

Budmouth Academy

Deutsch



A Level

Name :



YEAR 12 & 13 GERMAN ORGANISING YOUR FILE

A well organised file is the key to success at A Level. If you keep to these guidelines you will have no difficulty in keeping yourself prepared for lessons and keeping up with what is expected of you.

- ✓ When you are given handouts, please ensure that they are filed in the appropriate section of your folder. If you miss a lesson for any reason, it is **your** responsibility to get a copy of anything handed out, and to complete the tasks missed.
- ✓ It is essential that you bring your text book and current topic notes to every lesson – there will be requests during the year for you to bring your full German folder in for checks.
- ✓ It is your responsibility to take good care of the text books you are given. They must be returned to school at the end of the course in the *same state* that they were given to you, so you may wish to cover them.
- ✓ If you wish, you can purchase the text book for £24 and can then make notes directly in it. We recommend that you purchase a good bilingual dictionary (e.g. Collins), the workbook (£6.50) and the grammar workbook (£10 approx.) In general, you will need the AS / AL AQA book for every topic lesson, and the grammar and vocabulary books can be used at home, to supplement your class work.
- ✓ Use your private study time to develop your independent study skills (not just to complete homework!). Use online resources such as Kerboodle for explicit exam practice, or for more general information read German newspapers or blogs.

○ My Kerboodle Log-in: _____

○ My Kerboodle Password: _____

Please label your file dividers with the following topic headings:-

I) Social issues and trends

3.1.1 Aspects of German-speaking society

- The changing state of the family (Familie im Wandel)
 - Beziehungen innerhalb der Familie
 - Partnerschaft und Ehe
 - Verschiedene Familienformen
- The digital world (Die digitale Welt)
 - Das Internet
 - Soziale Netzwerke
 - Die Digitalisierung der Gesellschaft
- Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)
 - Mode und Image
 - Die Bedeutung der Musik für Jugendliche
 - Die Rolle des Fernsehens

II) Artistic culture in the German-speaking world

- Festivals and traditions (Feste und Traditionen)
 - Feste und Traditionen – ihre Wurzeln und Ursprünge
 - Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute
 - Vielfältige Feste und Traditionen in verschiedenen Regionen
- Art and architecture (Kunst und Architektur)
 - Künstler und Architekten
 - Kunst und Architektur im Alltag
 - Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft
- Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)
 - Berlin – geprägt durch seine Geschichte
 - Theater, Musik und Museen in Berlin
 - Die Vielfalt innerhalb der Bevölkerung Berlins

3.1.2 Multiculturalism in German-speaking society

Students may study all the sub-themes in relation to any German-speaking country or countries.

- Immigration (Einwanderung)
 - Die Gründe für Migration
 - Vor- und Nachteile der Einwanderung
 - Migrationspolitik
- Integration (Integration)
 - Maßnahmen zur Integration
 - Hindernisse für die Integration
 - Die Erfahrungen verschiedener Migrantengruppen
- Racism (Rassismus)
 - Die Opfer des Rassismus
 - Die Ursprünge des Rassismus
 - Der Kampf gegen Rassismus

3.2.2 Aspects of political life in the German-speaking world

Students may study Politics and youth in relation to any German-speaking country or countries. Students must study the sub-themes Germany and the EU and German re-unification and its consequences in relation to Germany.

- Germany and the European Union (Deutschland und die Europäische Union)
 - Die Rolle Deutschlands in Europa
 - Vor- und Nachteile der EU für Deutschland
 - Die Auswirkungen der EU-Erweiterung auf Deutschland
- Politics and youth (Die Politik und die Jugend)
 - Politisches Engagement Jugendlicher
 - Schwerpunkte der Jugendpolitik
 - Werte und Ideale
- German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)
 - Friedliche Revolution in der DDR
 - Die Wiedervereinigung – Wunsch und Wirklichkeit
 - Alte und neue Bundesländer – Kultur und Identität

III) Literary texts and films

Texts

- Heinrich Böll *Die verlorene Ehre der Katharina Blum*
- Bertolt Brecht *Mutter Courage und ihre Kinder*
- Friedrich Dürrenmatt *Der Besuch der alten Dame*
- Max Frisch *Andorra*
- Heinrich Heine *Gedichte – Buch der Lieder*
- Jana Hensel *Zonenkinder*
- Franz Kafka *Die Verwandlung*
- Wladimir Kaminer *Russendisko*
- Siegfried Lenz *Fundbüro*
- Bernhard Schlink *Der Vorleser*

Films

- *Good bye, Lenin!* Wolfgang Becker (2003)
- *Das Leben der Anderen* Florian Henckel von Donnersmarck (2006)
- *Die fetten Jahre sind vorbei* Hans Weingartner (2005)
- *Almanya – Willkommen in Deutschland* Yasemin Samdereli (2011)
- *Sophie Scholl – Die letzten Tage* Marc Rothemund (2005)
- *Lola rennt* Tom Tykwer (1998)

Assessment: Exam Papers

A Level candidates will sit **3 papers** at the end of Yr 13.

