challenges
- contributions, achievements and influence of German-speaking individuals or groups in society.

Learners will:

- explore legacy through topics including:
 - leisure time
 - the Arts
 - entertainment and media
 - sport
 - travel
- share personal, community and global perspectives
- work with vocabulary and structures to explore topics related to past and future experiences and events
- develop knowledge and skills to share their thoughts on topics related to legacy.

See Appendix 6: Language for all relevant language structures for this module.

Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic German
2. communicate in basic spoken German to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic German
4. communicate in basic written German to express information, opinions, ideas and experiences
5. use learning and management strategies
8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy

Module 3 content

Learners will develop German language related to personal, community and global perspectives.

They will:

- apply cultural, linguistic and ethical knowledge and skills in appropriate ways
- explore and compare how:
 - languages have similarities and differences in the way they are structured
 - culture plays an integral part when communicating in an additional language
 - different languages and cultures express the notion of time and ordering of events in different ways
 - languages have formal mechanisms for seeking and giving opinions
 - the role and type of leisure varies across cultures
 - culture influences the arts, entertainment and media and the role that they play in their peer's lives
 - attitudes around travel vary between cultures

Module 3 assumes a knowledge of the vocabulary and language structures identified in Modules 1 and 2. Learners will develop key knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities to engage with other speakers of German.

Key knowledge:

- structures to talk about themselves and other people, places and events in the past

- structures to talk about themselves and other people, places and events in the future
- structures to enquire about and express opinions
- structures to make comparisons
- structures to facilitate the formation of complex sentences; for example, conjunctions
- formulaic expressions as vocabulary items.

Key skills:

- discuss leisure time activities such as sports and hobbies, options, commitments, conditions, comparisons
- enquire about others' leisure time activities
- convey information about travel and transport and make plans for travelling
- discuss entertainment, media and the arts, expressing likes and dislikes, preferences and opinions
- enquire about others' views of entertainment, media and the arts
- enquire about and share information about leisure time, entertainment, travel and transport for their peers in German-speaking communities
- analyse and respond to information about leisure time activities, entertainment, media and the arts, sports and hobbies, travel and transport.

Module 3 work requirements

This module includes the following work requirement:

- one folio comprised of 3 parts:
 - short response: Listen and speak
 - short response: Read and write
 - short response: Language and culture

See Appendix 3 for the full specifications of the work requirements of this course.

Module 3 assessment

This module has a focus on criteria 1,2, 3, 4, 5 and 8.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint of study. Although assessment as part of the learning program is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect endpoint achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
 - course delivery plan
 - course assessment plan: assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment.

This process will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for *German Level 2* will be based on the degree to which the learner can:

1. listen and respond to basic spoken German
2. communicate in basic spoken German
3. read and respond to basic written German
4. communicate in basic written German
5. use learning and management strategies
6. use language to express ideas related to self, family and friends
7. use language to express ideas related to daily life, community, education and work
8. use language to express ideas related to personal, community and global perspectives on culture

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

Standards

Criterion 1: listen and respond to basic spoken German

Based on the language and structures in this Level 2 course, the learner listens to basic spoken German and:

Standard Element	Rating A	Rating B	Rating C
E01 - General ideas in spoken German†	accurately identifies and appropriately responds to ideas on a range of familiar topics	identifies and responds to a range of general ideas on a range of familiar topics	identifies and responds to a limited range of general ideas on a given range of familiar topics
E02 - Specific details in spoken German†	identifies and appropriately responds to a relevant range of specific details.	identifies and responds to specific details.	identifies and responds to given specific details.

† Spoken German may include, but is not limited to single speakers, conversations, computer-generated voice, recordings, live production.

