



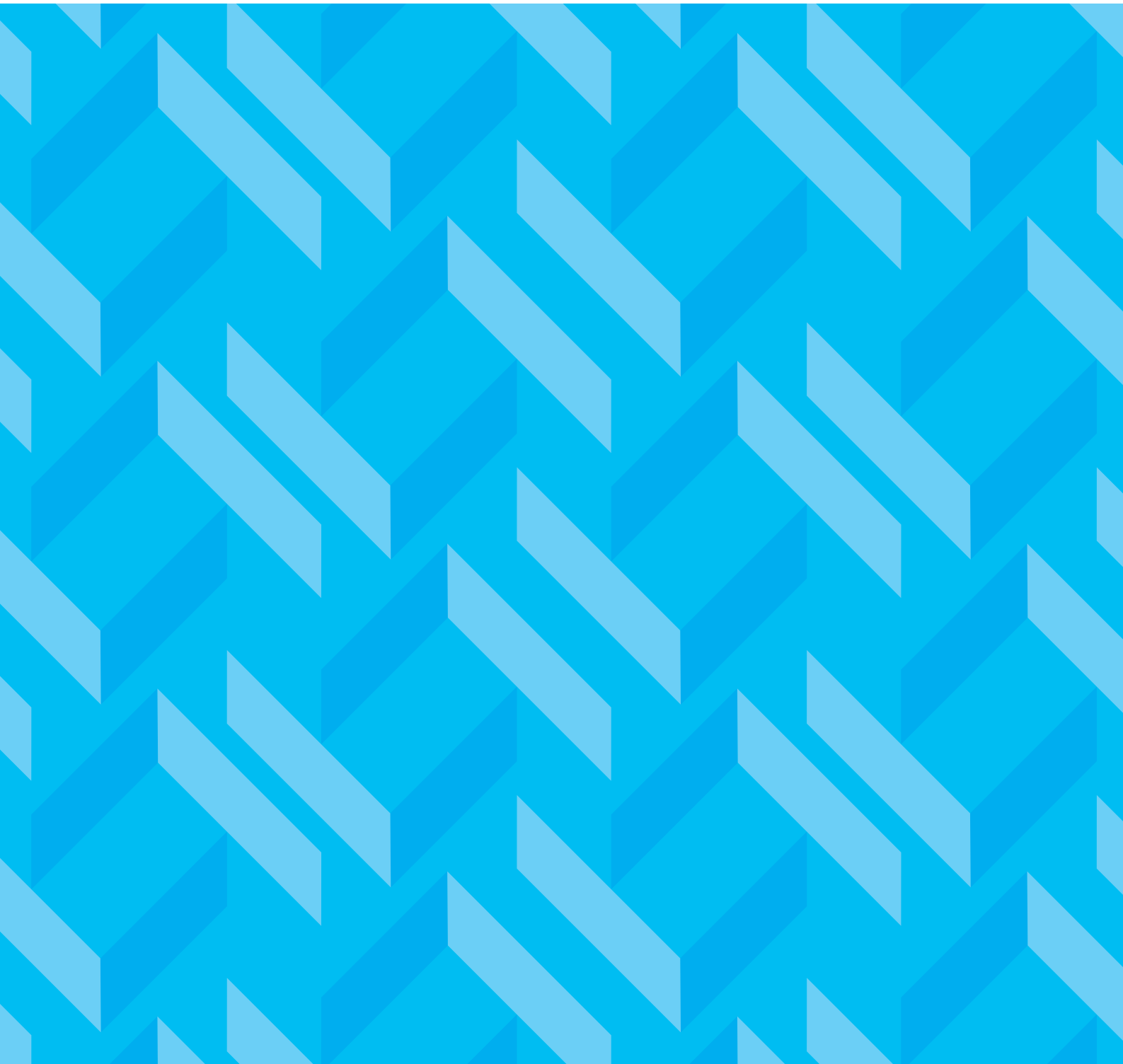
GCE

Examinations from 2009

First AS Award: Summer 2009

First A Level Award: Summer 2010

German



Contents

**WJEC AS GCE in German
WJEC A Level GCE in German**

2009 & 2010

**First AS Award - Summer 2009
First A level Award - Summer 2010**



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GCE German

Subject/Option Entry Codes		English medium	Welsh medium
<i>Advanced Subsidiary (AS) "Cash in" entry</i>	2221	01	W1
<i>A Level (A) "Cash in" entry</i>	3221	01	W1
GN1 : Oral in German			
(a) (conducted by visiting examiner)	1221	01	W1
(b) (conducted by centre and sent to examiner)	1221	02	W2
GN2 : Listening, Reading and Writing in German	1222	01	W1
GN3 : Oral in German	1223	01	W1
GN4 : Listening, Reading and Writing in German	1224	01	W1

Availability of Assessment Units				
Unit	January 2009	June 2009	January 2010 & each subsequent year	June 2010 & each subsequent year
GN1		✓		✓
GN2		✓	✓	✓
GN3				✓
GN4				✓

Qualification Accreditation Numbers

Advanced Subsidiary: 500/2777/3

Advanced: 500/2492/9

SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS (2 units)

GN1	20%	12-15 minutes	60 raw marks; 80 UMS marks
Oral Examiner-led discussion of topics General conversation			
GN2	30%	2½ hours	98 raw marks; 120 UMS marks
Listening, Reading and Writing Listening and Responding Reading and Responding Grammar tasks Translation Target Language - English Essay			

A Level (the above plus a further 2 units)

GN3	20%	15-20 minutes	60 raw marks; 80 UMS marks
Oral Structured Discussion Exposé			
GN4	30%	3 hours	98 raw marks; 120 UMS marks
Listening Reading and Writing Listening and Responding Reading and Responding Translation English – target language Guided Studies Essay			

GERMAN

1 INTRODUCTION

1.1 Criteria for AS and A Level GCE

This specification has been designed to meet the general criteria for GCE AS (AS) and A level (A) and the subject criteria for AS/A German as issued by the regulators [September 2006]. The qualifications will comply with the grading, awarding and certification requirements of the Code of Practice for 'general' qualifications (including GCE).