Paper 1: Listening, reading and writing 2 hours 30 mins, 100 marks – 50% of A-Level

Paper 2: Writing 2 hours, 80 marks – 20% of A-Level

Paper 3: Speaking 16-18 mins + 5mins prep. Time, 60 marks – 30% of A-Level

Assessments

Paper 1: Listening, reading and writing

What's assessed

Aspects of German-speaking society
Artistic culture in the German-speaking world
Multiculturalism in German-speaking society
Aspects of political life in German-speaking society
Grammar

How it's assessed

Written exam: 2 hours 30 minutes

100 marks

50% of A-level

Questions

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in German, to be answered with non-verbal responses or in German (30 marks)

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in German, to be answered with non-verbal responses or in German (50 marks)

Translation into English; a passage of minimum 100 words (10 marks)

Translation into German; a passage of minimum 100 words (10 marks).

No access to a dictionary during the assessment.

Paper 2: Writing

What's assessed

One text and one film or two texts from the list set in the specification

Grammar

How it's assessed

Written exam: 2 hours

80 marks in total

20% of A-level

Questions

Either one question in German on a set text from a choice of two questions and one question in German on a set film from a choice of two questions **or** two questions in German on set texts from a choice of two questions on each text.

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay.

Paper 3: Speaking

What's assessed

Individual research project

One of four themes (Aspects of German-speaking society or Artistic culture in the German-speaking world or Multiculturalism in German-speaking society or Aspects of political life in German-speaking society)

How it's assessed

Oral exam: 21–23 minutes (including 5 minutes preparation time)

60 marks in total

30% of A-level

Questions

Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).

Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

More specific information and guidance relating to the different exams

Paper 1: Listening, Reading and Writing

Duration: 2 hours 30 minutes; total raw mark: 100

Listening and responding

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in this specification.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in German. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in German what they have understood from the passage they have heard and marks will be awarded for the quality of German used. Students must write in full sentences and use their own words as far as possible in this question.

In the remaining questions requiring a response in German, students should give only the information required by the question.

Across the passages for listening, reference will be made to at least two German-speaking countries other than Germany.

At least one passage will involve more than one speaker. Passages will be studio recorded and recordings provided to schools and colleges. Students will have individual control of the recording.

Reading and responding

Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material based on literature. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in German. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in German what they have understood from the stimulus text they have read and marks will be awarded for the quality of German used. Students must write in full sentences and use their own words as far as possible in this question.

For the remaining questions requiring a response in German, students should give only the information required by the question.

Across the stimulus texts for reading, reference will be made to at least one German-speaking country other than Germany.

Assessment

In questions requiring a summary, the marks for content (AO1 or AO2) and language (AO3) are awarded independently.

Long summaries will be marked for content (AO1 or AO2) or language (AO3) until the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 or AO2 mark is awarded for content points which contain the required information regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 or AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from

the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. Examples of this are in the specimen mark scheme. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

In comprehension questions with no AO3 marks, where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 or AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set. Examples of this are in the specimen mark scheme.

Translation

Students will translate a passage of at least 100 words from German into English. The content will be based on the themes and sub-themes in this specification.

Students will translate a passage of at least 100 words from English into German. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in German, giving them some of the vocabulary and structures which they will need for the translation.

No dictionaries are allowed in this exam.

Paper 2: Writing

Duration: 2 hours; total raw mark: 80

Students will answer an essay question in German for each of the two works they have studied (this can be a book and a film, or two books). Students will have a choice of question on each book/film. All questions will be in German and will require a critical and analytical response.

Students will be advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students writing the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the books and films is not allowed in this exam.

Examples of the type of tasks in the writing exam:-

Play Friedrich Dürrenmatt: der Besuch der alten Dame

Either

03.1 „Das Stück zeigt, dass man für Geld fast alles kaufen kann!“ Analysieren Sie diese

Aussage.

[40 marks]

Or

03.2 Inwiefern spielen die Nebenfiguren eine bedeutende Rolle in dem Stück?

[40 marks]

Film Good Bye, Lenin!: Wolfgang Becker (2003)

Either

11.1 Inwieweit sind die politischen und gesellschaftlichen Verhältnisse in der DDR zur Zeit der Wende von Bedeutung im Film?

