

# Nonsuch High School for Girls

## Sixth Form

September 2025

### German Handbook



**„Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen“  
Johann Wolfgang von Goethe (1749-1832), Dichter**

**Name** \_\_\_\_\_

# **Welcome to German at A-level**

You will have three teachers at A-level:

Ms Pigott – Head of German (Year 12 & 13)  
Mrs Gallagher – Teacher of German (Year 12)  
Mrs Bond – Teacher of German (Year 13)

Plus one-to one conversation classes

## **German at A-Level**

### *Advanced learning in this subject*

Travel –so the saying goes – broadens the mind. And never more so than when you can speak the language. That way you'll be able to find out what the local people are thinking, how they live and how their culture really works. The Edexcel German A-Level course is designed to give you a profound understanding of the German language. Not only will you know more about the mechanics of the language – like grammar and vocabulary –but also about how people live and use language on a day-to-day basis

### *How is A-Level different from GCSE?*

The A-Level course develops and builds on skills learned at GCSE, but the way in which you study will be very different. The course is assessed at the end of the two years. Paper 1 assesses Listening, Reading and translation from German to English, Paper 2 assesses your knowledge of a play and a film, in addition to including a short translation from English to German. In addition, the oral exam includes a discussion on a stimulus card and then presentation of an Independent Research Project. There is no controlled assessment or coursework, allowing you the chance to really develop your skills before assessment takes place. The course is based around a range of topics related to Germany and the German-speaking world in general that have been specially selected to appeal to you.

### *In what different ways will you be expected to work?*

You will be expected take an active role in class discussions and to speak German as much as possible! The more practice the better, so to enable you to develop your spoken German really quickly you will have lessons with our conversation assistant, in addition to classes with your teachers. You will also be expected to complete essays both in class and for homework. You will have to complete independent tasks resulting in presentations to the rest of the class and will choose the topic for the presentation of the IRP oral exam yourself.

### **What do successful learners in this subject do? What are their habits?**

Successful German students are keen to learn and speak German as often as possible. They arrive on time and complete all homework. They also attend all sessions with the language assistant and always re-visit areas of vocabulary covered in lessons, revising these words as well as the vocabulary and grammar set for formal tests. They seek to improve already good work through speaking to staff outside lessons and make use of resources such as Dynamic

Learning and German language websites. Above all, they are keen to learn and ask questions and are positive, proactive and resilient.

## Overview of year 12

	Teacher One	Teacher Two
Autumn Year 12	<u>The education system in Germany</u> <ul style="list-style-type: none"> <li>- Structure</li> <li>- Issues with students</li> <li>- Higher education</li> </ul>	<u>Nature and the environment</u> <ul style="list-style-type: none"> <li>- The environment in danger</li> <li>- Energy sources of the future</li> <li>- Recycling in Germany</li> </ul>
Spring Year 12	<u>The world of work</u> <ul style="list-style-type: none"> <li>- attitude to work</li> <li>- German workers in Europe</li> <li>- The German economy</li> </ul>	<u>Music in German</u> <ul style="list-style-type: none"> <li>- Music in German</li> <li>- Musical genre</li> <li>- A look into the future</li> </ul>
Summer Year 12	<u>German festivals and traditions</u> <ul style="list-style-type: none"> <li>- ___ Celebrations in German-speaking countries</li> <li>- ___ Customs and traditions in Germany and German speaking countries</li> </ul> <u>After study leave:</u> <ul style="list-style-type: none"> <li>- “Andorra”</li> </ul>	<u>The media in Germany</u> <ul style="list-style-type: none"> <li>- The influence of TV</li> <li>- Print and online media</li> <li>- New technology – curse or blessing</li> </ul> <u>After study leave:</u> <ul style="list-style-type: none"> <li>- Complete above themes</li> <li>- ___ Start “Das Leben der Anderen”</li> </ul>
<u>Resources</u>	<ul style="list-style-type: none"> <li>- Edexcel German for A Level</li> <li>- ZigZag resources</li> <li>- Dynamic Learning</li> </ul>	<ul style="list-style-type: none"> <li>- Edexcel German for A Level Textbook</li> <li>- ZigZag resources</li> <li>- Dynamic Learning</li> <li>- Deutsche Welle</li> </ul>