The AS qualification will be reported on a five-grade scale of A, B, C, D, E. The A level qualification will be reported on a six-grade scale of A*, A, B, C, D, E. The award of A* at A level will provide recognition of the additional demands presented by the A2 units in term of 'stretch and challenge' and 'synoptic' requirements. Candidates who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a certificate. The level of demand of the AS examination is that expected of candidates half way through a full A level course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the A level award. AS consists of two assessment units, referred to in this specification as GN1 and GN2. A2 also consists of two units and these are referred to as GN3 and GN4.

Assessment units may be retaken prior to certification for the AS or A level qualifications, in which case the better result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

The specification and assessment materials are available in English and Welsh.

1.2 Prior learning

There is no specific requirement for prior learning, although many candidates would have already gained a knowledge and understanding and have developed a range of language skills, through their study of German at GCSE.

- This specification may be followed by all candidates, irrespective of their gender or ethnic, religious or cultural background.
- This specification is not age specific and can be followed by candidates of any age.
- This specification will give the student a firm basis for future life-long learning.

1.3 Progression

The four part structure of this specification (2 units for AS, and an additional 2 for the full A level) allows for both staged and end-of-course assessment and thus allows candidates to defer decisions about progression from AS to the full A level qualification.

This specification provides a suitable foundation for the study of German or a related area through a range of higher education courses; progression to the next level of vocational qualifications; or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

1.4 Rationale

One of the aims of the AS is to provide an opportunity for A level students to broaden their studies by postponing a decision to specialise. It is intended to provide an opportunity for all candidates to maintain breadth and width within their studies, while also providing a sufficiently rigorous, self-contained baseline for candidates wishing to continue with the full A level course.

The AS examination has been devised to be an appropriate assessment of the knowledge, understanding and skills expected from students who have completed the first part of the full A level.

The full A level course includes AS as part one and A2 as part two. The A2 examination has been devised to be an appropriate assessment of the knowledge, understanding and skills which comprise A2.

Opportunities will also be provided for candidates to develop their Key Skills.

1.5 The Wider Curriculum

The German specification will naturally enhance the European awareness of candidates. Similarly opportunities will arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied and contribute to candidates' environmental education including sustainable development. Health and safety considerations will also be raised through the topic areas.

1.6 Prohibited combinations and overlap

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will only have one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 5670.

This specification does not overlap significantly with any other. There are no prohibited combinations.

1.7 Equality and Fair Assessment

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

GCE *German* requires assessment of the skills of speaking, listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Speaking – some candidates with a speech impairment
- Listening – some candidates with a hearing impairment and who cannot lip read
- Reading – some candidates with a visual impairment who cannot read Braille

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

2

AIMS

- 2.1 This specification for AS and A level German is designed to encourage students to:
- develop an interest in, and enthusiasm for, language learning
 - develop understanding of the language in a variety of contexts and genres
 - communicate confidently, clearly and effectively in the language for a range of purposes
 - develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
 - consider their study of the language in a broader context.
- 2.2 This specification is designed to encourage students to:
- derive enjoyment and benefit from language learning
 - acquire knowledge, skills and understanding for practical use, further study and/or employment
 - communicate with speakers of the language
 - take their place in a multilingual global society.
- 2.3 This specification is also designed to:
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.
- 2.4 In addition, the A level specification is designed to:
- provide a sufficient basis for the further study of languages at degree level or equivalent.

3

ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification:

- AO1 understand and respond, in speech and writing, to spoken language;
- AO2 understand and respond, in speech and writing, to written language;
- AO3 show knowledge of and apply accurately the grammar and syntax prescribed in this specification;

Weightings

Assessment objective weightings are shown below as % of the full A level, with AS weightings in brackets.

Unit Weighting	%	AO1%	AO2%	AO3%
GN1	20	16.7 (33.3)		3.3 (6.6)
GN2	30	2.4 (4.9)	18.4 (36.7)	9.2 (18.4)
GN3	20	10	6.7	3.3
GN4	30	4.9	15.9	9.2
Total	100	34	41	25

4 SPECIFICATION CONTENT

AS candidates will be required to :

- listen and respond to a variety of spoken sources, including authentic sources
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their spoken and written language appropriately for different situations and purposes
- use the language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing
- understand and apply the grammatical system and a range of structures as detailed in the AS specification (See Appendix 1)
- transfer meaning from foreign language into English/Welsh.

In addition, A level candidates will be required to:

- use the language to present viewpoints, develop arguments, analyse and evaluate, in speech and writing
- understand and apply the grammatical system and a range of structures as detailed in the A level specification (See Appendix 1)
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied
- transfer meaning from English/Welsh into the foreign language.

4.1 Topics

The following topics will be studied with reference to target language countries as well as in a wider, global context as appropriate.