[40 marks]

Or

11.2 Welche Methoden benutzt der Regisseur, um seine Ziele zu erreichen?

[40 marks]

You will find a wide range of question papers, mark schemes, examiner commentaries, etc here: <https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662/assessment-resources>

A2 Essay Writing Feedback**Name :****Date:****300 words****Title :**

A03 Quality of language	Mark	Teacher comments/tips
<ul style="list-style-type: none"> The language produced is mainly accurate with only occasional minor errors The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately The student uses a wide range of vocabulary appropriate to the context and the task 	17-20	
<ul style="list-style-type: none"> The language produced is generally accurate, but there are some minor errors The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately The student uses a good range of vocabulary appropriate to the context and the task 	13-16	
<ul style="list-style-type: none"> The language produced is reasonably accurate, but there are a few serious errors The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately The student uses a reasonable range of vocabulary appropriate to the context and the task 	9-12	
<ul style="list-style-type: none"> The language produced contains many errors The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately The student uses a limited range of vocabulary appropriate to the context and the task 	5-8	
<ul style="list-style-type: none"> The language produces contains many errors of a basic nature The student shows little grasp of grammar and is rarely able to manipulate complex language accurately The student uses a very limited range of vocabulary appropriate to the context and the task 	1-4	
The student produces nothing worthy of credit	0	
A04 Knowledge and Understanding	Mark	Teacher Comments / Tips

<ul style="list-style-type: none"> • Excellent critical and analytical response to the question set • Knowledge of the text or film is consistently accurate and detailed • Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film • The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	17-20	
<ul style="list-style-type: none"> • Good critical and analytical response to the question set • Knowledge of the text or film is usually accurate and detailed • Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film • The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	13-16	
<ul style="list-style-type: none"> • Reasonable critical and analytical response to the question set • Knowledge of the text or film is sometimes accurate and detailed • Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film • The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	9-12	
<ul style="list-style-type: none"> • Limited critical and analytical response to the question set • Some knowledge of the text or film is demonstrated • Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film • The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	5-8	
<ul style="list-style-type: none"> • Very limited critical and analytical response to the question set • A little knowledge of the text or film is demonstrated • Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film • The essay demonstrates very little evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	1-4	
<p>The student produces nothing worthy of credit in response to the question</p>	0	
Score : / 40	Grade :	

The Speaking Test

Duration: 21–23 minutes (including 5 minutes supervised preparation time); total raw mark: 60

The test will be in two parts. Part 1 will be the discussion of one sub-theme from those in this specification, lasting 5–6 minutes, and Part 2 will be the presentation and discussion of the student's individual research project.

Part one

In Part one, the teacher-examiner gives the student two cards, following the sequencing table provided as part of the assessment material and avoiding the topic of the student's individual research project. Each card is based on a sub-theme and the two cards are drawn from different themes. The student chooses one of the two cards.

The stimulus card will form the basis for the discussion. The content of each card will be based on one of the sub-themes in this specification. Cards will contain images, text and three questions. The teacher-examiner will ask the student the questions during the discussion.

The student must ask the teacher-examiner two questions arising from the material on the card.

To meet the requirement to ask questions, a student must seek information or an opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement. Sample questions are shown in the specimen mark scheme.

Students may make notes during the 5 minute supervised preparation time and may make reference to these notes during the discussion of the sub-theme. The notes should be stored securely in the centre until results day.

Part two Individual Research project

In Part two the student will present the findings of his or her research for up to two minutes. This will be followed by a discussion of the findings of the student's research. Examples of the types of question the teacher-examiner will ask during the discussion of the project are included in the *AS and A-level French, German and Spanish Instructions for the Conduct of Examinations* at aqa.org.uk.

Students will provide in advance on the *Research project form* a list of headings to indicate the scope of their research and the sources used. Apart from the names of published sources, any headings must be in English. The teacher may help the student to complete the form. Students must use at least two sources and at least one of them must be an online source. Apart from the two required sources, any remaining sources and/or headings must not exceed 80 words. Sources could be visual, audio or written (in any combination) and must be capable of leading to findings that will form the basis of a 9–10 minute discussion.

Teachers are allowed to:

- provide suggestions for the subject of students' individual research
- discuss, guide and advise students on their proposed project title (including language of the title) and the scope of the research
- correct the language of the project title where necessary
- give feedback to students on the extent to which their provisional titles will or will not meet the assessment criteria
- suggest sources of reference, including but not limited to websites, books and magazines
- provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched
- provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked
- monitor students' progress according to such deadlines or milestones
- provide general advice on the type of language which students might use in the presentation and discussion.

Teachers must not:

- provide the student with material that they have designed specifically for the student's project
- download and give the student specific source materials or copied and pasted extracts

- provide specific advice on the language of the student's presentation and discussion, apart from the language of the project title
- give feedback orally or in writing on any written notes, drafts or preparatory work produced by the student for the presentation or discussion
- give feedback orally or in writing on any oral practice presentation by the student, beyond informing the student if it exceeds 2 minutes.

General advice is defined as guidance which the teacher would include in the teaching and learning of the class and which would apply to all projects. Specific advice is defined as guidance which relates to a particular project and is tailored to an individual student or group of students.

During the presentation and discussion of their research project, students may only have access to their completed *Candidate Record form*. No other notes are allowed.

Speaking assessments will be conducted by either the school or college or a visiting examiner. All assessments must be recorded and a complete and unedited audio recording made available to AQA.

All assessments will be assessed by an AQA examiner.

A five-week window will be timetabled during April and May. All assessments must be conducted within this period.