## Overview of year 13

	Teacher One	Teacher Two
Autumn Year 13	<ul style="list-style-type: none"> <li>- Complete “Andorra”</li> <li>- Preparation for the IRP</li> </ul>	<ul style="list-style-type: none"> <li>- Complete “Das Leben der Anderen”</li> <li>- Preparation for the oral</li> </ul>
Spring Year 13	<u>The reunification of Germany</u> <ul style="list-style-type: none"> <li>- Society in the GDR pre-reunification</li> <li>- Events leading to reunification</li> <li>- Germany since reunification</li> </ul>	<u>Immigration and the German multicultural society</u> <ul style="list-style-type: none"> <li>- The positive effects of immigration</li> <li>- The challenges of immigration and integration</li> <li>- The state and social reaction to immigration</li> </ul>

Summer Year 13	<ul style="list-style-type: none"> <li>- Revision of all themes</li> <li>- Revision of the play</li> </ul>	<ul style="list-style-type: none"> <li>- Revision of all themes</li> <li>- ___Revision of the film</li> </ul>
<u>Resources</u>	<ul style="list-style-type: none"> <li>- Edexcel German for A-level textbook</li> <li>- ZigZag resources</li> <li>- Dynamic Learning</li> </ul>	<ul style="list-style-type: none"> <li>- Edexcel German for A-level textbook</li> <li>- ZigZag resources</li> <li>- Dynamic Learning</li> </ul>



# Specification Summary

## A-Level German - Edexcel

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/German/2016/Specification%20and%20sample%20assessments/Specification\\_GCE\\_A\\_level\\_L3\\_in\\_German.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/German/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_German.pdf)

(\*Paper code: 9GN0/01)

**Written examination: 2 hours**

**40% of the qualification**

**80 marks**

### **Content overview**

This paper draws on vocabulary and structures across all four themes. Themes are based on the society and culture of the language being studied.

### **Assessment overview**

Students are not permitted access to a dictionary during the examination.  
The examination is made up of:

#### **Section A: Listening (30 marks)**

A listening assessment based on a recording, featuring male and female German speakers. Students will respond to comprehension questions based on a variety of contexts and sources.

#### **Section B: Reading (30 marks)**

A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions.

#### **Section C: Translation into English (20 marks)**

An unseen passage to be translated from German to English.

(\*Paper code: 9GN0/02)

**Written examination: 2 hours and 40 minutes**

**30% of the qualification**

**120 marks**

### **Content overview**

This paper draws on the study of two discrete German works: either two literary texts, or one literary text and one film.

### **Assessment overview**

This paper includes a translation exercise and two essays on either two literary texts, **or** one literary text and one film (students must **not** answer questions on two films). Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

#### **Section A: Translation (20 marks)**

Students translate an unseen passage from English into German.

#### **Section B: Written response to works (literary texts) (50 marks)**

Students must write an extended response on the play. Students select one question from a choice of two

#### **Section C: Written response to works (films) (50 marks)**

Students write an

extended response on the film. Students select one question from a choice of two for their chosen film.

**(\*Paper code: 9GN0/03)**

***Internally conducted and externally assessed***

***Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time***

***30% of the qualification***

***72 marks***

### **Content overview**

Task 1 draws on vocabulary and structures across all four themes.

Task 2 is based on independent research selected and carried out by the student. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the language studied.

Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the culture and society where the language is spoken.

### **Assessment overview**

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

### **Task 1 (discussion on a Theme)**

Students discuss one Theme from the specification based on a stimulus containing two different statements.

### **Task 2, Part 1 (independent research presentation)**

Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.

### **Task 2, Part 2 (discussion on independent research)**

Students answer questions on their presentation and then have a wider discussion on their research.

## Themes and sub-themes

Papers 1 and 3 will be based on content from the following four themes.

The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of Germany and German-speaking countries. Themes 1, 3, and 4 focus on aspects of society or history of Germany only. Theme 2 requires students to broaden their knowledge across **any** German-speaking country/countries and/or community/communities. Each theme is broken into three sub-themes (highlighted in bold).

These sub-themes are each exemplified further.

### Theme 1: Gesellschaftliche Entwicklung in Deutschland

Theme 1 is set in the context of Germany only. This theme covers social issues and trends.

#### ✂ **Natur und Umwelt**

Umweltbewusstsein; Recycling; erneuerbare Energie; nachhaltig leben.

