



## Welcome letter

Dear students,

Welcome to German units 1 and 2.

The timeline of your learning in units 1 and 2 is based on the requirements of the study design. It addresses a list of prescribed topics as well as a list of grammatical items, which need to be revised or learnt over four units.

In Year 11, we will focus on developing and reinforcing your skills in all four areas of Listening, Writing, Reading and Speaking. Your School Assessment Courses will be based on three areas of study in each unit: Interpersonal Communication, Interpretive Communication and Presentational Communication

Your learning and achievement in Year 11 are the first steps in your preparation for the end of Year 12 exam, which consists of an oral and a written component.

If you have any queries about the course, please contact me at school or by email.

I wish you all the best for your studies next year, and I look forward to accompanying you on this journey.

Regards,  
Frau Ankenbrand

# Outline of Study Design for Units 1&2

## OUTLINE OF STUDY

### UNIT 1

#### **Area of Study 1: Interpersonal Communication**

##### **Outcome 1**

Establish and maintain an informal, personal, spoken interaction in the language on a selected subtopic

#### **Area of Study 2: Interpretive Communication**

##### **Outcome 2**

Interpret information from two texts on the same subtopic presented in German, and respond in writing in German and in English

#### **Area of Study 3: Presentational Communication**

##### **Outcome 3**

Present information, concepts and ideas in writing in German on the selected subtopic and for a specific audience and purpose

### **Unit 2:**

#### **Area of Study 1: Interpersonal Communication**

##### **Outcome 1**

Respond in writing in German to spoken, written or visual texts presented in German.

#### **Area of Study 2: Interpretive Communication**

##### **Outcome 2**

Analyse and use information from written, spoken or visual texts to produce an extended written response in German

#### **Area of Study 3: Presentational Communication**

##### **Outcome 3**

Explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

## Outcomes and Assessment dates 2022

### Unit 1

<b>Task</b>	<b>Key Knowledge</b>	<b>Key skills</b>	<b>Date</b>
<p><b>Outcome 1</b> On completion of this unit, the student should be able to exchange meaning in a spoken interaction in German</p>	<p>Ideas and concepts related to the selected subtopic. Vocabulary and grammar suitable for exchanging information.</p>	<p>Discuss the selected subtopic. Use a range and of question and answer forms. Use appropriate pronunciation and intonation</p>	<p><b>Term 1</b>  <b>Week 6</b></p>
<p><b>Outcome 2</b> On completion of this unit, the student should be able to interpret information and respond in writing in German and in English.</p>	<p>Ideas and concepts related to subtopic. Vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic.</p>	<p>Identify key concept from written, spoken and audiovisual texts in German. Differentiate between general meaning and specific meaning.</p>	<p><b>Term 2</b>  <b>Week 5</b></p>
<p><b>Outcome 3</b> On completion of this unit, the student should be able to present information, concepts and ideas in writing in German on the selected subtopic</p>	<p>Ideas and concepts related to subtopic. Vocabulary and grammar suitable for conveying information on the subtopic. Conventions of a written presentation in German to a specific audience</p>	<p>Use strategies for creating an original text in German, such as planning, drafting and self-correcting. Sequence ideas logically and to engage the audience.</p>	<p><b>Term 2</b>  <b>Week 8</b></p>

## Unit 2

<b>Task</b>	<b>Key Knowledge</b>	<b>Key skills</b>	<b>Date</b>
<p><b>Outcome 1</b> On completion of this unit, the student should be able to respond in German to spoken, written or visual texts</p>	<p>Ideas and concepts related to the selected subtopic. Vocabulary and grammar suitable for understanding and conveying general information and information on the subtopic.</p>	<p>Use strategies for identifying key concepts and information from written, spoken, visual or audiovisual texts in German. Differentiate between general meaning and specific meaning</p>	<p><b>Term 3</b>  <b>Week 6</b></p>
<p><b>Outcome 2</b> On completion of this unit, the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in German.</p>	<p>Ideas and concepts related to subtopic. Vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic. Conventions of text types and language for commenting in writing on information, ideas and opinions.</p>	<p>Use strategies for identifying key concepts and information from written, spoken or visual or texts in German. Evaluate, select and use relevant information. Link detailed ideas and information from the stimulus material with general knowledge of the topic</p>	<p><b>Term 3</b>  <b>Week 10</b></p>
<p><b>Outcome 3</b> On completion of this unit, the student should be able to explain information, ideas and concepts orally in German to a specific audience.</p>	<p>One or more aspects of the culture of German-speaking communities. Concepts and ideas that reflect the selected subtopic. Vocabulary and grammar suitable for understanding, interpreting and conveying information orally.</p>	<p>Identify cultural meaning in written, spoken or audiovisual texts in German. Select relevant examples to demonstrate an aspect of culture. Create an original oral presentation in German that explains one or more aspects of culture. Use visual, digital media or other resources to support the presentation.</p>	<p><b>Term 4</b>  <b>Week 4</b></p>