Teachers conducting the assessments can open the assessment material up to two working days before the assessment window opens in order to prepare for conducting the tests.

Detailed instructions for the teacher will be issued before the test period. Online training materials will also be available to ensure that teachers are familiar with the requirements of the assessments.

The confidentiality of the assessment materials must be strictly maintained before and during the period of the assessments.

Access to dictionaries is not allowed at any time during the assessment or preparation time.

Example of a Stimulus Card



SPECIMEN MATERIAL

A-level GERMAN

Paper 3 Speaking

Specimen 2018

Candidate's material

To be conducted by the teacher-examiner or by the visiting examiner.

Time allowed: 21-23 minutes (including 5 minutes preparation time at the start of the test)

Instructions

- During the 5 minutes preparation time at the start of the test you are required to prepare one of the two cards given to you.
- You may make notes during the preparation time only on the Additional Answer Sheet provided. **You must not write on the card.**
- You may refer to the card and any notes you have made at any time during this section of the test.
- You should hand the stimulus card and the Additional Answer Sheet to the teacher/examiner before the start of the independent research section.

Information

- The test will last approximately 16-18 minutes and will consist of a stimulus card (5-6 minutes), a presentation on your research project (2 minutes) and a discussion of your research project (9-10 minutes). The discussion should focus on the content of the research, not the process.
- The teacher/examiner will ask the questions exactly as they are printed on the card and may ask follow-up questions to develop the discussion of the sub-theme.
- You must ask the teacher/examiner two questions arising from the material on the card. You can ask these questions at any time during the discussion.
- To develop the discussion of the sub-theme, you will be expected to respond to questions and discuss in **German** broader issues within the sub-theme on the card.
- You must **not** use a dictionary.

KARTE B	
Theme	Aspects of German-speaking society
Sub-theme	Die digitale Welt

Sicher online gehen

Die deutsche Webseite „Klicksafe“ – eine Initiative für den Kinder- und Jugendschutz im Internet



Fragen

- Welches Ziel hat die Webseite *Klicksafe* und wie versucht sie, dieses Ziel zu erreichen?
- Wie sinnvoll ist eine solche Webseite Ihrer Meinung nach?
- Welche Rolle spielt die digitale Technologie in Deutschland, Österreich oder der Schweiz?


Assessing potential
French German Spanish A-level speaking tests
Examiner mark summary sheet

AL/ML/EX/MS

Centre no.

Candidate no.

Candidate name

.....

 Circle the 2 cards given out.
Then cross through the unused card.

A

B

C

D

E

F

G

H

I

J

K

L

A01	A02	A03	A04
5 Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements	5 Students' responses show that they have a very good understanding of the material on the card.	9 – 10 A wide range of varied vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	5 Very good critical and analytical response. Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme
4 Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements	4 Students' responses show that they have a good understanding of the material on the card.	7 – 8 A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good	4 Good critical and analytical response. Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme
3 Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	3 Students' responses show that they have some understanding of the material on the card.	5 – 6 Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	3 Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme
2 Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	2 Students' responses show that they have a limited understanding of the material on the card.	3 – 4 Little variety of vocabulary and is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	2 Limited critical and analytical response. Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme
1 Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	1 Students' responses show that they have a very limited understanding of the material on the card.	1 – 2 Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	1 Very limited critical and analytical response. A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme
0 Nothing in the performance is worthy of a mark	0 Nothing in the performance is worthy of a mark.	0 Nothing in the performance is worthy of a mark.	0 Nothing in the performance is worthy of a mark.
AO1 MARK /5	AO2 MARK /5	AO3 MARK /10 AO4 MARK /5	PART ONE TOTAL MARK /25

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PART TWO : INDIVIDUAL RESEARCH PROJECT – PRESENTATION – AO4 ONLY

5	4	3	2	1	0
Thorough knowledge and understanding of the area of study are evident in the presentation	Good knowledge and understanding of the area of study are evident in the presentation	Reasonable knowledge and understanding of the area of study are evident in the presentation	Limited knowledge and understanding of the area of study are evident in the presentation	Very limited knowledge and understanding of the area of study are evident in the presentation	Nothing in the presentation is worthy of a mark

ASSESSMENT OBJECTIVE 1**PART TWO : INDIVIDUAL RESEARCH PROJECT – DISCUSSION****ASSESSMENT OBJECTIVE 4**

9-10 Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.	9-10 A wide range of varied vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	9-10 Excellent critical and analytical response. From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.
7-8 Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.	7-8 A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good	7-8 Good critical and analytical response. From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.
5-6 Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.	5-6 Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	5-6 Reasonable critical and analytical response. From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.
3-4 Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.	3-4 Little variety of vocabulary and is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	3-4 Limited critical and analytical response. From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.
1-2 Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.	1-2 Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	1-2 Very limited critical and analytical response. From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.
0 Nothing in the performance is worthy of a mark.	0 Nothing in the performance is worthy of a mark.	0 Nothing in the performance is worthy of a mark.
PART 1 /25 PRESENTATION AO4 /5 DISCUSSION AO1 /10	AO3 /10	AO4 /10
TOTAL /60		