AS

- (a) **Leisure and Lifestyles**, including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy living – health and nutrition, diet and exercise; unhealthy living - drugs, aids, smoking, alcohol, etc
- (b) **The Individual and Society**, including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc.), education, vocational training and future careers.

A Level

- (c) **Environmental Issues**, including technology, pollution, global warming, transport, energy, nuclear energy, renewable energies, conservation, recycling, sustainability.
- (d) **Social and Political Issues**, including the role of the media, racism, immigration social exclusion and integration, terrorism, world of work (employment, commerce, globalization, etc.),

NB: Candidates must be aware that no dictionaries will be allowed in any part of the AS/A examinations

Detailed specifications of the examinations are as follows:

AS

UNIT GN1 – Oral 15 minutes 60 marks

(1) Topic-based conversation

Candidates will be given 2 cards A and B, one from each of the AS topic areas. The cards will contain a verbal or visual stimulus or a mixture of both and some starter questions.

Candidates will be allowed 15 minutes preparation time during which they will be able to make brief notes to be handed to the examiner at the end of the examination.

The conversation will be led by the examiner. Candidates should be able to organise facts and ideas, and present explanations and information, focusing appropriately on the topics being discussed. (8 minutes)

In addition to the marks awarded for communication, candidates will be awarded marks, in both parts of the examination, for accuracy, range and idiom and pronunciation and intonation.

The aim is to provide candidates with a realistic opportunity to demonstrate their competence in oral communication outside the familiar classroom setting. Candidates will be encouraged to present their own point of view which may contradict that of the examiner. The GN1 test will **either** be conducted by the teacher, recorded and marked by WJEC **or** a visiting examiner will conduct and assess the test.

Visiting examiners will make every effort to meet all candidates in a group, before the individual tests, in order to put them at their ease. They will introduce themselves, speak a little in German to familiarise candidates with their voices, talk to them informally and answer any preliminary questions that might arise.

Detailed mark schemes are provided in the 'Guidelines for Teachers' booklet.

(2) General conversation

A general conversation where candidates will be expected to discuss their personal interests, their studies and any plans and/or aspirations for the future. When talking about themselves, candidates should be able to organise facts and ideas, and present explanations and information. (7 minutes)

UNIT GN2 – Listening, Reading and Writing 2½ hours 98 marks

Candidates will be issued with individual cassettes/CDs which they will listen to on personal cassette/CD players. Within the overall time limit for this paper, they are at liberty to stop, rewind and listen to the recording as often as they like.

The recordings will be based on authentic material. The items will be of varying length, reflecting a range of everyday situations and including formal and informal registers such as brief conversations, interviews and reports. As is the case in any authentic situation, it will not be assumed that the texts need to be understood in every detail for this part of the examination to be completed successfully.

The tasks set will require both verbal and non-verbal responses aimed at establishing the candidates' level of comprehension of spoken everyday German, and their level of competence in responding in German.

The Reading part of the examination will be based on items of varying length, taken from newspapers, magazines and advertisements.

A range of tasks based on these extracts will require verbal and non-verbal responses aimed at establishing the candidates' level of comprehension of everyday German texts and their level of competence in responding to these texts in written German.

The examination will also include a task involving transfer of meaning from German into English/Welsh.

The Writing task will be one essay from a choice of 4 based on the topic areas (2 per topic)

- Q.1 Listening and responding – 1 or 2 items with comprehension tasks (8 marks)
- Q.2 Discrete grammar task based on the listening items (5 marks)
- Q.3 Reading and responding – 2 or 3 passages with comprehension tasks (24 marks)
- Q.4 Discrete grammar task based on the reading passages (10 marks)
- Q.5 Transfer of meaning task from target language into English/Welsh (16 marks)
- Q.6 One essay in German (200-250 words). Two essays will be set on each of the 2 topic areas (a) and (b) (35 marks)

A Level

UNIT GN3 – Oral (20 minutes) 60 marks

(1) Structured Discussion

Structured discussion based on a short written stimulus (150-200 words), linked to one of the topics.

Candidates will be allowed a preparation period (15-20 minutes) during which time they can make brief notes on paper (no dictionaries are allowed). They will not be allowed to read from an extensive script. All notes must be handed to the examiner at the end of the examination.

Candidates will be asked a few questions on the subject matter and then proceed to state their own views and exchange views with the examiner during the ensuing discussion. (6 minutes)

(2) Oral Exposé

Candidates will give an oral exposé on **one** of the areas in the Guided Studies option (see page 14) i.e. **one** film from the “World of Cinema” option **or one** book from the “World of Literature” option **or one** area from the “Regions of Germany” option. Candidates may choose to base their **oral exposé** on the prescribed list of books, films and regions (see Appendices) **or** on a book, film or region of their choice (i.e. any German film or any German work of literature or any region in a country where German is spoken).

Candidates are allowed to refer to brief notes consisting of 5 to 10 headings or sub-headings during the exposé, but they should not expect to read from a complete script. The notes should be handed to the examiner at the conclusion of the test.

The exposé will last a maximum of 4 minutes. This will be followed by a discussion (maximum 10 minutes) with the examiner on the topic of the exposé and related issues.

The tests will be conducted by a visiting examiner.

Visiting examiners will make every effort to meet all candidates in a group, before the individual tests, in order to put them at their ease. They will introduce themselves, speak a little in German to familiarise candidates with their voices, talk to them informally and answer any preliminary questions that might arise.

In centres where candidates take both GN1 and GN3, normally all the GN1 tests should be taken first and candidates should then return later for the GN3 tests.