## Timelines of Topics

### Term 1

Week	Topic
1	Holidays
2	Holidays
3	Family
4	Family
5	Free time activities
6	Free time activities
7	School
8	School
9	Future Pathways

### Term 2

Week	Topic
1	Travel
2	Travel
3	Tourism
4	D-A-CH-L
5	Dialects
6	Traditions
7	Festivals
8	Cultural events
9	Exams
10	Exam Feedback
11	Sem 2

### Term 3

Week	Topic
1	Media
2	Media
3	Society
4	Society
5	Social Issues
6	Social Issues
7	Environment
8	Environment
9	Sustainability
10	Globalisation

### Term4

Week	Topic
1	Immigrants in Germany
2	Immigrants in Australia
3	Racism
4	Changes in Society
5	Revision
6	Exams
7	Exams

## Sources of support for the Study

### Useful Websites

VCAA [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

AGTV (Association German Teachers of Victoria) [www.agtv.vic.edu.au](http://www.agtv.vic.edu.au)

For Reading Practice

<http://www.sowieso.de>

For Grammar and Vocabulary

<http://german.about.com/library/blgrammatik.htm>

<http://www.germanlinx.vic.edu.au/students/language/index.htm>

For Listening Practice

- [www.young-germany.de](http://www.young-germany.de)
- <http://cornelia.siteware.ch/blog/wordpress/2005/09/13/deutschland-horen>
- <http://www.schlaflosinmuenchen.com/>
- <http://finnsreise.wordpress.com/>
- <http://www.slowgerman.com/>
- [www.deutsch-to-go.de](http://www.deutsch-to-go.de)

## Materials Required – Texts, Stationery, and other Resources

### Required Materials to be brought to each class

Writing materials

Folders for Notes

Grammar Book

Dictionary

# PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS FOR VCE

## Prescribed themes and topics, and suggested sub-topics

The individual	The German-speaking communities	The world around us
<p><b>Personal identity and lifestyles</b>  <i>Daily life</i>  <i>Personal opinions and Values, adolescence, cultural identity and Intercultural connections</i>  <i>Health and well being, Rights and responsibilities, Leisure</i></p>	<p><b>Cultural heritage</b>  <i>Customs and traditions, celebrations, festivals and entertainment, the Arts, legends and fairy-tales</i></p>	<p><b>Global and contemporary society</b>  <i>Globalisation</i>  <i>Global citizenship</i>  <i>Environment and sustainability</i>  <i>Migration</i>  <i>Global conflicts</i>  <i>Tourism and travel</i></p>
<p><b>Relationships</b>  <i>Family/ friends</i>  <i>School/social relationships</i>  <i>Neighbourhood/community</i>  <i>Intergenerational relationships</i></p>	<p><b>Historical / contemporary people and events</b>  <i>Important historical events in German-speaking countries</i>  <i>Important historical figures,</i>  <i>Famous contemporary people in a selected field of endeavour (the arts, sciences, sports, business)</i>  <i>Influence of the past on present</i></p>	<p><b>Communication and media</b>  <i>Internet, social media and their influence</i>  <i>Advertising and its impact</i></p>
<p><b>Aspirations, education and careers</b>  <i>Future aspirations/ career choices</i>  <i>Challenges and goals</i>  <i>Experiences of schooling, Life long learning and flexibility</i>  <i>Working life/ life balance</i></p>	<p><b>Lifestyles in German-speaking countries and communities</b>  <i>Regional variations</i>  <i>The migration experience</i>  <i>German settlements in Australia</i></p>	<p><b>The influence of Science and technology</b>  <i>Impact of information technology on society and work</i>  <i>Sources of energy</i>  <i>Innovations and research in science and technology</i></p>



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# GRAMMAR

**The student is expected to recognise and use the following grammatical items:**

❖ ***Nouns***

- **Gender, number, case(all 4 cases)**
- ***Adjectival nouns:*** Alles Gute zum Geburtstag!
- ***Infinitives used as nouns:*** Das Rauchen ist ungesund.

