



German

Victorian Certificate of Education **Study Design**

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.



Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2005–2011

The accreditation period commences on 1 January 2005.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is *Hochdeutsch*. This includes the use of colloquialisms where they are appropriate.

Exclusive use of the new German spelling system will be required from January 2006. For the accreditation period of the study design both new and old forms will be accepted. Texts provided will generally be based on the new spelling system.

RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology.

As well as being extensively used within communities in Europe, Latin America, the Far East, and Africa there is a significant German heritage within Australia. Knowledge of the German language provides direct access to the culture, traditions, beliefs, attitudes and values of these communities.

German-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in German, in conjunction with other skills, enhances students' opportunities in a wide range of vocational areas.

AIMS

This study is designed to enable students to:

- use German to communicate with others;
- understand and appreciate the cultural contexts in which German is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between German and English, and/or other languages;
- apply German to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. German is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of German to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In German the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in German are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component } 12.5 per cent
written component } 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.

Units 1–4: Common areas of study

The areas of study for German comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The German-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

| The individual | The German-speaking communities | The changing world |
|--|---|---|
| <ul style="list-style-type: none"> • Personal identity <i>For example, my home and background, family and friends, relationships, pressures and influences.</i> • School and aspirations <i>For example, school routine, changing schools, future plans and pathways.</i> • Leisure and lifestyles <i>For example, holidays and travel experiences, fitness, sports, physical and mental wellbeing, hobbies and self-expression.</i> | <ul style="list-style-type: none"> • People and places <i>For example, lifestyles and traditions, daily life, clichés and cultural diversity, regional and national festivals.</i> • Past and present <i>For example, the influence of the past on the present, EEC, German reunification, settlement in different parts of Australia.</i> • Arts and entertainment <i>For example, media, music and songs, movements in art, writers and literature, film and theatre.</i> | <ul style="list-style-type: none"> • The world of work <i>For example, technology and design, jobs and careers, vocational pathways, tradition and innovation in the workplace, unemployment, globalisation and its effects.</i> • Social issues <i>For example, youth issues, youth representation, anxiety for the future, drugs, equality, popular culture, the environment.</i> • Tourism <i>For example, growth of the tourism industry, development of ecotourism, studying and working abroad, interacting with visitors in Australia.</i> |

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

| | | |
|----------------|---------------------|-----------------------------|
| Advertisement | Informal letter* | Play |
| Announcement* | Interview (script)* | Poem |
| Article* | Invitation* | Postcard* |
| Brochure* | Journal entry* | Presentation/Talk (script)* |
| Cartoon | Leaflet* | Proverb |
| Chart | Legend | Recipe |
| Conversation* | List | Report* |
| Discussion* | Map | Review* |
| Editorial* | Message* | Song |
| Fairytale | News item* | Story (short)* |
| Film | Note | Summary |
| Formal letter* | Personal profile* | Survey |

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31, and published annually in the *VCE and VCAL Administrative Handbook*.

GRAMMAR

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

| | | |
|-------------------|---|---|
| Nouns | Gender, number, case (all 4 cases) | |
| | Adjectival nouns Infinitives used as nouns | <i>Alles Gute zum Geburtstag!</i> <i>Das Rauchen ist ungesund.</i> |
| Articles | Definite | <i>der, die, das</i> |
| | Indefinite | <i>ein, kein</i> |
| Adjectives | Common adjectives | <i>klein, interessant</i> |
| | Agreement, predicative and attributive positions | <i>Das Wetter ist schön.</i> <i>Das ist ein witziges Lied.</i> |
| | Demonstrative | <i>dieser, jener, solcher</i> |
| | Indefinite | <i>jeder, mancher, irgendein, alle</i> |
| | Possessive | <i>mein, dein, sein, etc.</i> |
| Pronouns | Comparative and superlative | <i>Dieser Sommer ist wärmer als der letzte.</i> <i>Sie ist die erfolgreichste Schwimmerin in diesem Jahr.</i> |
| | Interrogative | <i>was für ein?, welcher?</i> |
| | Adjectives derived from place names | <i>Münchener Bier, Schweizer Schokolade, das Brandenburger Tor</i> |
| Pronouns | Personal (nominative, accusative, dative cases) | <i>ich, du, er, sie, ihn, ihr, etc.</i> |
| | Reflexive | <i>mich, dich, mir, dir, sich, uns, euch</i> |
| | Indefinite | <i>man, etwas, einer, jemand, niemand, nichts</i> |
| | Interrogative | <i>wer, wen, wem, wessen, was, wo(r)- compounds</i> |
| | Relative (all 4 cases) | <i>der, die, das, den, dem, etc.</i> <i>wer, was, wo, wo(r)-compounds, e.g.</i> <i>Die CD-ROM, die er zum Geburtstag bekommen hat, funktioniert nicht.</i> <i>Kennst du den Mann, mit dem Karl gerade spricht?</i> <i>Das ist die Frau, deren Mann in der selben Firma arbeitet.</i> <i>Wer mitmachen will, muss um 8 Uhr da sein.</i> <i>Hier ist das Buch, nach dem du mich gefragt hast.</i> |

| | | |
|---|---|--|
| Verbs – Regular and Irregular (strong, weak) | Tenses: | |
| | Present | <i>Ich lerne Deutsch.</i> |
| | Perfect | <i>Gestern sind wir ins Kino gegangen.</i> |
| | Future | <i>Wir werden die Wahl gewinnen.</i> |
| | Imperfect | <i>Hänsel und Gretel verlieben sich im Wald.</i> |
| | | <i>Es war so finster und auch so bitter kalt.</i> |
| | Pluperfect | <i>Ich hatte ihn in einer Disco kennengelernt.</i> |
| | Using the present plus an adverb indicating future | <i>Morgen fliegt er nach Österreich.</i> |
| | Inseparable | <i>Sie überholte den Lastwagen.</i> |
| | Separable | <i>Morgen fangen die Ferien an.</i> |
| Reflexive | <i>Sie konnte sich gar nicht an die Kälte gewöhnen.</i> | |
| Modals | <i>dürfen, können, mögen, müssen, sollen, wollen</i> | |
| Mood: | | |
| Imperative, | <i>Lies mal vor!</i> | |
| Subjunctive 2 (in requests, and conditional clauses) | <i>würde, hätte, wäre, könnte, müsste, sollte, e.g. Würden Sie mir bitte noch ein Stück Kuchen reichen? Wenn ich Millionär wäre, könnte ich mir einen Porsche kaufen.</i> | |
| Passive voice | <i>Das Parkhaus wird um 24 Uhr geschlossen.</i> | |
| Impersonal expressions | <i>es gibt..., es stimmt..., es ist schade, dass...</i> | |
| Infinitive with verbs of perception, motion and with <i>lassen</i> | <i>Ich hörte ihn kommen. Wir gehen schwimmen. Meine Mutter lässt mich nie fernsehen.</i> | |
| Verbs taking prepositional objects | <i>Ich freue mich auf deinen Besuch. Sie entschuldigt sich bei der Lehrerin.</i> | |
| Verbs taking the dative | <i>Ich danke dir. Er hilft seinem Freund. Das gehört ihm.</i> | |
| Adverbs | Positive, comparative and superlative | <i>gern, lieber, am liebsten</i> |
| Prepositions | The cases with prepositions | <i>Ich gehe jetzt in die Schule. Ich lerne Deutsch in der Schule.</i> |
| | Contracted forms with articles <i>Wo(r)</i> and <i>da(r)</i> compounds | <i>beim, zum, im, etc. womit, wozu, damit, dazu, dabei, darauf, etc.</i> |
| Sentence structure and word order | The various parts of the sentence (subject, direct object, indirect object etc.) | |
| | Statements, questions, commands | |
| | Subordinate/main clauses | <i>Obwohl er noch zur Schule geht, hat er schon einen Job.</i> |
| | Conjunctions: | |
| Coordinating | <i>und, aber, oder, denn, sondern, etc.</i> | |
| Subordinating | <i>weil, wenn, als, dass, etc.</i> | |
| Correlative | <i>entweder...oder, weder...noch, nicht nur... sondern auch, sowohl...als auch</i> | |

Relative clauses
Indirect questions
Position of *nicht* in a clause
Position of adverbs and adverbial
phrases – time, manner, place
Position of past participles
Infinitives with *zu* and *um...zu*

Wie heißt der Fluss, an dem Hamburg liegt?