Individual Research Project

Source of these guidance notes:

AQA.org.uk > A-Level (7662) > Teaching resources > pdf: Teaching Guide IRP

- Selecting an appropriate topic
 - see general and German-specific topic guidance
 - see www.alcab.org.uk
- Scope and Depth > good to frame task / title as a question.
- Timing
 - Early September: Introduce pdf guidance (in Yr 13 Handbook) Start exploring which topic. Suggest good websites, including film resources.
 - Oct half-term: start to narrow down topic, students research and create own bank of useful “presentation and discussion” phrases, e.g. “Ich habe ... entdeckt”.
 - November: Hear exemplar Speaking test excerpts. Read examiner commentaries.
 - December: good opportunity for research (Exchange?)
 - Spring term: schedule IRP lessons / HWs. 1:1 guidance discussions.
- Teacher guidance of candidates
 - The teacher is not to advise on or correct any written German. Intonation, accent guidance is permitted.
- Research resources
 - Use and reference at least 2 (max 10) sources, of which at least one must be an internet resource.
 - Try to use audio / visual sources as well as written text, e.g. zdfzoom (archived media reports) and FILTA (free teacher membership)
- Preparing for assessment
 - show candidates the mark scheme for speaking test
 - Candidates need to present, express and develop ideas, analysis and evaluation.
 - Practising for the test is permitted, but candidates must not know specific questions the teacher will ask.
- Materials to give to the teacher-examiner
 - the sources used
 - headings of specific sub-topics
 - see AQA guidance online

The A-Level Speaking Test

- see the specific guidance notes provided by SL

Stimulus card preparation: 5 mins

Stimulus card discussion: 5-6 mins = Total of 25 marks available

IRP Presentation: 2 mins

IRP discussion: 9-10 mins = Total of 35 marks available

The teacher-examiner needs to challenge candidates to clarify and further explain information and views (using open questions).

Each candidate will be provided with a step-by-step Student Checklist.

Suggested Generic research sources (online)

- zdfzoom

- dwlangsam.radio.net
- www.deutsch-perfekt.com/nachrichten
- Cornelia.siteware.ch/ (Hoertexte mit Transkription)
- slowgerman.com ?
- www.nachrichtenleicht.de

Examples of IRP titles for German

- Was Friedrich II of Prussia really ‘the Great’?
- What are the reasons for Germany turning its back on nuclear energy and what will be the consequences?
- To what extent has the free movement of people within the EU benefited Germany economically?
- Is Angela Merkel the most influential politician in Europe today?
- How has racism influenced German society in recent years?
- What is Bertold Brecht’s influence on modern German theatre?
- What does the future hold for the electric car industry in Germany?
- To what extent is Switzerland tackling plastic waste issues?
- Gluten free provision in Berlin’s restaurants.

Step-by-step student checklist

Selecting a topic

- Which topic interests me most?
- Have I done some background reading in my first language and the target language?
- Have I made a list of possible topics, presented them to my teacher and discussed which ones would be the most suitable?

Suitability of topic

- Is my topic rooted completely in the target language society?
- Is it easy to access appropriate resources?
- Does the topic allow me to develop interesting information, analysis, ideas and opinions?
- Is the topic of the right scale (not too broad, not too narrow)?

Choosing sources and collecting information in the target language

- Have I kept a separate file or section within my A-level file?
- Have I identified printed and internet sources (minimum 2, maximum 10)?
- Have I checked the school or college library/resource centre?
- Have I printed off online sources to highlight and annotate?
- Have I used any audio or video sources?

GRAMMATIK

AS students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of and confident, accurate usage of the grammar and structures specified for GCSE is assumed.

In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following list. The mention of an item in this list implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity. The examples in italics in parentheses are indicative; they serve to illustrate the part of speech or structure that the student must know and do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

3.3.1 AS grammar

3.3.1.1 Nouns

Gender

Singular and plural forms

Case marking on nouns

Weak masculine nouns

3.3.1.2 Determiners

Definite article

Indefinite article, including *kein*

Demonstratives, including *der/die/das*

Possessives

Other determiners (eg *alle*, *viel/viele*, *welcher*)

3.3.1.3 Pronouns

Personal pronouns

Reflexive pronouns

Relative pronouns

Demonstrative pronouns

Possessive pronouns

Indefinite pronouns (eg *jemand*)

Interrogative pronouns (eg *wer*)

3.3.1.4 Adjectives

Adjective endings

Comparative and superlative

Adjectives with the dative (eg *es ist mir klar*)

Adjectives with prepositions (eg *stolz auf*)

3.3.1.5 Adverbs and adverbials

Time

Place

Direction (eg *hin, heraus*)

Manner

Degree (eg *sehr*)

Interrogative (eg *wann, warum*)