❖ ***Articles:***

- **definite** der, die, das
- **indefinite** ein, kein

❖ ***Adjectives:***

- **common adjectives** klein, interessant
- **agreement, predicative** das Wetter ist schön.
- **attributive positions** das ist ein witziges Lied.
- **demonstrative** dieser, jener, solcher
- **indefinite** jeder, mancher, irgendein, alle
- **possessive** mein, dein, sein, etc.
- **comparative and superlative** dieser Sommer ist wärmer als der letzte. Sie ist die erfolgreichste Schwimmerin in diesem Jahr.
- **interrogative** was für ein?, welcher?
- **adjectives derived from place names** Münchner Bier, Schweizer Schokolade, das Brandenburger Tor

❖ ***Pronouns Personal***

- **nominative, accusative, dative cases** ich, du, er, mich, mir, etc...
- **reflexive** mich, dich, mir, dir, sich, uns, euch
- **indefinite** man, etwas, einer, jemand, niemand, nichts
- **interrogative** wer, wen, wem, wessen, was, wo(r)- compounds
- **relative** (all 4 cases) der, die, das, den, dem, etc., wer, was, wo, wo(r)- compounds, e.g. Die CD-ROM, die er zum Geburtstag bekommen hat, funktioniert nicht. Kennst du den Mann, mit dem Karl gerade spricht? Das ist die Frau, deren Mann in der selben Firma arbeitet. Wer mitmachen will, muss um 8 Uhr da sein. Hier ist das Buch, nach dem du mich gefragt hast.

### ❖ **Verbs – Tenses:**

- **Regular and Present** Ich lerne Deutsch.
- **Irregular Perfect** Gestern sind wir ins Kino gegangen.
- **Future** Wir werden die Wahl gewinnen.
- **Imperfect** Hänsel und Gretel verlieben sich im Wald. Es war so finster und auch so bitter kalt.
- **Pluperfect** Ich hatte ihn in einer Disco kennengelernt.
- **Using the present plus an adverb indicating future** Morgen fliegt er nach Österreich.
- **Inseparable** Sie überholte den Lastwagen.
- **Separable** Morgen fangen die Ferien an.
- **Reflexive** Sie konnte sich gar nicht an die Kälte gewöhnen.
- **Modals** dürfen, können, mögen, müssen, sollen, wollen

### ❖ **Mood:**

- **Imperative**, Lies mal vor!
- **Subjunctive 2** (in requests, and würde, hätte, wäre, könnte, müsste, sollte, e.g.conditional clauses) Würden Sie mir bitte noch ein Stück Kuchen reichen? Wenn ich Millionär wäre, könnte ich mir einen Porsche kaufen.
- **Passive voice** Das Parkhaus wird um 24 Uhr geschlossen.
- **Impersonal expressions** es gibt..., es stimmt..., es ist schade, dass...
- **Infinitive with verbs of perception**, Ich hörte ihn kommen.
- **motion and with lassen** Wir gehen schwimmen. Meine Mutter lässt mich nie fernsehen.
- **Verbs taking prepositional objects** Ich freue mich auf deinen Besuch. Sie entschuldigt sich bei der Lehrerin.
- **Verbs taking the dative** Ich danke dir. Er hilft seinem Freund. Das gehört ihm.

### ❖ **Adverbs**

- **Positive, comparative and superlative** gern, lieber, am liebsten

### ❖ **Prepositions**

- **The cases with prepositions** Ich gehe jetzt in die Schule. Ich lerne Deutsch in der Schule.
- **Contracted forms with articles** beim, zum, im, etc.
- **Wo(r) and da(r) compounds** womit, wozu, damit, dazu, dabei, darauf, etc.

### ❖ **Sentence**

- **The various parts of the sentence structure** subject, direct object, indirect object etc.
- **word order Statements** questions, commands
- **Subordinate/main clauses** Obwohl er noch zur Schule geht, hat er schon einen Job.