Ich möchte gern wissen, wie er heißt.

Er hat seine Hausaufgaben nicht gemacht.

Er fährt jeden Tag vergnügt zur Arbeit.

Er hat seine Hausaufgaben schon gemacht.

*Sandra überredet Antje, etwas anderes
anzuziehen.*

*Um den Führerschein zu bekommen, muss
man viele Fahrstunden nehmen.*

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- communicate in a range of text types, for example, letter, fax, email, Internet chat, voicemail and by telephone, as well as face-to-face;
- initiate, maintain and close an exchange, for example, engage interest through content and delivery, self-correct/rephrase, recognise and respond to cues for turn taking;
- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- use vocabulary and expressions appropriate to the topics;
- apply conventions of the text types used;
- use appropriate pronunciation, intonation, stress, pitch, spelling and punctuation;
- use appropriate style and register, for example, *Sie* or *du*;
- deal with unfamiliar vocabulary and structures, for example, ask for repetition and clarification;
- use a range of question and answer forms.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist and global understanding as well as items of specific detail;
- identify key words, main points and supporting ideas;
- apply knowledge of vocabulary, structures and content related to topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- establish details about the speaker or writer, for example, identity and mood through content, tone, intonation etc.;
- apply knowledge of the conventions of relevant text types;
- order, classify and link items from various parts of the text;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to explaining, describing, comparing, speculating and commenting on past, present and future events or experiences;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- infer ideas and feelings from the text;
- identify main ideas, events, sequences of action from the text;
- apply the conventions of relevant text types, such as articles and journal entries;
- select and make use of relevant resource/reference materials, such as biodata and newspaper articles;
- use connectives to link ideas at sentence and paragraph level.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/fax/email.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in German or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in German or English.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student responds in German to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in German, and the other a response in English. Over the course of the unit, both oral and written skills in German should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- obtain and provide goods, services and public information;
- use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing, making plans, justifying and persuading;
- use vocabulary and expressions appropriate to the topics;
- apply the conventions of relevant text types;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance, facial expression, and stylistic features such as repetition and exaggeration, to enhance meaning and persuade;
- use examples and reasons to support arguments and convince.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- infer meaning from linguistic and contextual features;
- use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types;
- order, classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts or different parts of the one text;
- infer points of view, opinions and ideas from the text;
- extract and reorganise information and ideas from one text type to another;
- use connectives to link ideas at sentence and paragraph level.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, recounting, narrating, and reflecting upon past, present or future events or experiences;
- use a range of vocabulary and expressions appropriate to the topic(s);
- apply the conventions of relevant text types such as journal entries and short stories;
- sequence main ideas/events/characters and develop ideas logically;
- give the text a particular flavour, for example, create suspense by using simple rhetorical devices such as repetition, questions and exclamations;
- use connectives to link ideas at sentence and paragraph level;
- select and use reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the texts used are in German and that the student responds in German to all assessment tasks selected. Over the course of the unit, both oral and written skills in German should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the German-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 28 and 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the German-speaking community through a range of oral and written texts in German related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and

level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose, and change style and register appropriately;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations, changes in tone or speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- accurately convey meaning;
- establish and confirm meaning through re-listening, using dictionaries;
- show knowledge of registers and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- use the conventions of relevant text types;
- use registers for familiar and unfamiliar audiences;
- link and sequence ideas and information;
- use a range of question forms;
- use appropriate intonation, stress, spelling and punctuation;
- self-correct/rephrase to maintain communication.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in German to all assessment tasks.

| Outcomes | Marks allocated* | Assessment tasks |
|---|------------------|---|
| Outcome 1 Express ideas through the production of original texts. | 20 | A 250-word personal or imaginative written piece. |
| Outcome 2 Analyse and use information from spoken texts. | 10 | A response to specific questions, messages or instructions, extracting and using information requested. |
| Outcome 3 Exchange information, opinions and experiences. | 20 | A three- to four-minute role-play, focusing on the resolution of an issue. |
| Total marks | 50 | |

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information;
- compare and contrast aspects of different texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, common patterns of word formation.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of German-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in German-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in German to all assessment tasks.

| Outcomes | Marks allocated* | Assessment tasks |
|--|------------------|---|
| Outcome 1 Analyse and use information from written texts. | 10 | A response to specific questions, messages or instructions, extracting and using information requested. |
| Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of German-speaking communities. | 20 | A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. |
| | 20 | and A three- to four-minute interview on an issue related to the texts studied. |
| Total marks | 50 | |

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken German.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of German-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

Written examination (2 hours plus 15 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and German in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears three to five texts in German covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4¹/₂–5 minutes. The length of the individual texts will not be specified but one text will be longer than the other(s).

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to three texts.

Questions will be phrased in English for responses in English.

Part B

There will be one or two texts.

Questions will be phrased in German and English for responses in German.

Section 2: Reading and responding*Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in German to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.

Part A

The student will be required to read one or two texts in German. When there are two texts they will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read one or two texts in German. Questions on the text(s) will be phrased in English and German for response(s) in German.

Section 3: Writing in German

Purpose

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in German.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–300 words in German. The tasks will be phrased in English and German for a response in German.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

| Outcomes | Unit 1 (4 tasks) | Outcomes | Unit 2 (4 tasks) |
|---|--|--|--|
| 1 Establish and maintain a spoken or written exchange related to personal areas of experience. | Informal conversation. or Reply to personal letter/fax/email. | 1 Participate in a spoken or written exchange related to making arrangements and completing transactions. | Formal letter, or fax, or email. or Role-play. or Interview. |
| 2 Listen to, read and obtain information from spoken and written texts. | (a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in German or English. and (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in German or English. | 2 Listen to, read, and extract and use information and ideas from spoken and written texts. | (a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type. |
| 3 Produce a personal response to a text focusing on real or imaginary experience. | Oral presentation. or Review. or Article. | 3 Give expression to real or imaginary experience in spoken or written form. | Journal entry. or Personal account. or Short story. |

Outcomes and coursework assessment tasks for Units 3 and 4

| Outcomes | Unit 3 (3 tasks) | Outcomes | Unit 4 (3 tasks) |
|--|---|--|--|
| 1 Express ideas through the production of original texts. | A 250-word personal or imaginative written piece. | 1 Analyse and use information from written texts. | A response to specific questions, messages or instructions, extracting and using information requested. |
| 2 Analyse and use information from spoken texts. | A response to specific questions, messages or instructions, extracting and using the information requested. | 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of German-speaking communities. | (a) A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. and (b) A three- to four-minute interview on an issue related to the texts studied. |
| 3 Exchange information, opinions and experiences. | A three- to four-minute role-play, focusing on the resolution of an issue. | | |

Contribution of assessment tasks to study score

| School-assessed coursework | % | End-of-year examinations | % |
|---|----|-----------------------------|------|
| Unit 3 | | Oral examination | |
| 250-word personal or imaginative written piece. | 10 | Conversation | 12.5 |
| Response to spoken texts. | 5 | Discussion | |
| Three- to four-minute role-play. | 10 | | |
| Unit 4 | | Written examination | |
| Response to written texts. | 5 | Listening and responding | |
| | | Part A: Response in English | 7.5 |
| | | Part B: Response in German | 7.5 |
| 250–300-word informative, persuasive or evaluative written piece. | 10 | Reading and responding | |
| | | Part A: Response in English | 10 |
| | | Part B: Response in German | 5 |
| Three- to four-minute interview. | 10 | Writing | 7.5 |

| Overall contribution of school-assessed coursework and end-of-year examinations | % |
|--|----------|
| Oral | 32.5 |
| Responding to spoken texts | 20 |
| Responding to written texts | 20 |
| Writing | 27.5 |