Criterion 2: communicate in basic spoken German

Based on the language and structures in this Level 2 course, the learner communicates in basic spoken German and:

Standard Element	Rating A	Rating B	Rating C
E01 - Range of structures	uses a range of simple and complex structures in speaking about familiar topics	uses a range of simple structures in speaking about familiar topics	uses given simple structures in speaking about familiar topics
E02 - Accuracy of structures	uses simple structures with accuracy and demonstrates variable accuracy if using more complex structures	uses simple structures with limited accuracy	uses a given range of vocabulary and repeats simple structures in speaking about familiar topics as directed
E03 - Fluency of responses	responds spontaneously, effectively and cohesively on a relevant range of familiar topics, may respond with occasional hesitation when using less familiar topics	responds cohesively when using familiar, pre-learned structures, may hesitate when using less familiar language and topics	responds with frequent hesitation, may require assistance† from the interlocutor to respond

† Assistance may include, but is not limited to, the student asking for repetition or translation, asking is something correct, gesturing to convey information, pointing to provide additional information.

Criterion 3: read and respond to basic written German

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - General ideas in written German†	accurately identifies and appropriately responds to general ideas on a range of familiar topics	identifies and responds to a range of general ideas on a range of familiar topics	identifies and responds to a limited range of general ideas on a given range of familiar topics
E02 - Specific details in written German†	identifies and appropriately responds to a range of specific details.	identifies and responds to specific details.	identifies and responds to given specific details

† Written German may include, but is not limited to, printed, handwritten, online, personal, public, mass communications.

Criterion 4: communicate in basic written German

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Range of vocabulary structures	uses a range of simple and complex structures when communicating about familiar topics	uses a range of simple structures and some complex structures when communicating about familiar topics	uses a given range of simple structures when communicating about familiar topics
E02 - Accuracy of structures	uses simple structures with accuracy. Accuracy is variable when more complex structures are used	uses simple structures with limited accuracy	repeats simple structures in speaking about familiar topics as directed
E03 - Orthography	uses correct spelling, including accents for high-frequency and less frequent used words. Punctuation is used correctly to enhance meaning.	uses correct spelling, including accents for high-frequency words and punctuation is correct: errors do not impede meaning	uses correct spelling, including accents, for high-frequency words and phrases and basic punctuation is correct: errors in spelling may impede meaning
E04 - Context, purpose and audience	creates a detailed response that is relevant to context, purpose and audience.	creates a response that is relevant to context, purpose or audience.	creates a response that has limited relevance to context, purpose or audience.

Criterion 5: use learning and management strategies

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Analysis of German	explains (in English) a range of similarities and differences in information and ideas from texts in German	describes (in English) similarities and differences in information and ideas from texts in German	identifies (in English) limited similarities and differences in information and ideas from texts in German
E02 - Self management	uses a relevant range of strategies to manage and complete tasks within agreed timeframes	uses a range of strategies to manage and complete aspects of tasks within agreed	uses a given range of strategies to manage tasks as directed

		timeframes	
E03 - Differentiating the work of others and referencing	differentiates the work of others from the learner's own†. Uses referencing conventions and methodologies accurately‡.	differentiates the work of others from the learner's own†. Uses provided referencing conventions and methodologies accurately‡.	identifies the work of others as directed†. Uses referencing conventions and methodologies‡ as directed. There may be minor errors or inconsistencies.

† This includes, but is not limited to, ideas, images, information, data or words.

‡ This may include the creation of reference lists and bibliographies.

Criterion 6: use language to express ideas related to self, family and friends

Based on the language and structures in Module 1 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Applies language for identity†	selects and uses appropriate German vocabulary and expressions when speaking or writing to discuss self, family and friends	uses German vocabulary and expressions when speaking or writing to discuss self, family and friends	uses given German vocabulary and expressions when speaking or writing to discuss self, family and friends
E02 - Translates language for identity†	identifies and explains (in English) vocabulary and expressions used related to self, family and friends when reading or listening in German.	Identifies and describes (in English) vocabulary and expressions used related to self, family and friends when reading or listening in German.	identifies (in English) vocabulary and expressions used related to self, family and friends when reading or listening in German.
E03 - Intercultural understanding for identity†	explains a range of relevant cultural ideas and information (in English) when comparing for identity for German and Australian language culture and traditions.	describes a range of cultural ideas and information (in English) when comparing for identity in German and Australian language, culture and traditions.	identifies cultural ideas and information (in English) when comparing for identity in German and Australian language, culture and traditions.