Detailed mark schemes are provided in the Guidelines for Teachers booklet.

UNIT GN4 –Listening, Reading and Writing (3 hours) 98 marks

Candidates will be issued with individual cassettes/CDs to which they will listen on personal cassette/CD players. Within the overall time limit for this paper (3 hours), they are at liberty to stop, rewind and listen to the recording as often as they like.

The recordings will be based on authentic material. The items may include informal dialogue, news items and interviews, talks or discussions of a more formal nature.

Assessment will be based on comprehension tasks in English/Welsh to be answered in English/Welsh.

The reading and responding part of the examination will be based on authentic texts which may be in the form of a narrative, interview, informative or argumentative articles.

Questions may be specific or call for gist understanding and /or summarising. The exercises will aim at establishing the candidates' level of comprehension of written German.

There will be a translation exercise of approximately 100 words from English/Welsh into German.

There will be an essay of 400 words based on one area of the Guided Studies option.

- Q.1 Listening and responding – 1 or 2 items with comprehension tasks answered in English/Welsh (6 marks)
- Q.2 Reading and responding – 1 or 2 passages in German related to one or more of the topic areas with comprehension tasks some of which will be answered in English/Welsh (22 marks)
- Q.3 A short translation (approx. 100 words) from English/Welsh into German based on one of the topic areas (25 marks)
- Q.4 One essay from the Guided Studies option (max. of 400 words) which will be on a **different** book, film or region from that presented in the oral exposé. (45 marks)

The Guided Studies Options

Part of the A2 course of study will involve choosing **one or two** of the following options:

- Either: A** The World of Cinema
Or: B The World of Literature
Or: C The Regions of Germany

Candidates must undertake 2 studies:

- Either:** both from the same option (e.g. 2 books; 2 films; 2 regions)
Or: one from each of 2 options (e.g. 1 book plus 1 film or 1 film plus 1 region **or** 1 book plus 1 region.)

The **essay** will be based on the prescribed list of books, films and regions (see Appendices).

Candidates may choose to base their **oral exposé** (Unit 3) on the prescribed list of books, films and regions (see Appendices) **or** on a book, film or region of their choice (i.e. any German film or any German work of literature or any region in a country where German is spoken).

During their preparation time for the Guided Studies, candidates will be expected to study and respond to spoken and written sources, regardless of option choice, e.g. studying written materials about the films; listening to news items about the regions or viewing filmed versions of the books.

A The World of Cinema

Candidates will study 1 or 2 films depending on their choice of option(s). They will be required to deal with questions related to development and plot, relationships, the personalities of main characters, individual viewpoints and beliefs, motivation for personal actions etc., and to cinematographic devices in as far as they relate to any of those aspects (colour, flashback, slow motion etc.). They will **not** be expected to have detailed knowledge of cinematographic technologies, production methods, etc.

B The World of Literature

Candidates will study 1 or 2 books depending on their choice of option(s). They will be required to deal with questions related to events, relationships, the personalities of main characters, individual viewpoints and beliefs, motivation for personal actions, etc. they will **not** be expected to answer questions on literary theory or the wider philosophical background.

C The Regions of Germany

Candidates will study 1 or 2 regions depending on their choice of option(s). They will be required to deal with questions related to the geography, economy, recent history, society, culture, traditions and lifestyle characteristic of the region. They will also be expected to have a broad view of the region's place within Germany as a whole.

5 SCHEME OF ASSESSMENT

Dictionaries are not allowed in any assessment.

AS and A level qualifications are available to candidates following this specification.

AS

The AS is the first half of an A level course. It will contribute 50% of the total A level marks. Candidates must complete the following **two units** in order to gain an AS qualification.

		Weighting Within AS	Weighting Within A level
GN1	Oral	40%	20%
GN2	Listening, Reading and Writing	60%	30%

GN1: Oral 15 minutes 60 marks

	AO1	AO2	AO3
GN1	50		10

GN2: Listening, Reading and Writing 3 hours 98 marks

	AO1	AO2	AO3
GN2	8	60	30

A Level

The A level specification consists of two parts: Part 1 (AS) and Part 2 (A2).

Part 1 (AS) may be taken separately and added to A2 at a further examination sitting to achieve an A level qualification, or alternatively, both the AS and A2 may be taken at the same sitting.

Candidates must complete the AS units outlined above plus a further two units to complete A level German. The A2 units will contribute 50% of the total A level marks.

		Weighting within A2	Weighting within A level
GN3*	Oral	40%	20%
GN4*	Listening, reading and writing	60%	30%

*Includes synoptic assessment

GN3: Oral 15-20 minutes 60 marks

	AO1	AO2	AO3
GN3	30	20	10

GN4: Listening, Reading and Writing 3 hours 98 marks

	AO1	AO2	AO3
GN4	16	52	30

Distribution of AOs per paper**GN1 Oral**

	AO1	AO2	AO3	
	50		10	60

GN2 Listening, Reading and Writing

	AO1	AO2	AO3	
Listening and Responding	8		5	13
Reading and Responding		24	10	34
Translation		16		16
Essay		20	15	35

GN3 Oral

	AO1	AO2	AO3	
	30	20	10	60

GN4 Listening, Reading and Writing

	AO1	AO2	AO3	
Listening	6			6
Reading		22		22
Translation		15	10	25
Guided Studies Essay	10	15	20	45

Synoptic Assessment

Synoptic assessment, testing candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject, is a requirement of all A level specifications.