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for German, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:

- on the school intranet: homework, worksheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS



Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

| Assessment task | Key competencies and employability skills |
|---|---|
| Personal or imaginative written piece | Communication (written), planning and organising, self management |
| Analysis and response to spoken texts | Communication, problem solving |
| Role play to resolve an issue | Communication (oral), teamwork, problem solving, initiative and enterprise |
| Informative, evaluative or persuasive written response | Communication, problem solving, planning and organising, use of information and communications technology |
| Interview | Communication, teamwork, planning and organising, use of information and communications technology |
| Detailed study | Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise |

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples of assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

Unit 1

| Theme | Examples of learning activities |
|--|--|
| The individual | <i>Listening</i> |
| Topic | listen to several students talking about their friendships and draw up a list of principles on being a good friend |
| Personal identity | view episodes of the children's animated series <i>Der kleine Eisbär</i> and compare opinions on the definition of friendship |
| Sub-topic | <i>Speaking</i> |
| Friendship: <i>Meine Freunde and ich</i> | role-play someone seeking advice before going out with a new friend |
| (Areas covered: making friends, losing friends, peer pressure, the nature of friendship, the importance of friendship) | interview an exchange student about maintaining long-distance friendships |
| Grammar | <i>Reading</i> |
| Modal verb <i>sollen</i> |  analyse comments posted on an online bulletin board, e.g. www.youngmiss.de about the experience of peer pressure |
| Subordinating conjunctions <i>dass, wenn</i> | read a list of tips for exchange students on making friends; discuss |
| Reflexive verbs used reciprocally | <i>Writing</i> |
| Interrogative adjectives | create a game of 'Consequences' about difficulties with friends |
| Constructions to express opinions | as an agony aunt for a youth magazine, respond to letters from those who have separated from friends |
| Text types | write a short set of sentences expressing personal preferences with regard to shared activities and discuss |
| Advertisement / conversation / informal letter / interview / poem / proverb / questionnaire / role-play / storybook / telephone call / video |  using the online rhyming dictionary www.2rhyme.ch , add to or alter poems about the nature of friendship that were sent to a magazine, e.g. Max |

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Assessment task: Informal conversation.

Details of task: Role-play a telephone call to a radio talkback counsellor discussing recent difficulties with a friend.

Unit 1

Theme

The individual

Topic

School and aspirations

Sub-topic

Schools and plans: *In der Schule*

(Areas covered: systems, routines, changing schools, freedom and restrictions, exchanges, future plans)

Grammar

Indefinite pronouns *man*, *niemand*

Indirect questions

Modal verbs *dürfen*, *können*, *müssen*, *wollen*

Comparative and superlative forms of adjectives


Separable verbs

Text types

Advertisement / brochure / documentary / email / film / informal letter / interview / list / newspaper article / poem / timetable / web page

Examples of learning activities


Listening

 online, view *Inter Nationes* documentaries on schooling in Germany, taking note of new and useful vocabulary to copy onto flashcards

after watching the film *Das schreckliche Mädchen*, identify the major points of conflict experienced by the characters


Speaking

respond to a topic question by writing individual entries on post-it notes; collate similar responses as a group, negotiating the sorting process and presenting the final information orally or in writing

 using www.schulweb.de, select the homepages of three different secondary schools in German-speaking regions; discuss students' likely daily school routine

debate: 'Which school system offers more – the German or the Australian?'

Reading

 through a website, e.g. www.schulweb.de, establish school-to-school contact with a class in a German-speaking region and exchange information about school systems in the two countries

complete a table on information obtained on student-exchange programs to German-speaking countries, identifying the characteristics sought in potential exchange students

Writing

construct a concept map to establish what is already known about schooling in the German-speaking countries

as a class agree on a list of areas for further research on education in German-speaking countries, and formulate survey questions

prepare a debate contrasting the Australian school system with one in a German-speaking region

make a survival kit for exchange students or new students to the school, to help them adjust

draw up an annotated flow chart about educational choice and restriction in German-speaking regions and how they may affect one's future

Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in German.

Details of task: Use information obtained from a recorded interview to complete an information sheet in German about a potential sister-school in a German-speaking country.

Unit 1**Theme**

The German-speaking communities

Topic

People and places

Sub-topic

Traditions and festivals

(Areas covered: festivals now and then, regional festivals and lifestyles, religion and tradition today)

Grammar

Adjectives derived from place names

Adjectival endings

Perfect tense

Imperfect of modal verbs and *sein*

Subordinating conjunctions *weil, als*

Text types

Advertisement / article / chart / documentary / greeting card / list / map / poem / recipe / report / song / story / survey / timeline / web page

Examples of learning activities*Listening*

listen to a broadcast from a German-speaking country on calendar events and complete a table of information/dates

Speaking

in class, describe the original significance of a festival and how it has changed over time

participate in a conversation between a grandparent and a grandchild about what constitutes a particular festival

in pairs, invent a new festival for a German-speaking region, decide on aspects of the festival; and design the quintessential souvenir for tourists

mime the various rituals associated with this new festival (see above); and ask students to describe how these are performed

Reading

enter key dates of celebrations in German-speaking countries onto a yearly planner



view documentaries, e.g. from *Inter Nationes*, about well- or lesser-known festivals in German-speaking countries





research a regional festival online to understand its impact on tourism in the area and how the festival is marketed

Writing

watch a silent video depicting the various rituals associated with a festival, and take turns to write the voice-over for the quasi-documentary

in class, rotate information sheets about different festivals; writing additional details on the sheets as they are passed around

 search magazines, newspapers or online catalogues to document the commercialisation of certain festivals

 plot current census statistics on religious groups in a German-speaking country against those taken in the past, and explain the findings to the class



Example assessment task


Outcome 2: Listen to, read and obtain information from spoken and written texts.


Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.

Details of task: Use information obtained from brochures to complete an itinerary in English for a trip to a German-speaking country for someone wishing to participate in a regional celebration.

Unit 1

| Theme | Examples of learning activities |
|---|---|
| The individual | <i>Listening</i> |
| Topic | listen to a radio story and summarise the storyline |
| Leisure and lifestyles | listen to an interview on backpacker hostels and make notes on the reasons for and expectations of the travellers |
| Sub-topic | prepare questions and invite one or more young German-speaking tourists to visit the school to be interviewed on their expectations and experiences |
| Holidays and interests: <i>Ab geht's!</i> | |
| (Areas covered: holidays, travel experiences, hobbies and interests) | <i>Speaking</i> |
| Grammar | in a talk, summarise the main features of the text type 'story' |
| Infinitive with verbs of perception and motion | participate in a role-play with a travel agent to plan a holiday in Germany, negotiate the cost and make arrangements for accommodation |
| Impersonal expressions | |
| Position of adverbs and adverbial phrases | <i>Reading</i> |
| Text Types | take turns reading aloud chapters from <i>Briefe von Felix</i> |
| Advertisement / article / brochure / journal entry / list / map / postcard / recorded message / song / story / table / telephone call / television program / timetable / web page |  online, using www.db.de , plan the itinerary for a class trip through Germany, Switzerland, Liechtenstein and Austria, giving reasons for the stops made |
| |  online, contact the German National Tourism Office, and the Swiss/Austrian Consulates to find out the preferred tourist destinations of young people in those countries; complete a chart |


 research a travel destination in a German-speaking country, through www.excite.co.uk/directory/Regional/Europe/Germany/Travel_and_Tourism and make notes for the chart


 online, consult travel sites or peruse articles in travel magazines and newspaper supplements to establish the features of layout, content, key vocabulary and grammatical features of travel articles

Writing

having listened to a radio story, compose an additional but different final chapter to the narrative, in the manner of the original

individually, create 'top ten' lists of reasons for travel, before refining the lists in pairs, groups and then as a class

 using a desktop publishing program design a questionnaire to find out the types of travel undertaken by members of the class during the holidays

 imagine you are in a German-speaking country; from notes made through www.excite.co.uk/directory/Regional/Europe/Germany/Travel_and_Tourism; write an email home about how the day was spent and plans for the following day

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Assessment task: Article.

