

Year 9 German

Recommendation

Year 9 German is designed as a continuer course and a Sound Achievement (C) or above in Year 8 German is strongly recommended. In the event that a student has German language ability but has not previously undertaken formal study, an interview with the German teacher or a diagnostic test is required to determine a student's ability to engage with the subject at the same level as their same-aged peers.

Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for years 9 and 10.

By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, and make comparisons. They give opinions explain problems and ask for advice or clarification. They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases. They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles, personal pronouns, some demonstrative and interrogative adjectives possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic based phrases. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense. They use a variety of conjunctions and cohesive devices, to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking. Students give examples of how language changes over time and identify reasons for change. They apply the German case system and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts.

Delivery (mode, time requirements, lessons)

Students can access two scheduled lessons each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via the Cairns SDE online learning platform. Students are encouraged to undertake independent study through the Cairns SDE online learning platform.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed	
Semester 1	Term 1
	<p>Unit 1: Auf in der Schule Students will learn to talk about their school; the subjects they study; their school uniform; their likes and dislikes; the stationery they use; their daily school routine including their timetable and school rules. Students will study the German school system and the benefits of participating in an overseas exchange program or on a class trip. Specifically, students will learn to: say what they can and can't do; say what they are allowed and not allowed to do; apologise; use separable verbs in context; express their feelings; use plural pronouns such as <i>wir</i>, <i>ihr</i> and <i>sie</i>. The present tense is revisited, as well as the perfect tense. Conjunctions <i>weil</i> and <i>denn</i> are revisited. Students learn questions that require inversion and the future tense is introduced. Students learn the expression '<i>ich freue mich auf</i>' to say they are looking forward to something.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: reading and writing.
Semester 1	Term 2
	<p>Unit 2: Zeit für Freizeit Students will learn how to discuss their leisure activities and free-time. Students will talk about books they read, music they listen to and films/TV programs they watch. In addition, students will discuss sporting activities and celebrations they may wish to attend. Students learn how to order and pay for a meal in a restaurant. Grammar and language focus include: the accusative case; the subordinate case with <i>dass</i>; how to conjugate some irregular verbs; learn how to use the comparative and superlative; match nouns with their appropriate articles; adverbs of frequency and place; preferences with <i>gern</i>, <i>lieber</i> and <i>am liebsten</i>; the plural form of nouns; modal verbs are extended. Students learn the conditional tense.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: speaking, listening and translating.
Semester 2	Term 3
	<p>Unit 3: Menschliche Beziehungen/Freundschaften In this unit students talk about their personal relationships and friendships. Students discuss the attributes of a good friend. They will discuss appearances. Youth culture is discussed; going out and daily routines. Leisure activities are extended. Students describe photos; discuss their family relationships; explore views on marriage and compare their present life with when they were a child. Language and grammar focus on the dative case; different types of pronouns; reflexive verbs and with both the dative and accusative cases; two way prepositions; possessive adjectives; separable verbs; a variety of tenses (revision), including the introduction of the imperfect tense, also using modal verbs.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: speaking, writing and reflecting.
Semester 2	Term 4
	<p>Unit 4: Willkommen bei mir In this unit students learn to describe their house; discuss house chores; they discuss a typical house routine; the talk about food and drink including the discussion of traditional German meals; they discuss what it means to stay fit and healthy; they also focus on technology; the advantages and disadvantages of social media; when they use social media and technology; they learn expressions to do with an exchange. Language and grammar focus on separable verbs; a range of prepositions; regular and irregular verbs in the present and perfect tenses; <i>Du/Sie/Ihr</i> forms of you; reflexive verbs; a variety of pronouns; the <i>wenn</i> and <i>dass</i> clause are revisited; future tense; express opinion in the past using <i>dass</i> and cohesive devices.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: reading, listening and translating.

Disclaimer All of the above information is accurate at the time of publication.