Knowledge, understanding and skills in MFL are closely linked. Synoptic assessment covers both knowledge of the language and skills in using it that have been developed in different parts of the A level course. Candidates will demonstrate understanding and the ability to use A level language skills in one or more tasks. Synoptic assessment in MFL will draw on all A level assessment objectives.

Awarding, Reporting and Re-sitting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale from A to E. The overall grades for the GCE A level qualification will be recorded on a grade scale from A* to E. Results not attaining the minimum standard for the award of a grade will be reported as U (Unclassified). Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications (see table below). The grade equivalence will be reported as a lower case letter ((a) to (e)) on results slips, but not on certificates:

	Max. UMS	A	B	C	D	E
Units 1 and 3 (weighting 20%)	80	64	56	48	40	32
Units 2 and 4 (weighting 30 %)	120	96	84	72	60	48
AS Qualification	200	160	140	120	100	80
A Qualification	400	320	280	240	200	160

At A level, Grade A* will be awarded to candidates who have achieved a Grade A in the overall A level qualification and 90% of the total uniform marks for the A2 units.

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification.

6

KEY SKILLS

Key Skills are integral to the study of AS/A level German and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3:

- Communication
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for German' available on the WJEC website.

7 PERFORMANCE DESCRIPTIONS

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	Understand and respond, in speech and writing, to spoken language. ¹	Understand and respond, in speech and writing, to written language. ²	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
A/B boundary performance descriptions	<p>¹ Understand and respond in speech to spoken language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.</p> <p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ol style="list-style-type: none"> show a clear understanding of spoken language understand the main points and details, including points of view are able to infer meaning with only a few omissions are able to develop their ideas, and express points of view, with some appropriate justification respond readily and fluently and take the initiative (<i>speaking</i>) have generally accurate pronunciation and intonation (<i>speaking</i>) are able to deal with unpredictable elements (<i>speaking</i>) show the ability to organise and structure their response coherently (<i>writing</i>) offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>² Understand and respond in speech to written language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.</p> <p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ol style="list-style-type: none"> show a clear understanding of a range of written texts understand the main points and details, including points of view. are able to infer meaning with only a few omissions are able to develop their ideas, and express points of view, with some appropriate justification respond readily and fluently and take the initiative (<i>speaking</i>) have generally accurate pronunciation and intonation (<i>speaking</i>) show the ability to organise and structure their response coherently (<i>writing</i>) offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ol style="list-style-type: none"> make effective use of a range of vocabulary and structures appropriate to the task. The deployment of grammar, syntax and morphology is generally accurate. are able to manipulate language appropriately when required.

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<p>E/U boundary performance descriptions</p>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ol style="list-style-type: none"> show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language understand some of the main points and details, including basic points of view have a limited ability to infer meaning where appropriate to the task are able to convey some basic information when transferring meaning may be hesitant in their response and their fluency is mostly confined to pre-learned material. Their target language performance may be influenced by their first language (<i>speaking</i>) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) show some ability to structure and organise their response where appropriate. 	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ol style="list-style-type: none"> show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language understand some of the main points and details, including limited points of view have a limited ability to infer meaning where appropriate to the task are able to convey some basic information when transferring meaning may be hesitant in their response and their fluency is mostly confined to pre-learned material. Their target language performance may be influenced by their first language (<i>speaking</i>) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) show some ability to structure and organise their response where appropriate. 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ol style="list-style-type: none"> use a restricted range of vocabulary and structures have language characterised by frequent errors in grammar, syntax and morphology may be influenced by the first language. demonstrate a very limited ability to manipulate language where required.
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A2 performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	understand and respond, in speech and writing, to spoken language. ¹	Understand and respond, in speech and writing to written language. ²	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
A/B boundary performance descriptions	<p>¹ Understand and respond in speech to spoken language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities</p> <p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ol style="list-style-type: none"> show a clear understanding of spoken language understand the main points and details, including points of view demonstrate an ability to infer meaning are able to transfer meaning with only minor omissions are able to develop their ideas, and express and justify points of view effectively respond readily and fluently and take the initiative (<i>speaking</i>) have generally accurate pronunciation and intonation (<i>speaking</i>) are able to deal appropriately with unpredictable elements (<i>speaking</i>) show the ability to organise and structure their response coherently (<i>writing</i>) offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>² Understand and respond in speech to written language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities</p> <p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ol style="list-style-type: none"> show a clear understanding of a range of written texts understand the main points and details, including points of view, and are able to infer meaning demonstrate an ability to infer meaning are able to transfer meaning with only minor omissions are able to develop their ideas, and express and justify points of view effectively respond readily and fluently and take the initiative (<i>speaking</i>) have generally accurate pronunciation and intonation (<i>speaking</i>) are able to deal appropriately with unpredictable elements (<i>speaking</i>) show the ability to organise and structure their response coherently (<i>writing</i>). 	<p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ol style="list-style-type: none"> make effective use of a wide range of vocabulary and a variety of complex structures as appropriate. predominantly use grammar, syntax and morphology in an accurate way are able to manipulate language accurately and appropriately where required.

