

## Year (A) 5 and 6 German

### Achievement

Under the Australian Curriculum, all subjects are grouped into two-year bands. The standards below are for Years 5 and 6.

By the end of Year 6, students use familiar German language to share personal information, express preferences, and interact in classroom situations. They ask and answer questions, follow instructions, and engage in simple spoken and written exchanges. They use modelled structures and learned vocabulary to create connected texts, such as short descriptions and emails.

Students use basic grammar, including noun gender, present-tense verbs, and sentence structure. They develop pronunciation skills and strategies for learning new vocabulary, including the use of bilingual dictionaries and recognising cognates. Students also interpret simple texts and translate familiar phrases between German and English.

Students compare aspects of German and Australian cultures, exploring traditions such as Ostern and Weihnachten. They learn how language reflects cultural practices and use appropriate greetings in context (e.g., *Hallo* vs. *Guten Tag*), supporting intercultural understanding.

### 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 a one hour scheduled lesson once a week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via Collaborate Ultra. Students are encouraged to undertake independent study through the Cairns SDE QLearn course.

### Student Requirements

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

### Resources

All teaching and learning resources are provided in the online CSDE QLearn course.

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		Units and Learning Experiences, Summative Assessment, Criteria Assessed
Semester 1	Term 1	<b>Unit 1. Greetings and Introductions</b> Students communicate ideas about personal names and identity. They ask and answer questions and create short texts using simple, descriptive language.
		<b>Assessment</b> – Listening, Applying and Evaluating <ul style="list-style-type: none"> <li>• Explain and apply basic rules for spelling and punctuation.</li> <li>• Gather, compare and respond to information from different texts.</li> </ul>
	Term 2	<b>Unit 2. Family and Friends</b> Students talk about family, pets, and friends. They explore the concept of family in German-speaking countries and present multimodal texts about themselves and their families. Students create PowerPoint presentations about themselves and family members. They use their knowledge of German letter sounds and intonation to pronounce words and phrases correctly in German.
		<b>Assessment</b> – Speaking (Multimodal) and Creating <ul style="list-style-type: none"> <li>• Explain and apply basic rules for German pronunciation.</li> <li>• Use simple questions, statements and responses to indicate understanding.</li> <li>• Share information and opinions.</li> <li>• Select appropriate visual elements.</li> </ul>
Semester 2	Term 3	<b>Unit 3. My Place</b> Students explore homes in German-speaking countries and describe personal spaces. They interpret descriptive texts and compare housing features.
		<b>Assessment</b> – Reading, Analysing and Applying <ul style="list-style-type: none"> <li>• Gather and analyse information from texts;</li> <li>• Convey information and opinions in different formats.</li> <li>• Explain and apply basic rules for spelling and punctuation.</li> </ul>
	Term 4	<b>Unit 4. Sports and Hobbies</b> Students discuss personal interests and identity, explore hobbies in German-speaking cultures, and reflect on how interests show group belonging.
		<b>Assessment</b> – Writing, Applying and Creating <ul style="list-style-type: none"> <li>• Plan, write and present imaginative texts;</li> <li>• Adapt content;</li> <li>• Reflect on cultural influences in language use.</li> </ul>

**Disclaimer** All of the above information is accurate at the time of development.