

Year
12

A-Level German at The Redhill Academy

EXAM BOARD: AQA

D.GILWHITE

This booklet is designed to help you fulfil your maximum potential in your German examinations. You have chosen to study a subject which is very enjoyable, but is also very challenging. It is vital, therefore, that you adopt certain ways of working from the start of your course. The first and most important thing to realise is that **you must take responsibility for your own learning**. You must not and cannot expect to be told exactly what to do at all times. A range of resources will be made available and you are expected to make regular use of them. Should you fail to work independently, this will make the acquisition of grammar and vocabulary much harder and create a significant barrier to your mastery of the language.

AQA Specification – at a glance

4.2.1 Assessment objective weightings for A-level German

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	12.5	0	7.5	20
AO2	27.5	0	2.5	30
AO3	10	10	10	30
AO4	0	10	10	20
Overall weighting of components	50	20	30	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Listening, reading and writing	100	x2	200
Paper 2: Writing	80	x1	80
Paper 3: Speaking	60	x2	120
Total scaled mark:			400

Year 12 Topics

Social Issues and Trends

Aspects of German-speaking society: current trends

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

- **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: fashions and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)**
 - Mode und Image
 - Die Bedeutung der Musik für Jugendliche
 - Die Rolle des Fernsehens

Political and artistic culture

Artistic culture in the German-speaking world

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

- **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 Kultuleben damals und heute)**
 - Berlin – geprägt durch seine Geschichte
 - Theater, Musik und Museen in Berlin
 - Die Vielfalt innerhalb der Bevölkerung Berlins

Film

- Das Leben der Anderen

Year 13 Topics

Social Issues and Trends

Aspects of German-speaking society: current issues

Students may study all 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

Political and artistic culture

Aspects of political life in the German-speaking world

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

- **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 it's consequences (Die Wiedervereinigung und seine Folgen)**
 - Friedliche Revolution in der DDR
 - Die Wiedervereinigung – Wunsch und Wirklichkeit
 - Alte und neue Bundesländer – Kultur und Identität

Texts

- Andorra (Max Frisch)

Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where German is spoken. They must select relevant information in German from a range of sources including the internet. Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment. Students within a school or college should each choose a different subject for their research. However, if more than one student selects the same general subject area, the title of their research and their approach must be different.

Grammar

Year 12 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

Year 13 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)

Assessment Objectives

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level German specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond:
 - in speech to spoken language including face-to-face interaction
 - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
 - in speech to written language drawn from a variety of sources
 - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10 % of the total marks for the qualification may be used for responses in English, including translation into English.

Examinations

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.

Examinations

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 sub-themes ie 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.

Expectations

Dictionaries

You will need a good dictionary – i.e. one that puts the words into context (example sentences); word to word translations are inadequate for your needs. Vocabulary errors caused by failure to use a dictionary are not acceptable at this level.

A good online dictionary is: www.leo.de

Vocabulary Learning

No-one can learn vocabulary for you – and a thorough knowledge of vocabulary is essential at this level. In addition to the vocabulary that is given to you, buy an A5 vocabulary book /create an electronic vocab. spreadsheet and when reading new texts, articles, transcripts etc. make a note of the new vocabulary, and try to get into the habit of learning / revising from it regularly.

Different people use different ways of remembering things, such as:

- look-cover-speak/write-check
- Flashcards
- Active testing
- Post-it notes
- Posters
- Quizlet



Also, when noting/learning vocabulary you must:

- **Make sure you learn whether nouns are masculine/feminine – this is now crucial**
- **Make sure you learn the masculine/feminine/plural forms of irregular adjectives**

Try to find a strategy which suits and commit to learning vocabulary on a regular basis. "Little and often" is usually the best policy. Do not always expect to be given vocab tests. As you are now in Year 12 and it is expected that you will take responsibility for yourself. There is no doubt that the more vocabulary you know the easier you will find it to succeed. **There are 288 days between the 2nd of September and June the 17th . If you learnt just 10 words per day, this would add up to**

2880 words!

Speaking

We know that at GCSE many of you are more comfortable with prepared German, but this must change in Year 12. In order to do this, you must make an effort to try to communicate – accuracy will come only with practice. You will be taught key communication and spontaneous speech strategies, but these are meaningless without your own will to speak the language.

Grammar

Many students find grammar difficult in the early weeks of the course; others may already have grammar skills and so initially find things a little easier. You will be given regular grammar lessons and worksheets to complete, however, in order to work at your own level it is vital that you use the other available resources, in particular you will be shown how to use the online interactive grammar resources, giving you unlimited opportunities to practise so that you gain in confidence and are able to tailor the practice to meet your own needs. It is important that you get into the habit of using “real” idiomatic German – we are all able to speak English without learning verb tables, this is where reading and listening practice comes in.

Homework and Independent Learning

You will be set homework on a regular basis (every lesson) in order to prepare you for the rigour of the AS examination. It is expected that homework is handed in on time and completed to your highest capability. If there is an issue with homework, we expect that you seek our assistance **at the earliest opportunity**, not the day the homework is due.

In addition to the four hours of lessons that you complete in school, it is also expected that you spend four hours outside of school, on independent study. In addition, it is expected that you show initiative and learn independently. A learning log (see key document templates) will need to be completed as you study independently and this will be checked on a weekly basis. As such, in sixth-form, ‘homework’ is never really over.

Reading List

Top 5 to read

- AQA – Nelson Thornes Textbook (provided by school)
- Alles Klar, Paul Rogers and Jeremy Long
- AQA German Grammar and Translation Workbook, Dagmar Sauer
- Wort für Wort, Paul Stocker
- 501 German Verbs, Henry Strutz



Top 5 to watch

- Get Germanized
- Authentic German Learning
- LeFlويد
- Goethe-Institut
- Deutsch für euch

Top 5 to follow

- <https://dict.leo.org/german-english/>
- <https://quizlet.com/class/2012571/>
- <http://www.dartmouth.edu/~deutsch/Grammatik/Grammatik.html>
- <https://twitter.com/slowgerman>
- <https://www.nachrichtenleicht.de/>

Useful Resources

The following are provided by the school in Year 12:

AQA German A Level Year 1 and AS (Year 12)



Das Leben der Anderen Film



We strongly recommend that you buy:

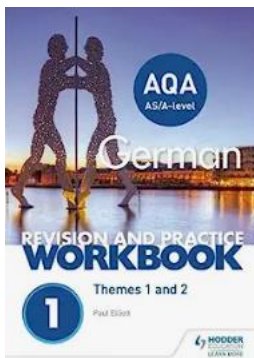
Modern Languages Study Guides: Das Leben der Anderen £12.99
(Year 12)



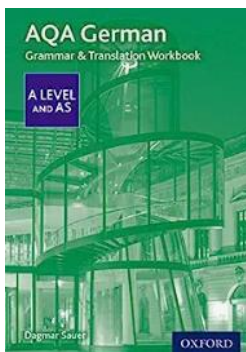
Further Resources

If you wish to purchase any further resources to support you, we recommend the following:

AQA A-level German Revision and Practice Workbook: Themes 1 and 2 £9.75



AQA German A Level and AS Grammar & Translation Workbook £9.75



Wort für Wort: German Vocabulary for AQA A-level £10.99