<p>E/U boundary performance descriptions</p>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show some understanding of spoken usually concrete language, but may experience difficulty with more complex and abstract language b) understand some of the main points and details, including basic points of view c) demonstrate a limited ability to infer meaning, where appropriate, to the task d) are able to convey the basic information when transferring meaning e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f) may have some difficulty communicating factual information, narrative events and points of view in response to the task set, and do not always address the requirements of the task appropriately (<i>writing</i>) g) show some ability of structure and organise their response, where appropriate. 	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language b) understand some of the main points and details, including basic points of view c) demonstrate a limited ability to infer meaning, where appropriate, to the task d) are able to convey the basic information when transferring meaning e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately g) show some ability of structure and organise their response, where appropriate. 	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language. b) demonstrate a very limited ability to manipulate language correctly when required.
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APPENDIX 1 GRAMMAR AND SYNTAX

AS and A level candidates will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into AS and A level. The examples in italics are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

German: AS level

The case system

Nouns: gender

singular and plural forms

genitive singular and dative plural forms

weak nouns

adjectives used as nouns

Articles: definite and indefinite, including *kein*

Adjectives: adjectival endings

comparative and superlative

demonstrative (*dieser, jeder*)

possessive

interrogative (*welcher*)

Adverbs: comparative and superlative

interrogative (*wann, warum, wo, wie, wie viel*)

Qualifiers *sehr, besonders, kaum, recht, wenig*

Particles *doch, eben, ja, mal, schon*

Pronouns: personal

position and order

reflexive

relative

indefinite (*jemand, niemand*)

possessive

interrogative (*wer, wen, wem, was*)

Verbs: weak, strong, mixed and irregular forms of verbs

reflexive usages

modes of address (*du, ihr, Sie*)

impersonal verbs

separable/inseparable

infinitive constructions: *lassen* with infinitive (R)

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

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

auxiliary (*haben, sein, werden*)

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

infinitive constructions: *lassen* with infinitive

negative forms

interrogative forms

tenses: present

perfect

perfect (modal verbs) (R)

imperfect/simple past (all verbs)

future

conditional

future perfect (R)

conditional perfect (R)

pluperfect

passive voice (verbs with a direct object) (R)

passive voice (verbs with an indirect object) (R)

imperative

subjunctive in conditional clauses (imperfect)

subjunctive in conditional clauses (pluperfect) (R)

subjunctive in indirect speech (R)

Prepositions: fixed case and dual case

Clause structures: main clause word order

subordinate clauses (including relative clauses)

Conjunctions: coordinating

subordinating: most common, including *damit, ob, so dass*

subordinating: *als ob, seitdem* (R)

Number, quantity and time (including use of *seit, seitdem*)

German: A level

All grammar and structures listed for AS level, plus:

Verbs infinitive constructions: *lassen* with infinitive

tenses: perfect (all verbs, including modal verbs)

future perfect

conditional perfect

passive voice (verbs with a direct or indirect object)

subjunctive in conditional clauses (pluperfect)

Other uses of the subjunctive (with *als, als ob*)

Conjunctions subordinating: *als ob, seitdem*

All forms of indirect speech

Variations of normal word order

APPENDIX 2

Guided Studies Option

A. The World of Cinema

Jenseits der Stille: Caroline Link
Crazy: Hans Christian Schmidt
Vaya con Dios: Zoltan Spirandelli
Good Bye Lenin: Wolfgang Becker
Der Rote Kakadu: Dominik Graf
Die fetten Jahre sind vorbei: Hans Weingartner
Die weiße Rose: Michael Verhoeven
Des Teufels General: Helmut Käutner
Alles auf Zucker: Dani Levi

B. The World of Literature

Böll: *Das Brot der frühen Jahre*
Brecht: *Mutter Courage*
Dürrenmatt: *Der Besuch der alten Dame*
Frisch: *Homo faber*
Grass: *Katz und Maus*
Schlink: *Der Vorleser*
Jana Frey: *Kein Wort zu niemandem*
Kafka: *Die Verwandlung*
Lenz: *Schweigeminute*

C. Regions of Germany

Städte und Landschaften an Nord- und Ostsee
Berlin und das Land Brandenburg
Westfalen und das Land am Niederrhein
Das Land der Niedersachsen
Land der Mitte: Hessen und Thüringen
Sachsen und Sachsen-Anhalt
Das Rheinland und die Pfalz
Das Land der Schwaben
Bayern und Franken

APPENDIX 3

The World of Cinema

Guidance

Unlike literature, films use many different modes to tell a story: language, colours, visual imagery, sound, let alone the more technical aspects of perspective, flashbacks, zoom, slow motion, cuts or digital techniques. Accordingly, the message is communicated in a combination of diverse signals and on different levels. Ideas often remain unspoken and may be indicated by a sound, a leitmotiv, momentary visual recall of an earlier episode (flashback) or an image. Where the novel can share with its readers a character's unspoken thoughts and feelings the film uses cinematographic devices and leaves it to the audience to interpret them. This multi-layered technique provides an ideal platform for lively classroom discussion by seeking to analyse, in addition to the interpretation of the central themes, in what manner the cinematographic "signals" serve to convey the message. Such discussion can easily involve students across the whole range of their linguistic ability in German.

The selection of films represents different approaches and styles in the changing world of cinema and reflects a variety of themes, backgrounds and cinematographic characteristics to cater for a wide range of interests. The main focus is on recent German films, many of which have won prestigious prizes despite their often very limited production costs, others are more traditional "classics". Despite or, indeed, because of their different perspectives, historic or otherwise, they will appeal to audiences of all ages.