Comparative and superlative

Numbers and fractions

Clock time, days of the week, months

3.3.1.6 Modal particles/discourse markers *eg ja, doch, wohl*

3.3.1.7 Verbs

Principal parts of weak, strong and irregular verbs

Reflexive verbs

Separable/inseparable

Auxiliary verbs (*haben, sein, werden*)

Use of *haben*, or *sein* in the perfect

Modal verbs (*dürfen, können, mögen, müssen, sollen, wollen*): present and imperfect

Tenses; imperfect subjunctive of *mögen* and *können*

Infinitive constructions (*um...zu, ohne...zu*, verbs with *zu*)

Infinitive constructions (*lassen* and *sich lassen* with infinitive)

3.3.1.8 Tense, voice and mood:

- present
- past (ie simple past/imperfect)
- perfect
- perfect (modal verbs) (R)
- pluperfect
- future
- future perfect (R)
- conditional
- conditional perfect (R)
- passive with *werden*
- imperative
- subjunctive in conditional clauses (past)
- subjunctive in conditional clauses (pluperfect) (R)

- subjunctive in indirect speech (R).

3.3.1.9 Prepositions

Fixed case and dual case

Prepositional adverbs (*da(r)*+preposition, eg *darauf*)

3.3.1.10 Conjunctions

Coordinating

Subordinating

3.3.1.11 The case system

The subject and the finite verb

Accusative objects

Dative objects

Prepositional objects

The use of the nominative case with copular verbs (eg *sein*, *werden*, *bleiben*)

3.3.1.12 Clause structure and word order

Main clause word order

Questions and commands

Position of pronouns

Position of adverbials

Position of *nicht*

Word order variation to change emphasis

Subordinate clauses introduced by a conjunction (eg *dass*, *obwohl*)

3.3.1.13 Word formation

Compound nouns

Forming nouns from verbs

Forming nouns from adjectives

Forming verbs from nouns

Forming verbs from adjectives

Separable and inseparable verb prefixes

3.3.2 A-level grammar

In addition to the vocabulary listed in the AS grammar list, students of A-level will also be expected to study the following:

3.3.2.1 Adjectives

Use of long adjective phrases (R)

3.3.2.2 Tense, voice and mood:

- perfect (modal verbs)
- future perfect
- conditional perfect
- conditional sentence with omitted *wenn*, eg *Hätte ich mehr Zeit gehabt, wäre das nicht passiert* (R)
- passive with *sein*
- subjunctive in conditional clauses (pluperfect)
- all forms of indirect speech.

3.3.2.3 Clause structure and word order

Use of the prepositional adverb (*da(r)* + preposition,

eg *darauf*) to anticipate *dass* clauses and dependent infinitive clauses (R)

DER DEUTSCHE AUFSATZ Useful expressions for Essay Writing / Speaking

1A Introducing Themes

Die Frage die uns hier entgegentritt -The question we are facing here is...

Zunächst möchte ich erwähnen - firstly I should like to say/mention

Das Thema, dem ich mich jetzt widmen will, ist... the theme I should like to deal with now is

Leider habe ich nicht die Zeit, dabei ins Detail zu gehen -unfortunately I do not have the time to go into it in detail

Was (dem Bereich der Erziehung) betrifft – as far as (the realm of education) is concerned...

Vor allem – first and foremost

Im/in Hinblick auf (+accus); in Bezug auf – regarding/with respect to

Es geht um (+accus) – it is a matter/question of

Sich mit einem Thema auseinandersetzen – to discuss/treat a theme

Die Frage ist.. – the question is

B General Statement of People's Viewpoints/Objective Survey of an Area

Viele weisen darauf hin – many people point to the fact

Man behauptet/Es wird behauptet, dass – it is asserted that

Eine Umfrage hat ergeben, dass – a survey has shown that

Das ist ein oft erörtertes Thema – this is a much discussed theme

Eine Meinungsumfrage – an opinion poll

In manchen Fällen – in many cases

Ein breites Spektrum – a broad spectrum

C Adding/Expanding Points, Evidence, Quotes, Illustrations

Es liegt auf der Hand, dass .. – it is obvious that..

Ich möchte auf.....aufmerksam machen – I should like to draw attention to the

Ich möchte darauf aufmerksam Machen, dass - I should like to draw attention to the fact that

Ich möchte noch hinzufügen, dass – I should like to add that

Ich möchte noch einige Beispiele anführen – I should like to add some examples

In solchen Fällen – in such cases

Darüberhinaus – over and above that

Ausserdem – furthermore/moreover

Im allgemeinen – generally

Das bedeutet – that means

Interessanterweise – interestingly

2 Balancing Arguments/Contradictions: Opposition

Dies steht in starkem Kontrast zu (+dat) – this is in stark contrast to

Dies ändert jedoch nichts daran, dass.. – this however does not alter the fact that

Autorität und Verantwortlichkeit müssen sich die Balance halten – authority and responsibility must balance each other

Es gibt Vorteile/Nachteile – there are advantages/disadvantages

Auf der einen Seite – auf der anderen Seite – on the one hand – on the other hand

Einerseits – andererseits – on the one hand – on the other hand

Trotzdem – nevertheless

Jedoch (not first word) – however

Dagegen - however

Auf jeden Fall/jedenfalls – anyway/in any case

Entweder – oder - either – or

Weder – noch – neither – nor

Trotz (+gen) – in spite of (+ noun)

3 Analysing Different Aspects of a Situation or Problem

Was sind die Vor – und Nachteile daran? – what are the advantages and disadvantages?