#### ✂ **Bildung**

Bildungswesen und die Situation von Studenten; Sitzenbleiben, Berufsausbildung.

#### ✂ **Die Welt der Arbeit**

Das Arbeitsleben in Deutschland und die Arbeitsmoral; deutsche Geschäfte und Industrien.

### Theme 2: Politische und künstlerische Kultur im deutschen Sprachraum

Theme 2 is set in the context of German-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

#### ✂ **Musik**

Wandel und Trends; Einfluss der Musik auf die populäre Kultur.

#### ✂ **Die Medien**

Fernsehen, Digital-, Print- und Onlinemedien; Einfluss auf Gesellschaft und Politik.

#### ✂ **Die Rolle von Festen und Traditionen**

Feste, Feiern, Sitten, Traditionen.

### Theme 3: Immigration und die deutsche multikulturelle Gesellschaft

Theme 3 is set in the context of Germany only. This theme covers social issues and trends.

#### ✂ **Die positive Auswirkung von Immigration**

Beitrag der Immigranten zur Wirtschaft und Kultur.

#### ✂ **Die Herausforderungen von Immigration und Integration**

Maßnahmen von Gemeinden und örtlichen Gemeinschaften; Ausgrenzung und Entfremdung aus der Sicht von Immigranten.

#### ✂ **Die staatliche und soziale Reaktion zur Immigration**

Rechtsextremismus; politische Annäherung an Gastarbeiter, Immigranten und Asylbewerber; die öffentliche Meinung

## Theme 4: Die Wiedervereinigung Deutschlands

Theme 4 is set in the context of Germany only. This theme covers political culture.

### ✂ Die Gesellschaft in der DDR vor der Wiedervereinigung

Arbeit; Wohnungswesen; kommunistische Prinzipien; das Verhältnis zum Westen.

### ✂ Ereignisse vor der Wiedervereinigung

Der Zusammenbruch des Kommunismus; der Fall der Berliner Mauer.

### ✂ Deutschland seit der Wiedervereinigung

Migration von Ost nach West; Arbeitslosigkeit in der früheren DDR; Auswirkungen auf Schulen in Deutschland.

## Paper 1: Listening, reading and translation

### Content

Students will be assessed on their understanding of spoken and written German from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from German into English.

Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to Germany and German-speaking countries and are drawn from the four themes.

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from German into English.

### Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers. Sources will include material from online media.

### Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

### Translation into English

The content of the translation will be taken from one of the four themes.

### Assessment information

- The total assessment time is 2 hours
- The assessment is out of 80 marks.
- There are three sections in the paper, they cover the assessment of listening, reading and translation skills in German.
- Students must answer all questions in each section (A, B and C).
- The use of dictionaries is not permitted.
- For Section A (listening), 50 minutes (recommended timing), 30 marks:



- o there are four questions in this section made up of multiple choice and open response, including questions testing summary skills; all questions are set in German and must be answered in German
- o students will listen to a recording featuring German-language speakers who will speak at a speed appropriate for the expected understanding at this level
- o students will have individual control of the recording and may stop, revisit and replay sections of the recording as they wish.
- For Section B (reading), 50 minutes (recommended), 30 marks:
  - o students respond to five questions based on the texts provided
  - o questions comprise both multiple-choice questions and open-response questions; all questions are set in German and must be answered in German.
- For Section C (translation into English), 20 minutes (recommended), 20 marks:
  - o students are given one unseen text in German and must translate it into English.

## Paper 2: written response to works and translation

### Content

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided
- produce responses that relate to features such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied
- present viewpoints; develop arguments; persuade; and analyse and evaluate
- manipulate language accurately through translating an unseen passage from English into German.