Reading material to support the study of each film is available from the addresses specified. Some may be obtained either as a free download or in a printed version for a nominal EUR 1.00 each. In addition, the following two books are suggested as a general introduction to film studies:

Wie interpretiert man einen Film? (Lernmaterialien) von Peter U. Beicken Broschiert: 215 Seiten Verlag: Reclam, Ditzingen (Februar 2004)
ISBN-3-15-015227-5, EUR 5,60

Vom Umgang mit Film. (Lernmaterialien) (Broschiert) von Werner Kamp, Manfred Rüssel Broschiert: 160 Seiten Verlag: Cornelsen / Volk und Wissen (April 2004)
ISBN: 3-06-102824-2 , EUR 15,95

Further useful links:

www.film-kultur.de (general); <http://www.film-kultur.de/hefte.html>

www.kino-gegen-gewalt.de

www.lernort-kino.de

<http://www.kinofenster.de/materialundfortbildung/filmhefte/J> (Most comprehensive link)

<http://www.irishfilm.ie/educ/index7.asp> - German Study Guides (in German) on various films

<http://www.germanteachers.ie/res.htm>

http://www.german-films.de/app/filmarchive/film_view.php?film_id=874

<http://www.kinomachtschule.at/>

<http://www.goethe.de/ins/fr/lp/prj/cin/> Ciné Allemand, website of Goethe Institut France.

<http://www.goethe.de/ins/it/mai/lhr/mat/deindex.htm> Goethe Institut Milano

Jenseits der Stille

Regie: Caroline Link, D 1996

Themen: Behinderte/Behinderung, Außenseiter, Familie Generationenkonflikt Rivalität, Erwachsenwerden, Formen der Kommunikation, Freundschaft, Musik.

Lara's parents are both deaf. Since she is the only member of her family who can hear and speak, she has served as an interpreter for her family from an early age, translating and negotiating for them in even the most absurd of situations, not seldom to her advantage. When Lara's vivacious and temperamental aunt Clarissa gives her a clarinet as a present, the girl begins to discover the wonderful world of music. Her father observes this development with growing unease, as he fears losing his daughter to a world he has no access to. Torn between her love of music and her love of her parents, the growing Lara finally chooses a life of music. When she decides to go to Berlin and attend the music conservatory, the difficult and painful process of leaving home begins

Study material: Filmheft by Holger Twele, , Institut für Kino und Filmkultur, Köln. Download from http://www.film-kultur.de/filme/jenseits_der_stille.html;
Also Arbeitsmaterialien <http://www.goethe.de/ins/it/mai/lhr/mat/deindex.htm>;
<http://www.visuelles-denken.de/Gehoerlos.html> - Social implications of deafness (background)

Crazy

Regie Hans Christan Schmidt, D 2000

Themen: Behinderte/Behinderung, Außenseitertum, Erwachsenwerden, Liebe, Sexualität, Schule, Identitätsfindung, Freundschaft, Solidarität.

“Ich bin ein Krüppel” is how Benni introduces himself to his classmates at the boarding-school, his fifth school, where he finds friends for the first time. With them he shares the confusion of adolescence as well as his ideas about life, love and happiness, which makes his disability seem almost an irrelevance. They all share their insecurities and, in doing so, find their own way out of the wilderness. A coming of age story based on the 17 year old author's autobiographical novel and exploring life in a boarding school, told with sensitivity, frankness, sincerity, an eye for detail ,and a great deal of humour.

Study material: Filmheft “Crazy” by Hans Christan Schmidt, Institut für Kino und Filmkultur, Köln. Download from <http://www.film-kultur.de/filme/crazy.html>

Vaya con Dios

Regie: Zoltan Spirinelli, D 2002

Themen: Glaube, Religion, Zölibat, modernes Leben, Zivilisation, Kulturschock, Macht und Verführung, Macht der Musik, Beziehungen, Loyalität, menschliche Werte, Selbstfindung.

On the face of it this is a most enjoyable “monastic road movie”, a comedy in fact about three “Cantorian” monks who have devoted their lives to singing the glory of God. They are forced to leave their bankrupt monastery in Brandenburg and, taking with them nothing but their founder's manuscript of the “Regula Cantorianorum”, they make their way to their order's only surviving monastery in Tuscany. Ill prepared for life in the modern world they have to master bizarre situations and temptations – hence the supplementary title alluding to the Lord's prayer “...und führe uns in Versuchung.” This is where we become aware that the humorously picaresque adventure story is also a journey of self-discovery for each of the heroes: The full blooded Tassilo is tempted by his love of food and rural life, the ascetic Benno by the affluence of the rival Jesuit order and Arbo, innocent as yet, by his love for the charming and worldly-wise journalist Chiara who herself discovers through him that there is more to life than the pleasures of a fast moving world. Plenty of food for discussion and a treat for music lovers - for music is an integral part of the story line.

Study material:

http://www.follow-me-now.de/html/vaya_con_dios.html

<http://www.filmportal.de/df/71/Artikel,.....ED02CC747D26839FE03053D50B375848.....html>

<http://www.nordbayern.de/filmkritik.asp?art=3114>

<http://www.stuttgarter-zeitung.de/stz/page/detail.php/357851>

Good Bye Lenin

Regie: Wolfgang Becker, D 2003

Themen: Jüngste deutsche Geschichte, Wiedervereinigung, Familie, Ostalgie, Generationen, die Wende, Satire.

East Germany 1990: in order to protect his fragile mother from a fatal shock after a long coma, Alex must keep her from learning that her beloved GDR is no more. He therefore creates in her hospital room the illusion of a still prospering socialist state, and the pressure to keep up the pretence is rising. Full of humour, wistfulness, and – yes! – “Ostalgie”, turning the lie of “real existierender Sozialismus” upside down.