Details of task: In the role of youth correspondent for a travel magazine, write an article expressing your opinion about the past week's travel highlights.

Unit 2

Theme

The German-speaking communities

Topic

People and places

Sub-topic

Multiculturalism and racism:
Klischees und Wirklichkeit

(Areas covered: multiculturalism; racism, *Gastarbeiter*, dual nationality)

Grammar

Adjectives and nouns of nationalities

Compound nouns

Plurals of nouns

Word order

Position of *nicht*

Text types

Article / report / film / interview / letter / role-play / short story / telephone call / television program / video excerpt / web page

Examples of learning activities

Listening

find out the times of the German and Austrian programs on SBS and ZZZ radio; theorise about the contents of the programs, then listen to them and summarise the items covered



view a documentary and subsequent video clip from *Inter Nationes* on the Turkish-German group Cartel, and summarise the frustrations and successes of the group

Speaking

in pairs, draw up a concept map of things considered to be 'typically German', 'typically Austrian', 'typically Swiss' and 'typically Liechtensteinian', and compare with other class members

view the short film *Schwarzfahrer*; take turns to retell the plot of the film

Reading



visit Berlin's Radio Multikulti website at www.multikulti.de, noting their mission statement and the makeup of their program grid



online, consult census data about the ethnic make-up of a German-speaking country; research changes over time and reasons for such change

analyse gestures, suspicion and trust in the award-winning children's story *Steinsuppe* by Anais Vaugelade

Writing

as a class, write definitions of the stereotypes of a typical German, Swiss or Austrian, and discuss

invite a native speaker of German to visit the class; prepare questions about the frustrations/prejudices he/she confronts as a result of his/her nationality

devise a survey to send to Austrian, Swiss and German companies in Australia to elicit information about cultural stereotypes and associated misunderstandings in the workplace

in pairs, write an allegory on the difficulties faced by young Turkish-Germans in a big German city

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Assessment task: Interview.

Details of the task: Participate in an interview between a young person of Turkish-German background and a talk show host about the problems that still beset the families of *Gastarbeiter*.

Unit 2**Theme**

The individual

Topic

Leisure and lifestyles

Sub-topic

Sport; fitness and health:
Kampffähig

(Areas covered: sport, keeping fit and healthy, physical and mental wellbeing)

Grammar

Future tense

Indicating future with adverbs

Imperative mood

Infinitives with *zu* and *um ... zu*

Expressions of sequence; cause and effect

Text types

Advertisement / article / brochure / documentary / interview / photograph / review / report / role-play / survey / video / web page

Examples of learning activities*Listening*

view the documentary by Leni Riefenstahl *Triumph des Willens*, making notes on attitudes to athleticism and excess

listen to a conversation between two inactive students planning their 'get fit' programs for the holidays, and jot down the future tenses or adverbs they use to indicate the future

Speaking

as a class, draw up an annotated scale of fitness regimens from 'slothful' to 'obsessive', with each member positioning themselves along the continuum and explaining their personal program


teach a sequence of aerobics movements or yoga positions to the rest of the class, using the imperative mood


role-play a motivational speaker at a sports institute, advising budding athletes on the goals they need to set, using infinitives with *zu* and *um ... zu*

discuss in pairs, then groups, then as a class successes and difficulties of maintaining a fitness or nutrition program

in groups, critique the food on offer at the school canteen, and give reasons as to why some items must stay or need to go

Reading

 read articles online or in magazines about eating disorders and their long-term effects, before summarising in point form

 read and respond to emails/letters written to a magazine nutrition expert seeking advice on matters of diet and fitness

Writing

design a government campaign leaflet to motivate the population to become more active, using infinitives with *zu* and *um ... zu*

create a revolutionary wonder-diet, and explain to the rest of the class how it works

create some new diets and compare and contrast with those commonly found in magazines

Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Details of the task: Listen to an interview with young people about body image, fitness and diet, and reorganise the information into a brochure to be distributed to students at secondary schools.

Unit 2

Theme

The individual

Topic

Personal identity

Sub-topics

Defining identity: *Hier bin ich zu Hause*

(Areas covered: defining identity; defining family, defining home, defining community, German-speaking communities in isolation)

Grammar

Possessive adjectives

Adjectival nouns

Indefinite pronouns *etwas*, *nichts*

Reflexive verbs

Text types

Article / film / graph / greeting card / interview / journal entry / letter / map / photograph / review / role-play / story / telephone call / web page

Examples of learning activities

Listening

listen to members of the class describe what makes their house special, and group the results according to common features

after viewing the film *Nirgendwo in Afrika*, summarise the issues of identity faced by the central family


Speaking


bring to class a valued item, explaining why and what it says about you

interview a German speaker recently arrived here about difficulties experienced upon arrival, what they miss and if they feel particularly Swiss/German/Austrian

assume the role of a fictional character identified with as a child, and answer questions from other members of the class


Reading


 consult a website about German-speakers abroad, e.g. www.teachers.ash.org.au/dnutting/germanaustalia, ranking their most-commonly experienced difficulties

 search the Internet for statistics on migration of German-speaking peoples and illustrate this in a pie chart

Writing

write captions for family photographs, explaining similarities and differences of appearance and personality

 fill out an application to a genetic engineer of the future, justifying the choices made about the attributes for one's (virtual) offspring

 prepare questions in anticipation of interviewing a recent arrival to the school or the country about initial observations of the new community and incidents of culture shock

Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Details of the task: Read short excerpts from the novel by Stefanie Zweig, *Nirgendwo in Afrika*, and reorganise the information in the form of a diary entry by one of the characters.

Unit 2

Theme

The German-speaking communities

Topic

Past and present

Sub-topic

German reunification: *Das neue Berlin*

(Areas covered: German division and reunification, Potsdamer Platz, *die Wende*, *die Mauer*; 'die Mauer im Kopf')

Grammar


Imperfect tense
Pluperfect tense
Verbs taking prepositional objects
Cases used with prepositions

Text types

Article / broadcast / documentary / film / interview / photograph / report / role-play / short story / timeline / travel guide / video / web page

Examples of learning activities

Listening

 after viewing footage of the Berlin Wall from 9 November 1989, such as that found under *Wiedervereinigung* on the CD-ROM *LexiROM 4.0*, draw up a list of adjectives to describe the event


watch excerpts from the film *Berlin is in Germany*, and write a blurb to go on the back of the DVD cover

Speaking

participate in a conversation between two young people living in the former East Berlin, informed by the film *Sonnenallee*

with a partner, discuss what is meant by the term *die Mauer im Kopf*, and prepare a short oral presentation on the topic

Reading


 scan photographs or illustrations of Berlin's attractions into a PowerPoint display and read the voice-over to accompany the slide show


in pairs, look at black-and-white photographs of Potsdamer Platz from the 1920s and other periods, then trace the history of the area through to the present day

Writing

on a map of Berlin, mark in the route of where the Wall once was, and speculate on logistical issues for the people who lived in the divided city

assuming the role of one of those present at the Wall on 9 November 1989, write a diary entry to record the emotions of the event

 in pairs, research online and write a chronology of the Wall

 following bus route 100, or another trail through the city, prepare a tour commentary, accessing information from books such as *Berlin entdecken: Der Stadtführer für Kinder* or online sites; point out the route on a city map

Example assessment task

Outcome 3: Give expression to real or imaginary experience in spoken or written form.

Assessment task: Personal account.

Details of the task: Imagine you travel through time to Berlin 100 years ago then return to the present. Write a personal account of changes you observed.