### ❖ **Conjunctions:**

- **Coordinating** und, aber, oder, denn, sondern, etc.
- **Subordinating** weil, wenn, als, dass, etc.
- **Correlative** entweder...oder, weder...noch, nicht nur... sondern auch, sowohl...als auch
- **Relative clauses** Wie heißt der Fluss, an dem Hamburg liegt?
- **Indirect questions** Ich möchte gern wissen, wie er heißt.
- **Position of nicht in a clause** Er hat seine Hausaufgaben nicht gemacht.
- **Position of adverbs and adverbial** Er fährt jeden Tag vergnügt zur Arbeit.
- **phrases – time, manner, place**
- **Position of past participles** Er hat seine Hausaufgaben schon gemacht.
- **Infinitives with zu and um...zu** Sandra überredet Antje, etwas anderes anzuziehen. Um den Führerschein zu bekommen, muss man viele Fahrstunden nehmen.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text type	Identifiable features
Article (magazine)	Topic of interest; headline, by-line, informative and interpretive content, author; register, style and layout suited to audience; may include illustrations.
Article (newspaper)	News item on specific or general interest topic; headline, place, date, informative and other content, author; register, style and layout suited to audience; may include illustrations.
Biography	Description of a person's life and experiences, non-fiction; title (of person), formal or semi-formal style; usually in chronological order; may include reflections.
Blog post	Single topic item; informal style, brief content; may be informative, personal or reflective writing; posts in reverse chronological order.
Conversation Discussion	Interactive oral communication between two or more people; greetings, focus or content; sharing of views, verbal and non-verbal cues, maintenance of interaction, farewells; level of formality reflects relationships between participants.
Diary entry	Short record of the events of a day; a series of entries made up of discrete pieces of writing; may include personal reflections, thoughts and feelings; personal writing with writer as audience; informal style, formulaic expressions and format.
Email Note Message	Personal written communication, may be brief; date, salutation, body (content, message), farewell, sign off; informal register, style and layout; may include stylised language, or pictures.
Journal entry	Record of events or personal reflections, thoughts and feelings at a particular time; entries are extended and detailed, may be infrequent (weekly, monthly); personal writing with writer as audience; informal style, may use formulaic expressions and format.
Letter (business, letter to the editor – formal)	Written text such as a letter, an email or a web post; purpose (to provide complaint, comment, opinion, information), address, date, reference number or equivalent, salutation, greeting, body (content), farewell, sign off; register and style suited to persuasive or informative writing and audience.
Letter (personal – informal)	Written text such as a letter, an email, a web post; personal style and content (sharing opinions, experiences, values, information, arrangements); address, date, salutation, greeting, body (content), farewell, sign off; register, style and layout informal, may include some stylised language or pictures.
Profile (personal)	Description of a person or group; title (name of person or group), content (factual information), headings/sub-headings; lists items in brief language snippets, register suited to audience; may be presented in point form or table.

Public announcement	Oral media message to public; greeting, topic, essential information, repetition of important points, farewell; formal or semi-formal style.
Report (newspaper) News item	Written or oral presentation providing current information on a topic; heading, sub-heading or by-line, place, date, author, introduction, content, conclusion; content logically structured and informative, uses evidence, may include visual elements; register and style suited to audience.
Report (factual)	Evidence-based written text, presents a range of views on a topic; topic, structure (introduction, content, conclusion), author; may include charts, tables, illustrations to support text; evaluative style and register suited to the specified audience.
Report (supporting a position)	Written text presenting a preferred view on a topic; topic, structure (introduction, content, conclusion), author; use of evidence, may include charts, tables, illustrations to support position; persuasive style and register suited to the specified audience.
Script (for speech, dialogue)	Written preparation for oral presentation (speech, act, play, performance, narration); title, topic, introduction, content, salutation; structure, register and style to suit oral text, may require development of roles or recorded direct speech.
Speech	Oral presentation to a specified audience; may aim to entertain or provide information, views, ideas or storytelling; style reflects topic, context and purpose of presentation; may be accompanied by visual materials to support or illustrate points being made; introduction of speaker and greeting, introduction to topic, content, conclusion and farewell; may include question and response opportunities.
Story Short story	Written or spoken text representing a real or an imagined sequence of events; title, structure (beginning, body, end); content includes message conveying values, knowledge, ideas and/or cultural elements, conclusion; language style and format suited to the audience (adults, children), may use formulaic expressions and language, may include illustrations.

## **CHARACTERISTICS OF DIFFERENT KINDS OF WRITING**

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

### **Personal writing:**

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

### **Imaginative writing:**

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

### **Persuasive writing:**

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.

- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

### **Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

### **Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.