Study material: Filmheft Good Bye Lenin by Cristina Moles Kaupp, Bundeszentrale für politische Bildung. Download from www.bpb.de;
Also <http://www.tyskforlaget.dk/GoodByeLenin/GoodbyeDAGLIGLIVaufg.html>

Der Rote Kakadu

Regie: Dominik Graf, D 2006

Themen: Individuum und Gesellschaft, Arbeitslosigkeit, DDR-Geschichte, Musik/Kunst, Politik und Macht, Solidarität, Jugendkultur, Freundschaft, Liebe, Sexualität, Außenseitertum

A group of young artists is “dancing on the volcano” just before the building of the Berlin Wall in 1961. Shortly after his arrival in Dresden the politically naïve Siggie falls in love with the young writer Luise who introduces him to the notorious Roter Kakadu bar where the young folk gather, many of them artists opposed to the regime. It is a bewildering and fascinating new world for the young man coming from traditionalist upbringing. Here he also meets and befriends Luise’s likable and easy-going husband Wolle. It is only when Wolle is suddenly taken into custody by the police that Siggie becomes aware of the politically sensitive environment. A cracker of a film about the uninhibited lifestyle in the late 50s and early 60s, the young people’s joie de vivre and deeply felt personal loyalties vis-à-vis the ever present threat of the Stasi regime: Plenty of food for discussion on morals, ideals, responsibilities and political “engagement”.

Study material: Filmheft „Der rote Kakadu“ by Dominik Graf, Bundeszentrale für politische Bildung. Download from www.bpb.de; <http://www.roterkakadu.de/>

Die fetten Jahre sind vorbei

Regie: Hans Weingartner, 2004

Themen: Individuum und Gesellschaft, Geld und Macht, Solidarität, Freundschaft, Liebe und Eifersucht, Loyalität, soziale Gerechtigkeit, politisches Engagement, Gewalt.

Jan and Peter share a flat as well as their anger about the unequal distribution of material goods. Aware that demos will never persuade anybody to do anything about such social injustice they have found their own way of teaching the rich a lesson by breaking into their villas and, rather than steal anything, turn the interior upside down leaving a message signed "die Erziehungsberechtigten". During Peter's brief absence abroad Jan gets rather closer to Peter's girlfriend Jule and learns that she owes 100 000 euros for damage caused to a manager's car while driving without insurance. When she is turned out of her flat for rent arrears she moves in with the two men. One night Jan and Jule break into the manager's villa but are surprised by the owner. The prank turns into hostage taking and the four now find themselves in a remote Tyrolean chalet trying to work out a solution.

Study material: Filmheft „Die fetten Jahre sind vorbei“ by Ingrid Arnold, Bundeszentrale für politische Bildung. Download from www.bpb.de;
also <http://www.kinomachtschule.at/seiten/projekte.html>

Des Teufels General

Regie: Helmut Käutner, BRD 1955

Themen: Drittes Reich, Machtstrukturen, Widerstand und Mitläufertum, Rassismus, Opportunismus, Militarismus, Karriere, Gesellschaft, Loyalität,

General Harras, a passionate womaniser and party goer and an equally passionate test pilot, is in charge of the Luftwaffe's technical safety department. His superiors have to tolerate his open criticism of Nazi ideology for one reason only: They cannot do without his expertise. As the SS try to win him for their cause by any means, even mental torture, he is beginning to realise that the game is up. When new fighter planes were cleared for deployment without his department's permission there were several inexplicable fatal crashes. Harras discovers that his closest friend Oderbruch, in an attempt to prevent these planes being put into service, had "overlooked" some serious mechanical fault. That desperate act of resistance finally makes Harras acknowledge his share of guilt as an opportunist who owed his exhilarating lifestyle to his pact with the "devil". He decides to protect his friend and pay his dues. The 1955 film version of Carl Zuckmayers play was controversial because it came at a time when nobody wanted to be reminded of the War any more.

Study material: http://www.school-scout.de/Bange_Zuckmayer_General.cfm;
Königs Erläuterungen (Paperback or download from SchoolScout) <http://www.school-scout.de/tmdinfo.cfm?CFID=31437476&CFTOKEN=23813358&TMD=6322>

Die weiße Rose

Regie: Michael Verhoeven, BRD 1982 144mins.

Themen: Nationalsozialismus, Diktatur, Demokratie, Recht und Gerechtigkeit, Todesstrafe, Widerstand, Zivilcourage, Menschenrechte und Menschenwürde, Rollenbilder, Frauen, Literaturverfilmung.

Munich 1942-1943. A group of young students calls for active yet non-violent resistance to the Nazi regime by distributing thousands of leaflets designed to shake the acquiescing bourgeoisie out of their submissive indifference. Two names have become synonymous with that courageous movement: Hans and Sophie Scholl. They were eventually caught, and the Scholls and Christopher Probst were the first members to be tried, found guilty of treason, sentenced to death and executed by guillotine on February 22, 1943, shortly after the German capitulation at Stalingrad. The film tells of their love of life and freedom, their youthful ambitions, their enthusiasm and small triumphs, their touching sincerity and their hopes for a better Germany.

Study material: Filmheft „Die weiße Rose“ by Katrin Miller. Download from www.kinderkinobuero.de/downloads/kino_ab_10/Online-Fassung_WEISSE_ROSE.pdf. Inge Scholl, Die weiße Rose (background).