† identity includes concepts related to self, family and friends

Criterion 7: use language to express ideas related to daily life, community, education and work

Based on the language and structures in Module 2 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Applies language for responsibility†	selects and uses appropriate German vocabulary and expressions when speaking or writing to discuss daily life, community, education and work	uses German vocabulary and expressions when speaking or writing to discuss daily life, community, education and work	uses given German vocabulary and expressions when speaking or writing to discuss daily life, community, education and work
E02 - Translates language for responsibility†	identifies and explains (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in German.	identifies and describes (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in German.	identifies (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in German.
Intercultural understanding for responsibility†	explains a range of relevant cultural ideas and information (in English) when comparing the concept of responsibility in German and Australian language, culture and traditions.	describes a range of cultural ideas and information (in English) when comparing the concept of responsibility in German and Australian language, culture and traditions.	identifies cultural ideas and information (in English) when comparing for responsibility the concept of German and Australian language, culture and traditions.

† responsibility includes concepts related to daily life, community, education and work

Criterion 8: use language to express ideas related to personal, community and global perspectives on culture

Based on the language and structures in Module 3 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Applies language for legacy†	selects and uses appropriate German vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture	uses German vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture	uses given German vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture
E02 - Translates language for legacy†	identifies and explains (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in German.	identifies and describes (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in German.	identifies (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in German.
E03 - Intercultural understanding for legacy†	explains a range of relevant cultural ideas and information (in English) when comparing legacy in German and Australian language, culture and traditions.	describes a range of cultural ideas and information (in English) when comparing legacy in German and Australian language, culture and traditions.	identifies cultural ideas and information (in English) when comparing legacy in German and Australian language, culture and traditions.

† legacy includes concepts related to personal, community and global perspectives on culture

Qualifications Available

German Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from eight ratings.

The minimum requirements for an award in *German* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the [Years 11 and 12 website](#).

Course Developer

This course has been developed by the Department of Education's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation

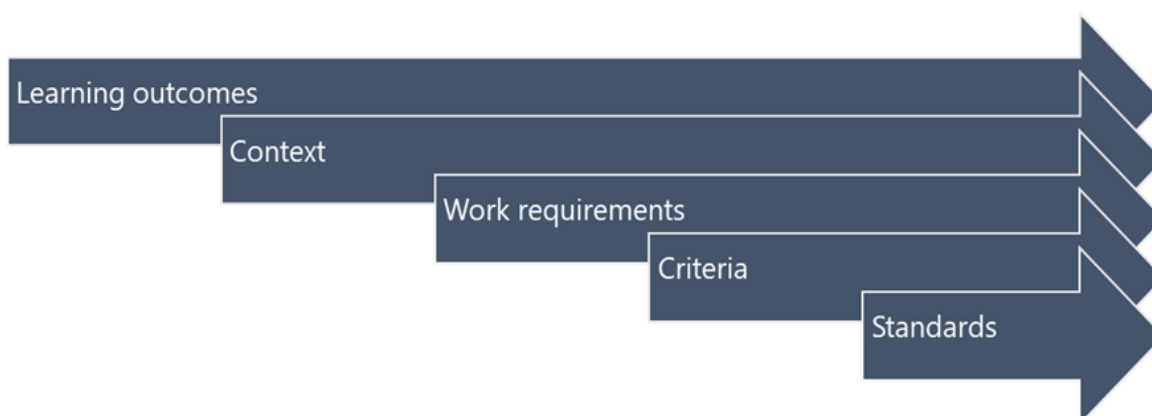
Accredited on 8 December 2021 for use from 1 January 2023 to 31 December 2027.