Unit 3

Theme

The changing world

Topic

Youth issues

Sub-topic

Young people: *Wir rennen!*

(Areas covered: youth representation, unemployment; drugs, relationship to parents)

Grammar

Dative case

Verbs taking the dative

Passive voice

Text types

Advertisement / article / cartoon / film / graph / interview / letter / message / music / photograph / questionnaire / recorded message / report / role-play / song / survey / video footage / web page


Examples of learning activities

Listening

after viewing the film *Lola rennt*, prepare notes for a review

listen to a conversation between two casting directors of a film (role-played by two students) as they draw up a list of sought-after attributes for their two lead roles; make notes


Speaking

 as a class, brainstorm how to create informative, persuasive and evaluative pieces of writing, and experiment with graphic organisers to help with planning such pieces

establish a list of linguistic strategies for persuading or convincing, then practise these in pairs

debate: 'The positive and negative influences that can come from one's peers'

Reading


 read online reviews of a film at www.amazon.de, and make notes on the attributes of the text type; edit your own review to post on-site

classify advertisements from magazines and video compilations according to product; discuss in pairs how young people are perceived and targeted by advertising executives

look at the range of articles in different magazines aimed at young people; make notes on what topics are considered to be of interest to the readership

read letters sent in to youth magazines about problems with parents; create a table about the problems cited, the causes given and the solutions offered

Writing

 create an annotated marketing diagram on computer on the cycle of self-image and desirability, noting which sub-groups are targeted and how

write an informative article for the school's orientation kit for exchange students to heighten their awareness of potential pressures from peers during their exchange

Example assessment task

Outcome 1: Express ideas through the production of original texts.

Assessment task: A 250-word personal or imaginative written piece.

Details of the task: As an exchange student write a personal or imaginative letter to your class describing what is currently popular with young people in Germany.

Unit 3

Theme

The changing world

Topic

The world of work

Sub-topics

Technology and the workplace

(Areas covered: technology, globalisation, jobs, the workplace)

Grammar

Comparative and superlative forms of adverbs

Infinitives used as nouns

Subjunctive mood

Text types

Advertisement / article / biography / film / graph / interview / list / photograph / recorded message / report / review / rhyming dictionary / role-play / song / table / video clip / website

Examples of learning activities


Listening

view the Fritz Lang film *Metropolis* (1926); draw up a list of the social concerns posed, and compare them with those of today

listen to the song by the group *Die Fantastischen Vier* called *MfG* and write as many acronyms as possible; compare the list with other students' lists to establish the lyrics of the song

Speaking


in small groups, speculate on the consequences of the tendencies portrayed in *Metropolis*, using the subjunctive mood


 scour advertisements in magazines and online aimed at the young and list loanwords of (American) English, discussing possible reasons for the high frequency of such words

Reading


 check the lyrics against those posted on the web at www.hitslyrics.com/f/fantastischenvierdie4985/mfg215486.html expanding or explaining all known acronyms; for others consult <http://german.about.com/gi/dynamic/offsite>

sort acronyms according to type (media, transport, retail, etc.); in groups discuss implications of abbreviations

 enter *Lehnwort+Englisch* into a search engine, such as www.google.de and make notes of the types of words borrowed from (American) English

 look up a vocabulary builder, e.g. *Schaum* associated with jobs and careers, paying attention to common morphological patterns, e.g. plural forms of masculine *-er* nouns, feminine suffixes and plurals

Writing

 use the online rhyming dictionary www.2rhyme.ch to make a list of words rhyming with *globalisieren* and write a response to *MfG*

in pairs, write an article for a youth magazine to dissuade the readership from relying too heavily on 'Denglish' (see the VSL publication *Effective Study of Text Types – VCE German* in Resources)

 select a job advertised online, and write a job application

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using the information requested.

Details of the task: Based on an interview where young people discuss their fears for the future, write an informative article for a youth magazine on the uncertainties of young people today as the world around them becomes increasingly depersonalised and globalised.

Unit 3**Theme**

The changing world

Topic

Tourism

Sub-topics

Tourism: *Pinguine zum Frühstück*

(Areas covered: tourism industry, ecotourism)

Grammar

Relative pronouns

Relative clauses

Text types

Advertisement /
announcement / article /
audio tour / brochure / chart /
documentary / interview /
legend / list / map / message /
postcard / report / role-play /
song / telephone call /
timetable / video / web page

Examples of learning activities*Listening*

view the comedy *Erleuchtung garantiert* and characterise the types of travel pursued by different groups of people

listen to the song *Mofa* by the German band Laub, noting the pleasures of a simple bike ride

listen to the German audio tour for a trip to a popular Victorian tourist destination, e.g. Phillip Island, noting the growing interest in ecotourism as acknowledged in the commentary

Speaking

in two dictionaries, one older and one current, look up the word *Ökotourismus*; discuss reasons for the lexical development



contact inbound tourism companies online for information on the most popular types of travel undertaken by German speakers coming to Australia

Reading

using the online dictionary <http://dict.leo.org> enter the prefix *öko-* and make a list of the results

consult magazines and books, such as *Kultur Schlüssel Australien* (Hueber), to establish commonly-held perceptions of Australia by German speakers




surf a German-language travel operator's website, such as www.tui.de/TUI/Startseite for information on travel packages to Australia, noting which destinations are included and how they are described



skim and scan the contents of www.infobahnaustralia.com.au/treffpunkt/ausinfod.htm noting how aspects of Australian culture are promoted and presented to German-speaking tourists/short-term residents

Writing

complete activities from an Ecotourism resource pack

 prepare questions to ask a German-speaking tour guide operating in Australia; either face-to-face or by telephone (web cam or by teleconference), focusing on recent trends in tourism

as a group, design a survey in German to send to local backpackers' hostels about the reactions and plans of young German-speaking tourists currently in Australia

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

Assessment task: A three- to four-minute role-play, focusing on the resolution of an issue.

Details of the task: Participate in a role-play in which you try to convince a tourist not to litter a National park. Reach an agreement.

Unit 4**Theme**

German-speaking communities

Topic

Arts and entertainment

Sub-topics

Politics and culture

(Areas covered: music and songs, literature and censorship, graphic arts, Dadaism)

Grammar

Revision of nouns, adjectives, adverbs, pronouns


Text types

Act from a play /
announcement / article /
documentary / film / interview /
list / music / painting /
photograph / poem / poster /
report / song / talk (script) /
timeline / video footage /
web page

Examples of learning activities*Listening*

watch excerpts from the film version of the play by Bertolt Brecht and Kurt Weill *Aufstieg und Fall der Stadt Mahagonny* (1930), paying attention to the way the music and words work together

listen to interpretations of songs by Brecht and Weill by Lotte Lenya and Ute Lemper, comparing and contrasting elements of their delivery

 listen to excerpts of Ute Lemper's recording of Berlin Cabaret Songs online at www.buy.com/retail/product.asp?sku=60218376 constructing a list of common themes from the songs

Speaking

attempt performances of *Geräuschkonzerten* from the Dada period, and discuss their significance

look at posters from the Dada period, describing the visual impact of the layout of the text

in small groups, prepare a chat show discussion on the ability of art to expose reality and the ensuing reactions of the mainstream

discuss imagery and symbolism from the play *Mahagonny*, in an effort to uncover the concerns of the mainstream

Reading

read aloud a selection of poems by the Austrian poet Ernst Jandl, noting the acoustic and visual possibilities he brings to his poems

in small groups, read sections of the Dada Manifesto and summarise it for the rest of the class



find examples of Dada visual imagery in books and online; in small groups take turns to interpret them for one another

Writing

assuming the role of a conservative member of mainstream German or Swiss society at the time of the Dada movement, write a letter to the local member of parliament expressing concern at the new trends in the arts

Example assessment task

Outcome 1: Analyse and use information from written texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested.

Details of the task: Use information from articles to prepare a script for a short talk on censorship and creativity, to be delivered on an ethnic radio station's German youth program.