Students must study two discrete German works: either two literary texts, or one literary text and one film. The content of the translation will be a passage based on one of the four themes

### Assessment information

- The total assessment time is 2 hours and 40 minutes. Recommended timings for each section are given below.
- The assessment is out of 120 marks.
- There are two parts to this paper, Section A (translation into German) and Sections B and C (written response to works).
- For Section A (translation into German), 30 minutes (recommended timing), 20 marks
  - o students are given one unseen text in English and must translate it into German.
- For Sections B and C (written response to works), 2 hours and 10 minutes, 100 marks
  - o students must write two essays, **either** two selected from Section B (literary texts) **or** one selected from Section B (literary texts) and one from Section C (films)
  - o there will be a choice of two questions for each literary text and film. It is recommended that, in order to give a detailed analysis of the work, students write between 300–350 words for each essay, giving justified points of view, arguments and conclusions with evidence from the work. The whole essay will be marked regardless of length.
  - o students are expected to provide a critical and analytical response by selecting relevant material from the works, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding, and evaluating issues, themes and cultural and social contexts related to the works studied.
  - o no credit will be given for essays on literary texts which are based on film versions adapted from the literary texts. Evidence given in the essay to justify viewpoints and arguments **must** be based on the original literary text.
  - o All questions will be set in German and must be answered in German.
  - o The use of dictionaries is not permitted.
  - o Students **must not** take any documentation relating to the works into the examination.

## **Paper 2 essay markscheme**

### **Critical and analytical response**

This mark grid assesses students' ability to respond critically and analytically. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.

0	No rewardable material
1-4	<ul style="list-style-type: none"><li>• Points of view relating to issues/themes/cultural or social contexts are presented, with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive.</li><li>• Limited ability to form arguments or draw conclusions.</li><li>• Response relates to the work but limited focus on the question.</li></ul>
5-8	<ul style="list-style-type: none"><li>• Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive.</li><li>• Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.</li><li>• Response relates to the work but often loses focus on the question</li></ul>
9-12	<ul style="list-style-type: none"><li>• Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.</li><li>• Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.</li><li>• Response is relevant to particular aspects of the question, occasional loss of focus.</li></ul>
13-16	<ul style="list-style-type: none"><li>• Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work.</li><li>• Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.</li><li>• Predominantly relevant response to the question.</li></ul>
17-20	<ul style="list-style-type: none"><li>• Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work.</li><li>• Detailed, logical arguments and conclusions are made that consistently link together.</li><li>• Relevant response to the question throughout.</li></ul>

### **Range of grammatical structures and vocabulary**

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.

0	No rewardable language.
1-4	<ul style="list-style-type: none"><li>• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.</li><li>• Limited range of vocabulary resulting in repetitive expression.</li><li>• Limited use of terminology appropriate to literary and cinematic analysis.</li></ul>
5-8	<ul style="list-style-type: none"><li>• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.</li><li>• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.</li><li>• Occasional use of terminology appropriate for literary and cinematic analysis.</li></ul>

9-12	<ul style="list-style-type: none"> <li>• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.</li> <li>• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.</li> <li>• Some use of terminology appropriate for literary and cinematic analysis.</li> </ul>
13-16	<ul style="list-style-type: none"> <li>• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.</li> <li>• Frequently varied use of vocabulary, resulting in regular variation of expression.</li> <li>• Frequent use of terminology appropriate for literary and cinematic analysis.</li> </ul>
17-20	<ul style="list-style-type: none"> <li>• Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing.</li> <li>• Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways.</li> <li>• Consistent use of terminology appropriate for literary and cinematic analysis.</li> </ul>

## **Accuracy of language**

This mark grid assesses students' ability to apply grammar and syntax accurately.

0	No rewardable language.
1-2	<ul style="list-style-type: none"> <li>• Limited sequences of accurate language resulting in lapses in coherence.</li> <li>• Errors occur that often prevent meaning being conveyed.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Some accurate sequences of language resulting in some coherent writing.</li> <li>• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Frequent sequences of accurate language resulting in generally coherent writing.</li> <li>• Errors occur that occasionally hinder clarity of communication</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Accurate language throughout most of the essay, resulting in mostly coherent writing.</li> <li>• Errors occur that rarely hinder clarity of communication.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Accurate language throughout, resulting in consistently coherent writing.</li> <li>• Any errors do not hinder clarity of communication.</li> </ul>

## Paper 3: Speaking Mark-scheme

### Task 1 (discussion on a Theme)

#### Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.</li></ul>
4–6	<ul style="list-style-type: none"><li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
7–9	<ul style="list-style-type: none"><li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>
10–12	<ul style="list-style-type: none"><li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>

### Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"><li>• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>• Pronunciation and intonation are accurate, intelligible and authentic sounding.</li></ul>

### Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li><li>• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li></ul>
3–4	<ul style="list-style-type: none"><li>• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li></ul>