Version History

Version 1

Accredited on 8 December 2021 for use from 1 January 2023 to 31 December 2027. This course replaced *German - Foundation* Level 2 (GRM215114) which expired on 31 December 2022.

Line of sight



Learning Outcomes	Course content: modules	Work requirements: module	Criteria	General capabilities
1. listen and respond to spoken texts presented in basic German.	1, 2, 3	1, 3	1	Literacy; Intercultural understanding
2. communicate in basic spoken German to exchange information, opinions, ideas and experiences.	1, 2, 3	1, 3	2	Literacy; Intercultural understanding
3. read and respond to written texts presented in basic German.	1, 2, 3	2, 3	3	Literacy; Intercultural understanding
4. communicate in basic written German to express information, opinions, ideas and experiences.	1, 2, 3	2, 3	4	Literacy; Intercultural understanding
5. use learning and management strategies.	1, 2, 3	1, 2, 3	5	Literacy; Intercultural understanding
6. use language to express ideas related to self, family and friends and other concepts related to identity	1	1	6	Literacy; Intercultural understanding
7. use language to express ideas related to daily life, community, education and work, and other concepts related to responsibility	2	2	7	Literacy; Intercultural understanding
8. use language to express ideas related to personal, community, and global perspectives on culture and other concepts related to legacy.	3	3	8	Literacy; Intercultural understanding

Alignment to curriculum frameworks

German Level 2 draws on the following aspects of the Combined Curriculum and Assessment Framework for Languages (CCAFL) 2021:

- Concepts: identity, responsibility, legacy (topics developed from these concepts to meet the needs of the Tasmanian beginning language student)
- Perspectives: personal, community, global
- Course objectives: interact in [Language][†], analyse [Language], create meaning in [Language]
- Knowledge and skills to be assessed: reading, writing, speaking, viewing and listening to [Language]
- Content: learning [Language], using [Language] and mediating between [Language]-speaking communities and Australian cultural contexts
- The interrelationship between language and culture and the importance of the link between culture and effective communication
- The development of the capacity for ongoing reflection about languages and cultures, including the learner's own and those of others
- The development of an understanding of language as a system and reflection on how language is used in different contexts and may vary between different individuals and groups.

[†] The use of [Language] is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: German.

Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards.

Work requirements need not be the sole form of assessment for a module.

Module 1 work requirements specifications

Work requirement 1 of 1

Title of work requirement: Identity – Personal, community and global perspectives of the individual folio

Mode or format: folio

Description: The folio will include evidence collected over the course of the module. It will be based on concepts of identity as provided or negotiated with the teacher.

The folio will contain 1 part:

- **Part 1: Listen and speak:** the teacher has a conversation in German with the learner about themselves, their family and friends. The learner will:
 - respond in German to a series of short questions spoken German by the teacher
 - provide supporting evidence of either a recording of the conversation or a written summary of the questions and responses in English and/or German.

Note: The teacher may vary questions as appropriate for individual learners.

Size:

- **Part 1: Listen and Speak** - approximately 10 short responses with supporting evidence

Timing: as this is a folio, individual components can be done at different times.

Focus criteria: 1, 2, 5 and 6

Module 2 work requirements specifications

Work requirement 1 of 1

Title of work requirement: Responsibility – daily life, community, education or part-time employment folio

Mode or format: folio

Description: The folio will include evidence collected over the course of the module. It will be based on concepts of responsibility as provided or negotiated with the teacher.

The folio will contain 2 parts:

- **Part 1: Read and Write:** writing a short response in German to a stimulus in German. The stimulus may be in any mode. Teachers may wish to provide a guiding question for learners to respond to. The learner will:
 - provide a short description in English of the stimulus
 - create a response to the stimulus of 60-80 words in German
 - possible extension: find a different stimulus on the same topic in any mode, and provide a short comparison, in English, between the two.
- **Part 2: Language and Culture:** a written response to explore similarities and differences in language and culture. The learner will:
 - provide a response, in English, to compare aspects of Australian and German culture related to daily life, community, education or part-time employment

Size:

- **Part 1: Read and Write** - a short response in English and 60-80 words in German
- **Part 2: Language and culture** - approximately 250-500 words (or equivalent if multimodal) in English and relevant examples in German

Timing: as this is a folio, individual components can be done at different times.