Die Vorteile liegen auf der Hand – the advantages are obvious

X hängt mit Y zusammen – X is related to Y

Das hat auch (mit der Zeit) zu tun/ist eine Frage der Zeit – it is a matter/question of time

Der entscheidende Unterschied (zwischen X und Y) ist nämlich – the critical difference () is

Das Wesentliche daran ist – the most important/critical thing is.

Ich kann leider nicht näher auf diesen Aspekt/diese Seite des Problems eingehen – unfortunately I cannot go into this aspect of the problem any further

Ihr Interesse beschränkt sich auf (+accus) – their interest is limited to

Erstens – firstly

Zweitens – secondly

Drittens – thirdly

4 Time Factors

In den 60er Jahren – in the sixties

Seit Mitte der 60er Jahre, der Zeit der Studentenunruhe, – since the mid sixties, the time of student unrest

Seit der Jahrhundertwende – since the turn of the century

Im Laufe der Zeit – in the course of time

Früher oder später – sooner or later

In den letzten Jahren – in recent years

IN letzter Zeit – recently

Heutzutage – nowadays

Damals – at that time

Auf einmal/plötzlich – all of a sudden

5 Expressing Personal Viewpoint

Was folgt ist eine persönliche Schlußfolgerung – what follows is a personal conclusion/inference

Ich möchte behaupten – I should like to affirm/maintain that

Meine persönliche Überzeugung ist es, dass..... it is my personal opinion that

Ich für meinen Teil – I for my part

Solche Politik steckt in der Sackgasse – such politics are stuck in a dead end street

Meiner Meinung nach – in my opinion

Ich glaube/denke/meine – I think

6 Consequence: Cause and Effect

X ist auf Y zurückzuführen – X can be traced back to Y

A basiert auf B – A is based on B

Daraus folgt, dass..... – from that it follows that....

Sie ernten die bitteren Früchte von.... – they are reaping the bitter consequences of...

Je mehr (man....macht), desto mehr (erlebt man) – the more you (do something)...the more you (experience)

Eine grundlegende Voraussetzung dafür ist, dass.... – a fundamental condition for that is..

Infolgedessen – consequently

Dank (+gen) – thanks to /owing to

7 Justifying Arguments/Extent of Validity

Die Erfolge sind nur sehr begrenzt und kurzlebig – the successes are only very limited and short lived

Es mag Ausnahmen geben, aber dies ist im allgemeinen der Regelfall – there may be exceptions but generally this is the rule

Soviel ich weiß, (war...) – as far as I know,...

Im großen und ganzen – on the whole

Einigermaßen – to some extent/somewhat

In der Regel – as a rule

8 Concluding Arguments, Summarising Discussion

Zusammenfassend möchte ich behaupten – to summarise I should like to assert

Die Frage die wir also am Ende stellen müssen, lautet wie folgt – in the end therefore, the question we must ask is as follows...

Wir stehen/Der Westen steht/die Welt steht am Scheideweg – we stand/the West stands/the world stands at the crossroads

USEFUL PHRASES WHEN SPEAKING GERMAN

Einleitend möchte ich sagen - by way of introduction I would like to say

Man muss die folgenden Punkte in Betracht ziehen – one must take the following into account

Ein umstrittenes Thema – a much disputed issue

Besonders interessant finde ich... - I find...especially interesting

Man muss sich die Frage stellen, ob... - you must ask yourself if.

Man darf nicht vergessen, dass – one must not forget that

Wenn man die Situation verbessern will muss man.. – if you want to improve the situation, you must

Es wird oft gesagt, dass - it is often said that

Man muss zugeben, dass – one must admit that

Die heutige Situation ist.. – the current situation is

Es geht um (+accus) – it is a question of

Es handelt sich hier um (+accus) - it is a question of

Im Gegensatz zu – in contrast to

Im Gegenteil – on the contrary

Einerseits....andererseits.... on the one hand..on the other hand

Auf der einen Seite...auf der anderen Seite – on the one hand.. on the other hand

Vermutlich – presumably

Trotzdem – nevertheless

Allerdings – although, in any case

Daher – for that reason

Folglich – consequently

Ausserdem – besides

In Wirklichkeit – in reality

Vor allem – above all

In vielen Beziehungen – in many respects

In diesem Zusammenhang – in this context

Aus diesem Grund – for this reason

Gerade darum – for that very reason

Hauptverantwortung für diese Lage liegt bei... - the major responsibility for this situation rests with..

