



Year 10 German

Recommendation

Year 10 German is designed as a continuer course and a Sound Achievement (C) and above in Year 9 German is strongly recommended. In the event that a student has German Language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Achievement

Under the Australian Curriculum, the standards below are for years 9 and 10 German studies.

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)

Lessons are delivered via an online platform. Students have access to scheduled lessons each week. Students are required to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

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

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Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment	
Semester 1	Term 1
	<p>Unit 5. Reisen macht Spaß Students will learn to talk about the location of places; different places of interest in their town; transport and how they travel around; hotel bookings; describing hotel accommodation and associated hotel problems; buying tickets; making arrangements; numbers 100 – 1 million; holiday plans; asking, giving and understanding directions; ordering food and shopping for souvenirs. Specific language and grammar focus will be on prepositions; modal verbs; the use of man; questions; clauses including subordinate clauses; comparative and superlative; demonstrative article dieser; imperative tense; seit + the present tense; nominative and accusative adjectival endings; adverbs; the wenn clause with a subjunctive.</p> <p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> • Exam • Reading, Listening and Reflecting tasks
Semester 1	Term 2
	<p>Unit 6. Deutsche Firmen und Erfindungen Students will engage in the acquisition and application of practical communication proficiencies in the German language through participation in a project centred on German enterprises and innovations. Within this framework, students will have the opportunity to choose from a selection of four distinctive product concepts developed by renowned German companies. Through project-based learning, they will refine their written and oral communication abilities, particularly in the context of advertising, while also undertaking an analysis of the intricacies involved in translating informational content. Subsequently, students will craft a comprehensive multimodal presentation employing descriptive language and persuasive techniques to showcase their chosen product, thereby demonstrating their proficiency in spoken German. Emphasis will be placed on grammatical aspects such as adjectival endings, demonstrative and possessive adjectives in various cases, as well as the usage of a diverse range of prepositions, formal and informal language registers, among others.</p> <p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> • Multimodal presentation • Speaking, Writing and Translating tasks
Semester 2	Term 3
	<p>Unit 7. Rund um die Arbeit Students talk about different jobs and places of work. Students learn how to respond in an interview by asking and answering questions; they discuss apprenticeships and careers; they learn vocabulary to do with job descriptions; they create a job profile and talk about their dream job. Students discuss the benefits of learning another language. Language and grammar focus include the pluperfect tense; phrasal verbs; question types; conjunctions; intensifiers; students recognise sequences; word order (T.M.P); um ...zu; and adverbs. All tenses learned are revisited.</p> <p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> • Exam • Writing, Speaking and Reflecting tasks
Semester 2	Term 4
	<p>Unit 8. Eine wunderbare Welt In this unit students describe international festivals and events: they discuss ways of being involved in a sporting event; Students debate the advantages and disadvantages of a global sporting event; they deal with numbers and dates; students explain how social problems affect young people; they understand texts about homelessness and poverty; students explain what a school can do to be environmentally friendly, as well as discussing this concept at the country level; students discuss texts about international and global awareness campaigns. The language and grammar focus for this unit includes: forming questions; using prepositions with the accusative case; using adjectives with etwas and nichts; adjectival nouns; comparative and superlative adjectives and adverbs; subordinate clauses. An awareness of the passive is introduced.</p> <p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> • Exam • Reading, Listening and Translating tasks

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