Focus criterion: 3, 4, 5 and 7

Module 3 work requirements specifications

Work requirement 1 of 1

Title of work requirement: Legacy – personal, community and global perspectives folio

Mode or format: folio

Description:

The folio will include evidence collected over the course of the module. It will be based on concepts of legacy as provided or negotiated with the teacher.

Note: Teachers may wish to incorporate other content from modules 1 and 2 (criteria 6 and 7) into this task design as a culminating course activity. There may also be an opportunity to polish and refine earlier work to submit with this folio.

The folio will contain 3 parts:

- **Part 1: Listen and speak** - the teacher has a conversation in German with the learner about themselves, their family and friends.

The learner will:

- respond in German to a series of short questions spoken German by the teacher
- provide supporting evidence of either a recording of the conversation or a written summary of the questions and responses in English and/or German.

Note: The teacher may vary questions as appropriate for individual learners.

- **Part 2: Read and write** - writing a short response in German to a stimulus in German. The stimulus may be in any mode. Teachers may wish to provide a guiding question for learners to respond to. The learner will:

- provide a short description in English of the stimulus
- create a response to the stimulus of 60-100 words in German
- possible extension: find a different stimulus on the same topic in any mode, and provide a short comparison, in English, between the two.

- **Part 3: Language and Culture** - a written response to explore similarities and differences in language and culture. The learner will:

- Review, extend and refine the response provided for language and culture in Module 2, Work requirement 1 of 1. This will enable learners to add in any new concepts and demonstrate deeper understanding.
- Create a response that reflects their latest understanding of:
 - how aspects of Australian and German culture related to daily life, community, education or part-time employment compare

Size:

- **Part 1: Listen and speak** - approximately 10 short responses
- **Part 2: Read and write** - a short response in English and 60-100 words in German
- **Part 3: Language and culture** - approximately 250-500 words in English (or equivalent if multimodal) and relevant examples in German

Timing: as this is a folio, individual components can be done at different times.

Focus criteria: 1, 2, 3, 4, 5 and 8

General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Cross-curriculum priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Glossary

analyse

Dissect to ascertain and examine constituent parts and their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences.

Australian Curriculum, Assessment and Reporting Authority (ACARA)

Under the ACARA Act, ACARA's functions include: developing and administer a national school curriculum; developing and administering national assessments; collecting, managing and analysing student assessment data and other data relating to schools and comparative school performance; facilitating information sharing arrangements between Australian government bodies in relation to school data; and publishing information relating to school education, including information relating to comparative school performance.

audience

The audience is the intended group of readers, listeners or viewers for the task.

authentic

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practise.

Combined Curriculum and Assessment Framework for Languages (CCAFL)

The CCAFL Framework (2021) provides the structure and elements that will be common to all Australian CCAFL Languages developed for students who have typically already studied the language for approximately 200 hours. It represents the foundation for the development of language-specific materials and state-based curriculum and assessment for these CCAFL Languages

complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.

complex or structure

(A grammar structure that is) compound, composite, characterised by an involved combination of parts. He has eaten his cake already.

context

A real, simulated, or imaginary situation. Knowledge of the language as a system and the relationship between language and culture will inform the language used in any given context.

create meaning in [Language]

Creating meaning in [Language] refers to any language that students generate themselves in spoken, visual or written form. When creating meaning in [Language], students present information, experiences, opinions and ideas through a range of interactions, text types, styles of writing and media. Creating meaning in [Language] is not limited to particular contexts, purposes or audiences, and includes language for all student products.

culture

Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experiences
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about norms and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and

involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

Concept that influences all interaction, analysis and creation in the language learned in this course.

cultural conventions

Common set of norms and established standards shared by members of a group, to which each person is expected to conform.

cultural values

Common set of beliefs and principles shared by a group.

digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

familiar

Well-acquainted; thoroughly conversant with; well-known from long or close association; often encountered or experienced; common; of materials, texts, skills or circumstances, having been the focus of learning experiences or previously encountered in prior learning activities.

formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, Mir geht's gut. Or Was ist los?