Die am stärksten Betroffenen sind diejenigen, die – the most hit are those who..

Wie kann eine Verbesserung verwirklicht werden? How can an improvement be brought about?

Es besteht kein Zweifel, dass – there is no doubt that

Dabei muss man bedenken, dass – in this context you must bear in mind that

Es gibt etwas für jeden Geschmack – there is something for every taste

Man sollte der Versuchung widerstehen – one should resist the temptation

Wie ich bereits erwähnt habe, - as I already mentioned

Es ist kein Zufall, dass – it is no coincidence that

Es besteht die Gefahr/Möglichkeit, dass – there is the danger/possibility that

Das Schlimmste daran ist – the worst aspect about that is

Andererseits muss man sich fragen, ob – on the other hand one must ask oneself if

Meiner Meinung nach – in my opinion

Ich bin anderer Meinung – I have a different opinion

Ich bin überzeugt, dass – I am convinced that

Zum Schluss/zusammenfassend kann man sagen, dass – to conclude you can say that

You should select a short audio or video clip from the Internet. Play the clip at least three times and then write a summary in German (it needn't be any longer than 50 words) with a vocabulary list of at least 10 words. They could be key words or they could be words that are new to you and had to be looked up.

Easy German – Hello! – YouTube

<https://www.youtube.com/watch?v.....>

Learn German with **Easy German**: Simon and Bettina talk to people in the streets of Münster.....choose from over 100 video clips with audio in German, and subtitles in BOTH German and English – Cool!

It is easier to start with short news bulletins. Video clips are ideal as they are easier to understand. Start with clips and then when you feel ready, you could choose a programme from the websites listed below.

German News

DasErste.de – neuneinhalb – Nachrichten – WDR

Neuneinhalb.wdr.de/nachrichten/index.php5

Logo. Kiraka 'Radio für Kinder' Hier findest du aktuelle und speziell für Kinder aufbereitete Nachrichten.

BBC – Languages – German – TV – Online news

www.bbc.co.uk/languages/german/tv/onlinenews.shtml

TV news produced by the NDR (North German Broadcasting channel) and broadcast nightly at 8pm. You can watch 100 second bulletins, a live news stream or shorter video bulletins. Search BBC iPlayer for programmes about 'German' or 'Germany'.

Deutschland.de – Your link to Germany

<https://www.deutschland.de>

News and reports in eight different languages.

www.euronews.net

Select language 'Deutsch' and then choose from a wide variety of news videos.

How to make the most of your Private Study sessions and study time outside of the classroom.

1. Ensure you complete all set homework tasks to the very best of your ability. Take time to look up and note down any new vocab. Annotate written texts, highlight useful phrases, and translate them. “Going the extra mile” really will help you perform more effectively in the exams.
2. Use Kerboodle to complete listening tasks, or re-do listening tasks already completed in lessons. Use the transcript, highlight key vocab and expressions (good for speaking and writing exams). Perhaps translate a section into good English.
3. Learn a selection of key vocab from the Handbook.
4. In your Handbook, read the guidance provided on different parts of the exams so that you know what is required of you.
5. Spend time regularly learning a small number of verbs found at the back of the text book, e.g. trinken-trank-getrunken. Focus on whether the verbs are “haben” or “sein”.
6. Practise recalling key A Level verbs and vocab on Quizlet – search for ready-made AQA pages, or be creative and make your own! It’s a great way to consolidate vocab.
7. Read, study, and make notes from the grammar pages at the back of the AQA text book.
8. Ask your teachers for practice tasks on specific aspects of grammar – or purchase the AQA Grammar Workbook and improve your grammar that way.
9. Use dict.cc whenever you translate texts from G-E or E-G. There are plenty of practice tasks on Kerboodle too.
10. Spend 10 minutes creating a “word family” set, starting with a basic word, such as “Spiel” (noun). From this, you can create a range of related nouns, adjectives, adverbs, verbs, etc. Use dict.cc to help.
11. Go to the German website Verbformen.de to practise your verbs. You can also complete a “Verb der Woche” sheet, and learn the different tenses.
12. Towards the back of your Handbook, there are suggested websites on which you can enjoy the challenge of watching German news online. “Easy German” is a popular video resource, with subtitles in German and English.
13. Read a German newspaper, magazine or book – either in traditional paper format, or online. You’ll enjoy reading German articles more if they are about something you genuinely like, or find interesting, e.g. sport, music, fashion, travel, etc.
14. Consider participating in the annual German Exchange. Whet your appetite by googling „Dortmund“, „Dortmunder Weihnachtsmarkt“, „BVB“, „deutsche Bratwurst“, usw!!
15. Take a few minutes to research online:- German Higher Education courses, or “UK jobs using German”. This can be extremely motivational. Feel free to share your findings with your teachers if you wish, or ask them for guidance if needed.

Viel Glück mit diesem Kurs, und viel Spaß!! ☺ SL/TJ

Notizen