Unit 4

Theme

The German-speaking communities

Topic

People and Places

Sub-topics

Lifestyles, daily life, traditions: *Ins Grüne* (the romanticisation of nature)

(Areas covered: the romanticisation of nature, fairy stories and the *Deutsche Märchenstrasse*, proverbs and folk tales)

Grammar


Revision of verbs
Correlative conjunctions

Text types


Act from a play / advertisements / announcement / article / brochure / documentary / excerpt from a film / fairytale / map / music / news item / photograph / poem / postcard / proverb / short story / song / timeline / website

Examples of learning activities

Listening

 take notes while listening to Grimms' fairytales, including *Hänsel und Gretel*, in which nature plays a significant role; then listen to the children's song *Hänsel und Gretel* online at www.angelfire.com/va/hanselgretel/lie.html and explore links from the Fairytale Road project webpage www.bayswaterps.vic.edu.au/lote/maerchen/project.htm

listen to *Die Loreley* and complete a cloze exercise

 listen to selections of song from *Die schöne Müllerin*, then research online the growing popularity of Birkenstock footwear around the world and contrast it with stereotypical images of traditional German, Austrian and Swiss clothing


Speaking

experiment with traditional instruments for predicting and describing the weather, such as a *Wetterhäuschen*, and explain how they are used


compare the contents and imagery of the poems *Die Loreley* by Heine and *Der Handstand auf der Loreley* by Kästner and discuss

Reading


read fairytales from the Grimms' collection, including *Hänsel und Gretel*, in which nature plays a significant role


 research the 'Fairytale Road' online, plotting its route on a map of Germany and noting how it is used as a marketing tool by tour operators

read Act 1, scenes 1 and 4 from Ödön von Horváth's *Geschichten aus dem Wiener Wald*, noting the rituals of the outing to the country for city dwellers

 consult an online dictionary, such as <http://dict.leo.org> and a collection of proverbs or idiomatic expressions to note linguistic associations in German with the word *grün*

Writing

 incorporate Bauernregel (farmers' weather maxims) from <http://home.t-online.de/home/DM.Paulus/01jan.htm> into a diagram of the cycle of the seasons

 use www.edgar.de to select thematically appropriate electronic postcards and send home greetings from stops along the Fairytale Road

Example assessment tasks

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of German-speaking communities.

Assessment task 2(a): A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Having just read a leaflet and heard a discussion about a multimedia exhibition entitled *Ins Grüne*, write a report to be included in the exhibition catalogue, informing the public of the range of different manifestations of people's relationship to nature represented in the exhibition.

Outcome 2: Respond critically to spoken and written texts which reflect the language and culture of German-speaking communities.

Assessment task 2(b): A three- to four-minute interview on an issue related to the texts studied.

Details of the task: Possible focus areas for the interview task:

Why do people romanticise nature?

What positive outcomes can romanticising nature have for people?

What are the dangers of a romantic view of nature?

How do people interact with nature on a daily basis?

Has there been a change in people's relationship to nature over time?

What led to the development of the 'Green movement'?

What do you think Australia can learn from such initiatives?

Students should refer to the texts studied.

Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The individual

Topic: School and aspirations

- Sub-topic Education opens doors.
- Sub-topic The challenge to succeed.

Theme: The German-speaking communities

Topic: People and places

- Sub-topic *Gastarbeiter* and *die doppelte Staatsbürgerschaft*.
- Sub-topic Refugees and asylum-seekers.
- Sub-topic The German school system.
- Sub-topic Festivals in German-speaking countries and regions.
- Sub-topic Swiss clichés and reality.

Topic: Past and present

- Sub-topic The *Stasi* in the former East.
- Sub-topic Weimar – then and now.
- Sub-topic Vienna as the crossroads of Eastern and Western Europe.
- Sub-topic Settlements by German speakers in Australia.
- Sub-topic *Die Mauer* – before and since reunification.

Topic: Arts and entertainment

- Sub-topic Fourteen years of the Bauhaus school.
- Sub-topic *Lieder*.
- Sub-topic *Der Blaue Reiter*.
- Sub-topic Joseph Hoffmann and the *Wiener Werkstatt*.
- Sub-topic *Die Hausmärchen der Gebrüder Grimm*.

Theme: The changing world

Topic: The world of work

- Sub-topic *Das Wirtschaftswunder*.
- Sub-topic The European Union and national identity.
- Sub-topic The *Trabant* and its ‘rivals’.
- Sub-topic The contribution of German-speaking migrants to Australia.
- Sub-topic *Swatch*, *Smart* und other landmarks in industrial design.

Topic: Youth issues

- Sub-topic The techno scene and its forebears.
- Sub-topic Trends in youth literature.
- Sub-topic Environmental awareness and neglect.
- Sub-topic Social problems in the 'new' German states.
- Sub-topic The Americanisation of youth culture.

Topic: Tourism

- Sub-topic Landscape and identity.
- Sub-topic The redevelopment of tourism in the former East.
- Sub-topic The wanderlust of German speakers abroad.
- Sub-topic How Australia is depicted in the German-language media.
- Sub-topic Definitions of *Heimat*.

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 types | Identifiable features |
|---|--|
| Advertisement | Topic/product name; content (factual and persuasive information); register; style; layout. |
| Article (magazine) | Title; content; author (fictional name); register; style; layout. |
| Article (newspaper) | Title; date; place; content; author (fictional name); register; style; layout. |
| Brochure/leaflet | Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout. |
| Guide (tourist) | Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout. |
| Instruction/recipe | Title/topic; structure; content (equipment, method); register; style; layout. |
| Invitation | Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout. |
| Journal entry | Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout. |
| Letter/postcard (social): family, friend, acquaintance | Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout. |
| Letter (business) | Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout. |
| Letter (to the editor) | Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout. |
| Message/email | Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout. |
| Profile | Title/heading; content (factual information); headings/sub-headings; register; style; layout. |
| Report (newspaper) | Title; date; place; content; byline (fictional name); register; style; layout. |
| Report (factual) | Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout. |
| Report (supporting recommendations) | Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout. |
| Résumé | Title; content (factual information); register; style; layout. |
| Review/critique | Topic; structure; content; author (fictional name); register; style; layout. |
| Story, short story | Title/topic; structure; content; author (fictional name); register; style; layout. |
| Script (speech, report, sketch) | Title/topic; structure; content; register; style; layout. |

MAIN 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.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

COURSE BOOKS

- Albrecht, U et al. 2003, *Passwort Deutsch*, Klett, Stuttgart.
- Aufderstraße, H et al. 2002, *Defin 2*, Hueber, Ismaning.
- Brien, A et al. 2000, *Schauplatz*, Heinemann, Oxford.
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- Dallapiazza, R-M et al. 2000, *Tangram 2*, Hueber, Ismaning.
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- Gray, O et al. 2001, *Logo! 4 (Rot)*, Heinemann, Oxford.
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- Hares, R et al. 2001, *Überblick, 2. Ausgabe*, John Murray, London.
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- Jones, M 1999, *Aktion Wortschatz*, LCP, London.
- Kohl, J et al. 2001, *Neue Aussichten – Ziele*, Hodder & Stoughton, London.
- Lemcke, C et al. 2003, *Berliner Platz 1*, Langenscheidt, Berlin.
- Lemcke, C et al. 2003, *Berliner Platz 2*, Langenscheidt, Berlin.
- McCrorie, M et al. *Zeitgeist 1*, Oxford University Press, Oxford.
- McCrorie, M et al. *Zeitgeist 2*, Oxford University Press, Oxford.
- McNeill, J et al. 2000, *Neue Aussichten – Etappen*, Hodder & Stoughton, London.
- Morris, P & Wesson, A 1998, *Lernpunkt Deutsch 3*, Nelson, Surrey.
- Ritter, P, *Essential Tool for VCE German Students*, Ritter Publications, Hawthorn East.
- Ritter, P, *Pumpernickel mit Vegemite*, Ritter Publications, Hawthorn East.
- Rogan, P & Sedunary, M 1997, *Feuerwerk 3*, CIS-Heinemann, Port Melbourne.
- Sandry, C et al. 2000, *Brennpunkt Neue Ausgabe*, Nelson Thornes, Cheltenham.
- Schicker, C et al., *Fokus Deutsch*, Oxford University Press, Oxford.

