



Year 8 German

Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for Years 7 and 8.

By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, request help or permission, ask for information, clarification or assistance. When socialising, they make simple statements. They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases. They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences.

They explain how aspects of their own identity impact on intercultural exchange. Students identify German as an important European and global language and that it is related to English. They identify some of the common variations in German used in different contexts by different people. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand and apply grammatical concepts. They identify features of common spoken, written and multimodal texts. They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.

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 per week via our online platforms and teleconferencing. Independent study is supported through the CSDE online learning environment.

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		
Semester 1	Term 1	<p>Unit 1. My World Students describe their town, what they do there, and how they travel. They learn country names, nationalities, and languages, and explore shopping vocabulary and geographical locations. Grammar includes the present tense, accusative case, conjunctions, prepositions, and 'es gibt'. Cultural elements related to shopping and travel are introduced.</p>
		<p>Summative assessment: Reading, Writing and Translating tasks</p>
	Term 2	<p>Unit 2. My Community and Celebrations Students discuss their communities and celebrations, including Christmas, Easter and New Year in German-speaking countries. They make arrangements with friends and revise days, months and seasons. Grammar includes reflexive verbs, impersonal constructions (e.g., 'man'), and conjunctions (weil, bevor, obwohl, wenn). Intercultural reflections are included.</p>
		<p>Summative assessment: Speaking and Listening tasks</p>
Semester 2	Term 3	<p>Unit 3. Memorable Places Students describe memorable places and emotions using adjectives and prepositions. They explore differences between formal and informal German and read/write about holidays and travel. Grammar focuses on the perfect tense, accusative and dative cases, and adjective agreement. Students compare travel customs in Germany and Australia.</p>
		<p>Summative assessment: Listening, Reading and Analysing tasks</p>
	Term 4	<p>Unit 4. What's for Dinner? Students discuss meals, eating habits and food culture. They explore and translate traditional German recipes and consider challenges in translating culturally specific items. Students reflect on how food, language and culture are connected.</p>
		<p>Summative assessment: Writing and Speaking tasks</p>

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