## Task 2, Part 2 (discussion on independent research)

### Knowledge and understanding of society and culture (A04)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.</li></ul>
4–6	<ul style="list-style-type: none"><li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
7–9	<ul style="list-style-type: none"><li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>
10–12	<ul style="list-style-type: none"><li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>



**Accuracy and range of language (AO3)**

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none"><li>• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>• Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li></ul>

## Interaction (AO1)

Marks	Description
No rewardable material	
	<ul style="list-style-type: none"><li>• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.</li><li>• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.</li></ul> <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
	<ul style="list-style-type: none"><li>• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.</li><li>• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.</li></ul>
	<ul style="list-style-type: none"><li>• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.</li><li>• Gives a relevant personal response to the written sources supported with some justification.</li></ul>
	<ul style="list-style-type: none"><li>• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.</li><li>• Gives a convincing personal response to the written sources supported with clear justification.</li></ul>



# Expectations in German

In order to provide students with the most effective support in their learning, the following processes will be maintained across the department:

## 1. Punctuality

All students are expected to arrive to lessons on time. Any student who is late for the first time will be spoken to by the teacher regarding why they are late. If the student is late for a second time they will be asked to make up the time during lunch or after school.

## 2. Absence

All students should notify their teacher if they know they will be absent from a lesson. The teacher will organise with the student how to catch up on the work they will miss. If it is an unplanned absence, the student should contact the teacher before the next lesson to complete any work missed. **It is the student's responsibility to make sure that they catch up with any work missed.**

## 3. Deadlines

Students will always be given sufficient time to complete work. Students should see the teacher before the work is due in and explain why the deadline cannot be met. Teacher and student together will decide on the appropriate strategy.

## 4. Consequences of missed deadlines

If a deadline is missed and there is no appropriate explanation, students will be expected to complete the work during lunch or after school. A second missed deadline will be reported to the Head of Year.

## 5. Learning Environment

German is a spoken language and all students are expected to listen and show respect to each other's ideas. All students should come to the lesson fully prepared in order to be able to engage meaningfully in the discussions and to play an active role.

## 6. Study periods and independent study

Students may be set reading material prior to a lesson, in most cases students will be given a few days to do this and should use their independent study time to complete this. They should use their independent study time to consolidate their class notes, make revision notes, engage in wider reading material, research topics and read relevant German websites/watch German news/listen to German podcasts.

**Learning Conversations** – students will be given continual feedback about their work (both written and oral) and will be encouraged to ask questions and seek clarification on how to improve.

## How we will support you.....

Teachers will provide regular feedback regarding each student's progress and will offer support to ensure each student achieves their personal target grade. Students must take responsibility for their own progress, for example by asking for help when work is difficult; acting on developmental marking and the targets set during Learning Conversations; fully engaging with independent study. Any student who is off-target will be given additional one-to-one support.

## What to do when stuck...

*'We all make mistakes, but only the wise learn from their mistakes'*

*Winston Churchill*

### Class teacher

Your teachers are available throughout the day to speak to. A good time to catch your teacher might be after the lesson, at break, lunchtime or after school. They will arrange specific times with you to offer support as it is needed, but you are responsible for your own learning. If you need support, the onus is on you to seek help, which will of course then be provided. Ms Pigott can usually be found in the Languages office; Mrs Bond in the HOY office.

### Classmates

Your classmates will be an essential source of support and guidance throughout the A-level. Discussing queries and ideas with each other will develop your understanding and extend your learning.

### Support sessions

We run sessions in the summer term to support you if you need extra help. You may be directed to attend these as necessary. **Please make sure you ask for extra help if you need it – don't struggle on in silence!**

### E-mail

Staff will respond to e-mails sent, but it may on occasion take some time, please don't think you are being ignored.

Ms Pigott: [pigott-j@nonsuchschool.org](mailto:pigott-j@nonsuchschool.org)

Mrs Gallagher: [gallagher-c@nonsuchschool.org](mailto:gallagher-c@nonsuchschool.org)

Mrs Bond: [bond-n@nonsuchschool.org](mailto:bond-n@nonsuchschool.org)

# Enrichment and super curricular opportunities

In order to support your learning we recommend that you engage in activities from all of the sections below to help widen your interest in the subject as well as begin to introduce you to the kind of independent learning activities we encourage you to engage with during A level study.