Schicker, C et al., *Fokus Deutsch Hilfe*, Oxford University Press, Oxford.

Stocker, P et al. 1995, *Einsicht Neue Ausgabe*, Hodder & Stoughton, London.

Webster, P & Jahn, J 1998, *Euroskop*, Cambridge University Press, Cambridge.

Literature

- Brussig, T 1998, *Helden wie wir*, Fischer, Frankfurt.
- Brussig, T 2001, *Am kürzeren Ende de Sonnenallee*, Fischer, Frankfurt.
- Diestelmeier, K (ed.) 2001, *Berlin? Berlin! Storys und mehr*, Ravensburger, Ravensburg.
- Frank, A 1944, *Das Tagebuch der Anne Frank*, Fischer, Frankfurt.
- Kirchhoff, G (ed.) 1999, *Deutsche Gegenwart: Ein literarisches Lesebuch*, Hueber, Ismaning.
- Rado, M (ed.) 1975, *Begegnungen von A bis Z*, Heinemann, Melbourne.
- Richmond, G & Kirby, G (eds) 1968, *Auslese*, McGraw-Hill, New York.
- Schulz, G 1967, *German Verse*, Macmillan, South Melbourne.
- Thomson, P 1975, *An Introduction to Modern German Poetry*, John Wiley & Sons, Sydney.
- Wiese, B von 1977, *Deutschland erzählt: von Arthur Schnitzler bis Uwe Johnson*, Fischer, Frankfurt.

Readers with CDs & Cassettes

- Fontane, T (bearbeitet von Seiffarth, A) 1999, *Effi Briest*, CIDEB, Genoa.
- Grimm, J & W (bearbeitet von Müller, A) 2003, *Der gestiefelte Kater/Das tapfere Schneiderlein*, CIDEB, Genoa.
- Hoffmann, ETA (bearbeitet von Seiffarth, A) 1999, *Der Sandmann*, CIDEB, Genoa.
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- Kafka, F (bearbeitet von Seiffarth, A) 2003, *Die Verwandlung*, CIDEB, Genoa.
- Tieck, L (bearbeitet von Seiffarth, A) 2003, *Der blonde Eckbert*, CIDEB, Genoa.
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Civilisation and Culture

Albrecht, U & Schroedter-Albers, H 1999, *Jahrhundertschritt: Zeitkunst – Zeitfragen*, Goethe-Institut, Munich.

Behal-Thomsen, H et al. 1993, *Typisch Deutsch?*, Langenscheidt, Berlin.

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Brook, S 2003, *Eyewitness Travel Guide: Vienna*, Dorling Kindersley, London.

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Grammar

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Terrell, P et al. 2001, *Pons/Collins Großwörterbuch Deutsch–Englisch/Englisch–Deutsch*, Klett, Stuttgart.

Wahrig, G (ed.) 2001, *Wörterbuch der deutschen Sprache*, DTV, München.

CD-ROMs

Concise Oxford–Duden *German Dictionary*

Duden *Deutsches Universalwörterbuch* Version 3.0.

Microsoft/Brockhaus *Nachschlagewerke LexiROM:*

DUDEN – Die deutsche Rechtschreibung

DUDEN – Das Fremdwörterbuch

DUDEN – Die sinn- und sachverwandten Wörter

Meyers Lexikon in drei Bänden

Langenscheidts Taschenwörterbuch Englisch

Weltatlas

TEACHER REFERENCES AND LIBRARY RESOURCES**Listening**

Ghisla, G et al. 1996, *Ganz Ohr*, Langenscheidt, Berlin.

Hümmeler-Hille, C 1993, *Hören Sie mal! Übungen zum Hörverständnis*, Hueber, Ismaning.

Marsden, R, *Pass mal auf!*, John Murray, London.

Raths, A 2001, *Ein bisschen Panik*, Langenscheidt, Berlin.

Raths, A 1997, *Keine Panik*, Langenscheidt, Berlin.

Ritter, P, *Listening Comprehension Exercises for Senior Students*, Ritter Publications, Hawthorn East.

Scherling, T & Lohfert, W 1997, *Alles Klar: Hörübungen*, Heinemann, London.

Speaking

Corney, K 1999, *Was sagst du?* Nelson, Surrey.

Fandrych, C & Tallowitz, U 2002, *Sage und Schreibe: Übungswortschatz Grundstufe Deutsch*, Klett, Stuttgart.

Ritter, P, *Fifty Useful and Stimulating Role-Plays*, Ritter Publications, Hawthorn East.

Swerlowa, O 2002, *Grammatik und Konversation*, Langenscheidt, Berlin.

Reading

Georgiakaki, M 1998, *Lesetraining*, Hueber, Ismaning.

Writing

Fandrych, C & Tallowitz, U 2002, *Sage und Schreibe: Übungswortschatz Grundstufe Deutsch*, Klett, Stuttgart.

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Vocabulary

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Stocker, P 1996, *Wort für Wort*, Nelson, Surrey.

Weiss, E & Schmitt, C 1996, *Schaum's Outline of German Vocabulary*, McGraw-Hill, New York.

PRACTICE EXAMINATIONS

NSW HSC past papers

www.boardofstudies.nsw.edu.au

VCE past papers

www.vcaa.vic.edu.au

Ritter Publications

pritter@netspace.net.au

WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

It is not possible to organise this list in any more than general terms. Generally the title given is the title of the page; where this is not possible a description of the content is given.