Identity

Topics related to the student's personal world, for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others, individuality and group affiliation as well as aspects of Australian and target language society.

insightful

Showing a clear and usually original understanding of a complicated problem or situation.

intercultural competence

The ability to think, behave and create meaning to communicate effectively with people across cultures.

language systems

Elements that organise how a language works, including the systems of signs and rules such as phonological, syntactic, semantic and pragmatic that underpin language use. These systems have to be internalised for effective communication and comprehension.

Legacy

Consideration of how people and events influence change, and how people respond to opportunities and challenges; contributions, achievements and Influence of target-language speaking individuals or groups in society.

metalanguage

A vocabulary used to discuss language conventions and use; for example, language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register.

mediate between languages

To move between different linguistic and cultural systems, referencing own first languages or cultures while learning to use and to understand those of the target language.

multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

purpose

The reason for undertaking the task and the aims for communication in a particular context.

Responsibility

How people manage social responsibilities and influence decisions that affect individuals or groups within society.

Language

Module 1 - Identity

Vocabulary

- animals
- numbers
- colours
- body parts as appropriate e.g. hair, eyes
- family
- friends
- days of the week
- date
- greetings, leave-taking

Language structures

Category	Sub-category	Examples
adjectives	common	klein, alt, Die Welt ist schön.
	possessive adjectives	nominative: mein, dein, sein, ihr
	agreement and attributive position	Ein freundlicher Junge. (nominative only)
	common comparatives	Mein Bruder ist älter (als ich).
articles	definite singular	der, die, das
	indefinite	ein, eine, ein
nouns	gender / number	
	plural, common forms	Bruder – Brüder, Katze – Katzen, etc
	cases	nominative for active use. Accusative for incidental use as vocabulary items.
pronouns	nominative	ich, du, er, sie, es, wir, ihr, sie, Sie
numbers	cardinal	eins, zwei, drei, etc
	ordinal	erste, zweite, dritte, am ersten, am zehnten, etc
	dates	am ersten Januar, am siebten Februar, etc.
verbs	present tense (weak)	common weak verbs, (singular forms)
	present tense (strong)	common irregular: sein and haben, (singular forms)
	modals	present tense singular of mögen only, as vocabulary item
	negation of verbs	nicht: Ich schwimme nicht. Ich

		verstehe es nicht.
	negation of nouns	kein: Ich habe keine Schwester.
interrogatives	question words	Was? Wer? Wo?
	alternative strategies	..., nicht wahr? verb inversion: hast du eine Schwester?
prepositions	common, simple	in + city/town. Ich wohne in Devonport. aus + place of birth. Ich komme aus Hobart.
conjunctions	common, simple coordinating	und, aber
word order	statements	verb second position – Heute <i>kommt</i> mein Freund zu Besuch.
formulaic language	forms of address	Herr, Frau
	health enquiries	Wie geht's? Gut danke, etc

Module 2 - Responsibility

Vocabulary

- time including the 24-hour clock
- school, school subjects and school items
- daily routine
- part-time employment
- means of transport.
- Seasons and common weather expressions
- food
- places around the local community