As a minimum, we would like you to complete the following:

- Read one book and watch two videos from the list provided.
- Complete one OU course.
- Go to Deutsche Welle and try listening to news items or other programmes. Keep a record of what you do and save interesting articles to share with the class in September.
- Watch a series in German online (perhaps via Netflix or another provider) with or without subtitles. Deutschland 89 and Generation War are both worth watching.
- Download a radio app and listen to German radio stations (e.g. NDR) for German news and other programmes spoken at native speed

## Subject Reading List

Our recommendation is that you read at least one book from this list prior to beginning the course in September and watch two of the videos. The books and videos all relate to the history and culture topics and are available in English/with subtitles. We look forward to hearing what you have read and watched in September.

### Books:

**Stasiland by Anna Funder** (written in English) – stories from behind the Berlin wall. This links well to both the history topic and the film that we study as part of the A-level course.

**Stasi: the Untold Story of the East German Secret Police** by John Koehler

**Born in the GDR: Living in the Shadow of the Wall** by Hester Vaizey

**Generation Wall: Stories from the GDR** by Mark Scheppert

Any modern German author (either in the original, in English or in versions where the German and English are on opposite sides of the page. You might try playwrights such as Dürrenmatt or authors such as Böll. Also try reading German translations of books you know or have already read in English.

### Videos:

**Stasi** – documentary about the East German secret police. Free on Amazon Prime.

**Beyond the Wall** – a documentary examining the communist era and its legacy. Free on Amazon Prime.

**Vaterlandsverräter: Enemy of the State** - A documentary about a former Stasi-informer who broke with the state and revealed his true identity. Free with Amazon Prime.

**Behind the Wall** – tells the stories of ordinary people living on both sides of the wall and what life was like for them before, during and after the wall fell. Free on Amazon Prime.

**Enemy Engagement** - Two men from East Germany come together in a historic reconciliation; one was a dissident who was sent to prison, the other spied on him for the Stasi. Today, with access to secret Stasi files, the two men begin to revisit their painful past and reflect on their differing roles in the regime. What unfolds is an astonishing and gripping story of friendship and betrayal. Free on Amazon Prime.

Top of Form

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**Balloon** – It's summer 1979 and two families are desperate to flee East Germany but the secret police are hot on their heels. An incredible and gripping tale of resistance. Free on iPlayer.

**Flucht nach Berlin** - The East German farmer Hermann Güden has enough of the state-arranged harassment of the SED superiors. He is no longer willing to submit to compulsory collectivization at home in his Saxon-Anhalt village, as this condition no longer offers him any prospects. And so he plans a long-run escape to the West. Güden first sends his wife and child to the West of Berlin. Free on Amazon Prime.

## Links

**Deutsche Welle** – this is a fantastic website for learners of German. Follow the learn German link and you'll find courses, soap operas, game shows, articles, all designed to help you master German. In particular, try the “langsam gesprochene Nachrichten”, which will be challenging, but listened to daily will really help your understanding of spoken German. The transcript is also available for you to follow. [www.dw.de](http://www.dw.de)

**The German Riveter** – a German literary magazine with recommendations to get you started with German literature. All books are available to borrow digitally from the Goethe Institut: <https://www.goethe.de/ins/gb/en/kul/sup/bks.html>

## OU Courses

This is a brilliant website for you to undertake a mini module in German. The recommended courses can be joined at any time and will be particularly beneficial for your future learning.

**OU: Intermediate German: Understanding spoken German.** This course will help you make the link between GCSE and A-level. It is designed to develop your understanding of spoken German through video portraits of people in the German cities of Hamburg and Passau. It introduces you to naturally spoken language, and gives clear advice on how to use video resources as a useful and enjoyable learning tool. You will improve your understanding and active use of the language, and develop the confidence to access further resources and take your German studies to a higher level. (6 hours)

<https://www.open.edu/openlearn/languages/intermediate-german-understanding-spoken-german/content-section-0?active-tab=description-tab>

**OU: Intermediate German: The World of Work.** This course concentrates on developing cultural knowledge and practical language skills in listening, speaking, reading, writing and interacting in a variety of situations. (8 hours)

<https://www.open.edu/openlearn/languages/intermediate-german-the-world-work/content-section-0?active-tab=description-tab>

## Other Opportunities

Have a look at the **Easy German** channel on YouTube and look for videos which are labelled B1-B2. If these are too easy try C1.