www.acmi.net.au

Catalogue of the Australian Centre for the Moving Image

www.agtv.vic.edu.au

Association of German Teachers of Victoria

www.al.lu/deutsch/index.html

Activities on creative writing/create own activities

<http://amazon.de>

Online reviews of DVDs and videos

<http://amazon.de>

Online reviews of literature with ratings

www.amazon.de

Online reviews of CDs

www.apollo7.de

German-language search engine

www.ausdaf.edu.au

Australian teachers' networks

www.authentik.com

By annual subscription

<http://babelfish.altavista.com>

Online translator

www.bbc.co.uk/education/languages/german

Online clips, slang, activities

www.bbc.co.uk/education/languages/german

Travel

www.bbc.co.uk/education/languages/german

Online clips, slang

| | |
|--|---|
| www.berlinonline.de/tip/redaktion/.bin/index.php/kino Online reviews /screening details for Berlin | www.hallo.org.uk Organised by theme |
| www.blindex.de Links to many sites | www.juma.de By annual subscription |
| www.bpb.de Articles from Bundeszentrale für politische Bildung | http://lonelyplanet.com travel info, maps |
| www.bundesregierung.de Surf/download facts about Germany | http://meta.rzn.uni-hannover.de University of Hannover website |
| www.ddr5.homestead.com Virtual tour through the former East | www.oxfordreference.com Online dictionary by subscription, rhyming dictionary |
| www.deutsch-als-fremdsprache.de/ Search engine and links | www.ostern-online.de Easter traditions and activities |
| http://dbs.schule.de/landserv.html Sections for teachers, students and more | www.onlinekunst.de/ostern/ Easter traditions and activities |
| http://dict.leo.org Online dictionary | www.oup.com/uk/l-cafe By annual subscription |
| www.edgar.de Electronic postcards, lots of themes, updated weekly | www.paperball.de German-language search engine / online dictionaries |
| http://europa.eu.int/comm/mediatheque/index_en.html EU maps, photographs, etc. | www.puzzlemaker.com Crosswords, word searches, etc. |
| www.excite.co.uk/directory/Regional/Europe/Germany/Travel_and_Tourism Locations /links | www.quia.com By annual subscription |
| www.faz.net/s/homepage.html Frankfurter Allgemeine Zeitung online | www.2rhyme.ch/Links/ShowLinks.asp?Category=Music Links to sites – songs/lyrics |
| http://freetranslation.com Online translator | www.2rhyme.ch/Links/ShowLinks.asp?Category=Poems Links to poetry and quotes |
| www.germanlinx.vic.edu.au Links to other websites | www.2rhyme.ch Enter final syllable to find a rhyme |
| http://german.about.com/cs/culture/ Links to topics on culture of German-speaking regions | www.rpi.edu/dept/german/keimj/Deutscher%20Rap.ppt German rap |
| http://german.about.com/mbody.htm Language, culture, etc. | www.schulweb.de Contacts with other schools – everywhere |
| www.gilde-verlag.de Links to a variety of topics and worksheets | www.spiegel.de Current and archived articles |
| www.goethe.de/r/dservlis.htm Links to more search engines from Goethe-Institute website | www.tip-berlin.de Entertainment guide to Berlin |
| www.goethe.de/r/daf/deres2.htm Thematically-organised links | www.teachers.ash.org.au/dnutting/germanaustralia Migration of German-speakers in Australia |
| www.goethe.de/kug Articles on culture and society | www.uq.net.au/~zzkmunr1/ Organised by level and topic |
| www.goethe.de/z/50/alltag Daily life in Germany | http://web.uvic.ca/german/149/ Links to other websites |
| www.goethe.de/filmguide German film guide for Australia | http://web.uvic.ca/hrd/halfbaked/ Interactive multiple-choice, etc. |
| www.goethe.de Goethe-Institut, Germany | www.wdmaus.de Click to an index of <i>Maus</i> cards, lyrics, music |
| www.goethe.de/melbourne Goethe-Institut, Melbourne | www.wordreference.com/ Online dictionary |
| www.google.de Commonly-used German-language search engine | www.yahoo.de German-language search engine |
| | www.zeit.de Current and archived articles |

JOURNALS AND PERIODICALS

Aktuell for learners of German
http://teacher.scholastic.com/products/classmags/mgm_german.htm
 Mary Glasgow Publications, London

Authentik
www.authentik.com
 Advanced level articles on youth culture, cassettes

Brigitte
www.brigitte.de
 Health, fashion, fame

Deutsch-Magazin (mit Begleitheft)
 Hueber/Goethe-Institut

JUMA
www.juma.de
 Popular/contemporary culture

Katapult
www.authentik.com
 Intermediate level, articles on youth culture, cassettes

Max
www.max.msn.de/ Popular culture

Presse und Sprache
www.presse-und-sprache.de
 Worksheets, vocabulary lists, activities

Schuss
http://teacher.scholastic.com/products/classmags/mgm_german.htm
 Mary Glasgow Publications, London

Der Spiegel
www.spiegel.de/
 Politics and current affairs

Stern
www.stern.de
 Politics and current affairs

Szene
www.agtv.vic.edu.au
 Published by the AGTV in co-operation with NATG

Tip
www.tip-berlin.de
 Fortnightly entertainment guide to Berlin

TIPP
www.juma.de
 Teachers' notes for JUMA

Young Miss
www.youngmiss.de
 Articles of interest to young people of both sexes

Die Zeit
www.zeit.de
 Politics and current affairs

Zusammen
www.elimagazines.com
 Popular/contemporary culture

TELEVISION AND RADIO

Das Journal
 Deutsche Welle
 Berlin SBS Television
 Monday to Saturday, 8:00am

German radio programs
 SBS Radio: 93.1 MHz
 Monday to Saturday, 9:00am
 Tuesday, Thursday, Sunday, 8:00pm

German radio programs
 Triple ZZZ Radio: 92.3 MHz
 Monday, Tuesday, 7:00pm
 Thursday, 10:00am

Austrian radio program
 Triple ZZZ Radio: 92.3 MHz
 Monday, 3:00pm
 Tuesday, 12:00am
 Thursday, 12:00pm
 Friday, 7:00pm

FILMS

Berlin is in Germany (Dir. Hannes Stöhr)

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Kaspar Hauser (Dir. Peter Sehr)

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Nirgendwo in Afrika (Dir. Caroline Link)

Schwarzfahrer (short, Dir. Nikolaus Leytner)

Sonnenallee (Dir. Leander Haußmann)

SONGWRITERS/SINGERS

BAP
 Bert Brecht/Kurt Weill
 Die Ärzte
 Die fantastischen Vier
 Die Prinzen
 Die toten Hosen
 Echt
 Einstürzende Neubauten
 Elektrocute
 Fettes Brot
 Ganz schön Feist
 Grönemeyer
 Hip Hop XXL: Fette Reime und fette Beats in Deutschland (MTV/Goethe-Institut Compilation)
 Kraftwerk
 Kruder/Dorfmeister
 Laub
 Lotte Lenya
 Luciletric
 Nena Hagen
 Rammstein
 Schwester S
 Stereototal
 Udo Lindenberg
 Ute Lemper

ORGANISATIONS

Association of German-Speaking Communities
 GPO Box 2000S
 Melbourne 3001

Association of German Teachers of Victoria,
 PO Box 498
 Blackburn 3130
 Website: www.agtv.vic.edu.au

Network of Australian Teachers of German
 Website: www.ausdaf.edu.au

German National Tourism Office
 Website: www.germany-tourism.de

Goethe-Institut Inter Nationes
 448 St Kilda Road
 Melbourne 3004
 Website: www.goethe.de/melbourne

Modern Language Teachers Association of Victoria
 150 Palmerston Street
 Carlton 3053
 Website: www.mltav.asn.au

Consulate General of the Federal Republic of Germany
 480 Punt Road
 South Yarra 3121
 Website: www.germanembassy.org.au/en/embassy/address/adrGKsHKs.html

German Embassy, Canberra
 Tel: (02) 6270 1911
 Website: www.germanembassy-canberra.com

Consulate General of Austria
 93 Nicholson Street
 Carlton 3053
 Tel: (03) 9349 5999

Austrian Embassy
 12 Talbot Street
 Forrest ACT 2603
 Website: www.austriaemb.org.au/

Consulate General of Switzerland
 420 St Kilda Road
 Melbourne 3004
 Email: vertretung@mel.rep.admin.ch

Embassy of Switzerland
 7 Melbourne Avenue
 Forrest ACT 2603
 Email: vertretung@can.rep.admin.ch

PUBLISHERS AND DISTRIBUTORS

Cambridge University Press
 10 Stamford Road
 Oakleigh 3166
 Email: customerservice@cambridge.edu.au

Continental Book Shop
 1292 Malvern Road
 Malvern 3144
 Tel: (03) 5023 5800

Foreign Language Bookshop
 259 Collins Street
 Melbourne 3000
 Website: www.flb.com.au

Harcourt Education
 22 Salmon Street
 Port Melbourne 3207
 Website: www.hi.com.au

HarperCollins Publishers
 25 Ryde Road
 Pymble 2073
 Website: www.harpercollins.com.au/

Three publishers: Hueber, Klett and Langenscheidt
 All distributed through Intext Book Co
 825 Glenferrie Road
 Hawthorn 3122
 Websites: www.intextbook.com.au/www.hueber.de
www.intextbook.com.au/www.klett-verlag.de

Language International
 825 Glenferrie Road
 Hawthorn 3122
 Website: www.languageint.com.au

Oxford University Press
253 Normanby Road
Port Melbourne 3207
Website: www.oup.com.au

Ritter Publications
4 Clive Road
Hawthorn East 3123
Website: pritter@netspace.net.au

The LOTE Bookshop
386 Mt Alexander Road
Ascot Vale 3032
Tel: (03) 9372 0799

Thomson Nelson
102 Dodds Street
Southbank 3006
Website: www.thomsonlearning.com.au

Stockists of German newspapers and magazines

Transit News
Shop 211
Melbourne Central, Swanston Street
Melbourne 3000
Tel: (03) 9662 2411

McGills Newsagency
187 Elizabeth Street
Melbourne 3000
Tel: (03) 9602 5566

Village Belle Newsagency
161 Acland Street
St Kilda 3186
Tel: (03) 9525 5167