Language structures

Category	Sub-category	Examples
prepositions	taking either dative or accusative	an, auf, hinter, in neben, über, unter, vor, zwischen
	taking dative	aus, bei, mit, nach, seit, von, zu
	taking accusative [†]	bis, durch, für, gegen, ohne, um, entlang, active use of 'bis' for use with times. Eg bis 9 Uhr.
articles	definite and indefinite	Nominative, dative and accusative for active use
nouns	adjectival Nouns [†]	Alles Gute zum Geburtstag!
verbs	present tense (strong)	fahren, tragen, sehen,
	present tense (weak)	
	+	

	imperative ¹	Setz dich! Steh auf! Öffnet eure Hefte!
	modal	all modals, singular forms. Ich kann nicht hören. Er muss nach Hause gehen.
	reflexive	Ich wasche mich.
	separable	Ich stehe um 7 Uhr auf.
	negation	Niemand arbeitet sonntags.
interrogatives	question words	Wie?
adjectives	comparative, superlative – common forms	gut, besser, das Beste schwierig, schwieriger, das Schwierigste
adverbs	positive, comparative, superlative	gern, lieber, am liebsten
	demonstratives	dieser, diese, dieses, diese
	of time	Heute, morgen, jeden Tag, am Wochenende, am Samstag etc
pronouns	indefinite	man, etwas, jemand, niemand
	accusative	mich, dich, ihn, sie,
	dative	mir, dir, ihr, ihm,
	reflexive	mich/mir, dich/dir, sich Ich wasche mich. Ich wasche mir die Hände.
conjunctions	coordinating	oder, denn
	subordinating	weil, wenn, dass
word order	in subordinate clauses	Er bekommt immer gute Noten, weil er so fleißig ist.
	um...zu	Er spart Geld, um ein Auto zu kaufen.
formulaic language	telling the time, including 24-hour clock	Es ist halb sieben. Es ist vierzehn Uhr zwanzig.
	knowing	kennen vs wissen
	weather	Es regnet. Die Sonne scheint. Heute ist es kalt.
	impersonal expressions	Es gibt ein Sofa im Wohnzimmer.

Module 3 – Legacy

Vocabulary

- names of regions, countries, cities
- sports and hobbies
- entertainment and media
- the arts
- places including city, countryside, mountains, sea, beach, etc
- directions
- travel

Language structures:

Category	Sub-category	Examples
pronouns	accusative	uns, euch, sie, Sie
	dative	uns, euch, ihnen, Ihnen
	interrogative	Was für ein...? Welcher?
		wen, wem [†]
verbs	present tense with adverbs of future	Morgen fahre ich nach Berlin.
	future [†]	Ich werde in Melbourne studieren [†] .
	conditional [†]	ich würde ein Motorrad kaufen.
	perfect tense with haben, including common strong forms	Ich habe ein Buch gekauft. Ich habe den Film gesehen.
	perfect tense with sein	Ich bin ins Kino gegangen
	imperfect	war, hatte, wohnte [†] , sah [†] , fuhr [†] , etc...
conjunctions	subordinating	als
formulaic language	expressing wishes	Ich möchte gerne...

[†] incidental use for recognition

Further guidance: text types, styles of writing and dictionary use

Text types

The following text types apply to all modules of *German Level 2*. Teachers will select text types for each module based on the knowledge, skills, experience and interests of learners. Learners will be expected to be able to use the text types listed below in assessment tasks.

- Blog post
- Email
- Invitation
- Journal or diary entry
- Message or note
- Brochure
- Script of a speech
- Transcript of an interview
- Informal letter

Styles of writing

Teacher-developed tasks for Criterion 4 and Criterion 5:

- will include purpose, context, process, product and audience
- may be personal, informative, descriptive, either individually or in combination.

Dictionaries

Learners are encouraged to use monolingual and/or bilingual dictionaries. Use of dictionaries is part of a range of strategies that learners can apply in order to:

- learn to mediate between languages
- reflect on language use
- understand the context for language use
- understand language as a system
- understand the limitations of resources and technologies.

Successful use of dictionaries and translation technologies requires students to understand the characteristics of vocabulary in [Language][†] and how [Language] is presented in reference texts. Effective dictionary use is a skill that assists students to develop critical thinking skills, strategies for accurately confirming meaning and creating interest to engage an audience. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. (CCAFL 2021).

[†] The use of [Language] is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: German.