Explore the Goethe Institut website [www.goethe.de/london](http://www.goethe.de/london). Have a look at the Adventure Game – a Mysterious Mission <https://www.goethe.de/ins/gb/en/spr/ueb/mis.html>.

The Stephen Spender poetry translation prize -  
[http://www.stephen-spender.org/spender\\_prize.html](http://www.stephen-spender.org/spender_prize.html)



## **Leadership and Enrichment Opportunities in German**

**These are a few of the many opportunities that are available.....**

Become involved in at least one activity run by the Languages Department:

- The Languages Committee
- Mentoring younger pupils
- Running revision sessions/help club for KS3
- Weekly conversation classes
- Entering essay competitions

### **Optional trip**

Study trip to Germany. This is open to year 10 and 12 students, with year 12 students guaranteed a place if they would like to go. It is a great way of putting your German into practice and of gaining a much deeper understanding of the language and culture. The trip involves lessons in the mornings and cultural visits during the afternoon.

### **After Sixth Form**

A-level German helps students develop confident, effective communication skills in the German language and a thorough understanding of the culture of countries and communities where German is spoken. It is essential for those going on to study Modern Languages or European Studies at university. It is a flexible and adaptable subject that opens up a wider range of degree choices, for example, it could lead to a combined degree alongside Business, Management, Law or Linguistics. Languages are important in many careers and walks of life. In an increasingly globalized world, a German degree gives students access to the language, culture, and marketplace of three leading European nations: Switzerland, Austria, and Germany. Together, the inhabitants of these three countries, combined with native speakers in other regions of the globe, make German the most spoken language in the European Union and the tenth most spoken language in the world.

On a professional level, speaking and understanding another language opens many career opportunities. German is one of the main languages used in business and international diplomacy. After the fall of the Soviet Union, German became the lingua franca of central Europe, bridging the gap between former Cold War adversaries. Many international conferences and trade shows also use German as their working language.





### **Resources and Equipment**

Textbook: Edexcel German for A-level (this will be provided)

#### **Recommended extra materials:**

Wort für Wort: Advanced German vocabulary (available through Amazon)

Collins German Dictionary

A-level German: Grammar and Translation workbook (available through Amazon)

Modern Languages Study Guide: Das Leben der Anderen: Film Study Guide for A-level German (available through Amazon)

Modern Languages Study Guide: Andorra: Study Guide for A-level German (available through Amazon)



## Links

### A level German – how to succeed and make the most of your time

In order to give yourself the best chance of doing as well as you possibly can, follow these golden rules:

- ✓ Do some German **EVERY DAY**. It is better to do about an hour a day, rather than doing nothing for several days and then trying to spend all day on it.
- ✓ **Listen** to some German every day – you can listen to “die langsam gesprochenen Nachrichten” on DW for example or the news in 100 seconds on [www.tagesschau.de/100sekunden](http://www.tagesschau.de/100sekunden)
- ✓ **Read** some German every day – [www.dw.de](http://www.dw.de) and [www.tagesschau.de](http://www.tagesschau.de) are good sites for general reading.
- ✓ Revise your **grammar** (especially verb tenses) Look back over the grammar notes in your folder and exercises you have done. If you prefer the interactive grammar exercises, use one of these websites:  
[http://www.deutsch-lernen.com/learn-german-online/beginners/exercises\\_summary.htm](http://www.deutsch-lernen.com/learn-german-online/beginners/exercises_summary.htm) or [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- ✓ Revise all key topic **vocabulary in the vocabulary lists given to you. Use the Quizlet links too.** This is essential for the listening, reading, translation AND speaking elements of the exam.
- ✓ Follow a famous German-speaker on *Twitter*
- ✓ Download **apps** for your phone or ipad: Tagesschau, ARD, ZDF where you can even watch films, short tv series, or full programmes. It works like BBC iplayer. Search Netflix for films and series in German.
- ✓ Basically, little and **OFTEN** is the key to success in a foreign language
- ✓ Viel Glück und viel Spaß beim Lernen!

**SPRECHEN**

**SIE**

**DEUTSCH???**

