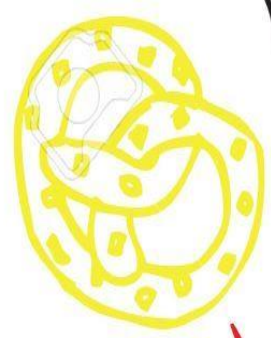
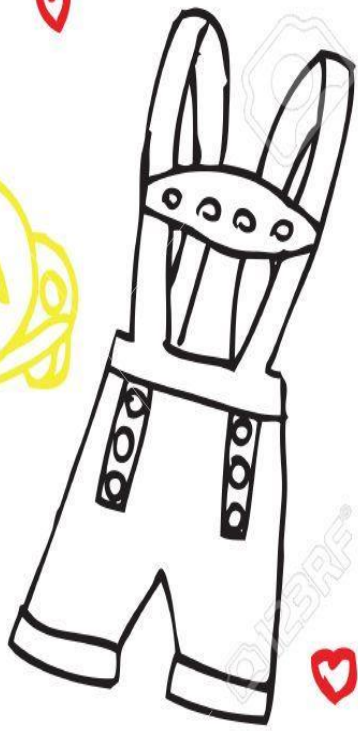
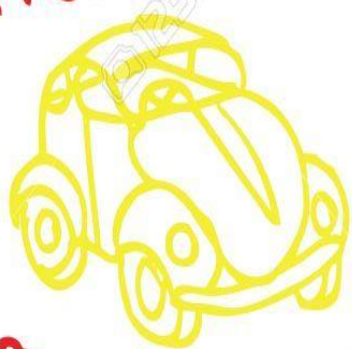




FRANKFURT



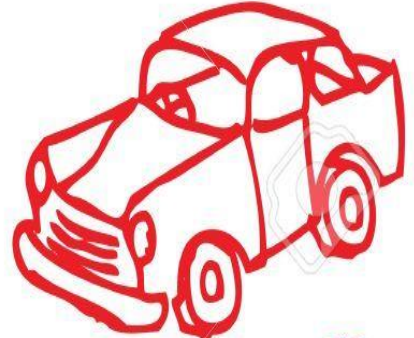
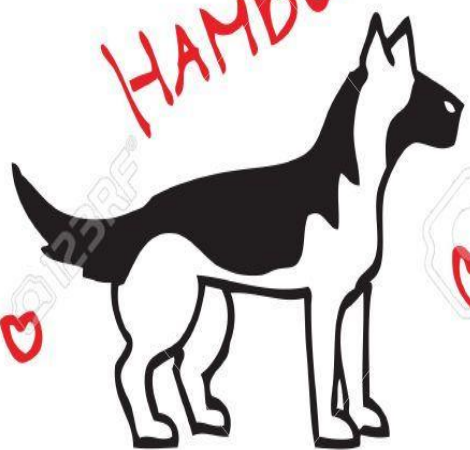
Köln



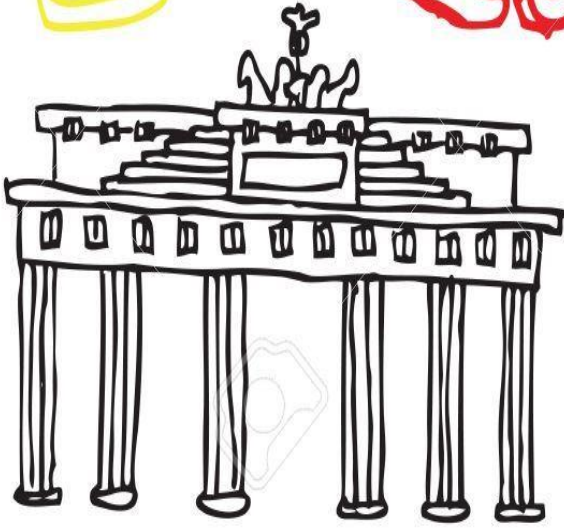
HAMBURG

BERLIN

MÜNCHEN



DEUTSCHLAND



Welcome to the Sixth Form - German A' Level - Preparation

There are 4 separate tasks for German, each with a slightly different aim.

Task 1: Grammar - Comprehensive Review of tenses

Task 2: Artistic Culture in German-speaking Society - German, Austrian and Swiss Films

Task 3: Artistic Culture in German-speaking Society / Aspects of German-speaking Society - research and written task

Task 4: Reading and translation task

Instructions

Task 1:

Complete the verb tables in Appendix 1 following the model shown, paying particular attention to verb endings. Use a grammar reference book or online grammar guide to check your work carefully.

- Present tense
- Perfect tense
- Imperfect tense
- Future tense
- Conditional tense

Link to course

The German A level requires you to produce accurate German, demonstrate a secure grasp of grammar and be able to manipulate complex language accurately. Feedback from the previous A level groups stated clearly that where this component of the induction task was not undertaken thoroughly, much more work was generated subsequently and progress was much slower than expected. The aims of this task, therefore, are:

- To lay the foundations for a thorough understanding of the key grammar points which are crucial to success at A level and beyond
- To develop grammar learning habits which may not have been in place at GCSE, but which are crucial to success at A level and beyond

Success criteria

The tables should be completed fully, legibly and accurately.

Marking structure	You will be asked to use these tables to translate short phrases at the start of lessons.
Instructions Task 2:	<p>Watch 2 of the German language films from the list below.</p> <p>For each film, prepare a review sheet (one side of A4) including: the name of the film and director; the year in which it was made; bulleted notes about the plot; whether or not you liked it; and a list of at least 5 words/phrases you learned from the film.</p> <ul style="list-style-type: none"> • <i>Die fetten Jahre sind vorbei</i> (2005) • <i>Almanya - Willkommen in Deutschland</i> (2011) • <i>Sophie Scholl - Die letzten Tage</i> (2005) • <i>Lola rennt</i> (1998) • <i>Good bye, Lenin!</i> (2003)
Link to course	<p>Unlike the GCSE course, the German A level course requires you to have knowledge and understanding of aspects of artistic culture in the German-speaking world. The aims of this task, therefore, are:</p> <ul style="list-style-type: none"> • To develop awareness of the cultural background to the course • To foster an enjoyment of and interest in German-speaking culture • Enjoyment!
Success criteria	<p>Your work will be laid out clearly and carefully with your name on each page. You will have seen a range of films and will be able to reference them in written and oral work.</p>
Marking structure	<p>The summaries will be checked for full completion.</p> <p>The information from the films will be incorporated into written and/or oral work in the first half term of the course.</p>
Instructions Task 3:	<p>Select EITHER task A or task B.</p> <p>A. For one of the films in task 2 answer the 4 following questions in German. Each answer should be no longer than 50 words. Copy the question at the top of your answer.</p> <ol style="list-style-type: none"> 1) Was passiert im Film? 2) Was hat dir im Film (nicht) gefallen? 3) Wie sind die Hauptdarsteller? 4) Wie hat der Regisseur den Film behandelt? <p>B. Select an aspect of a German-speaking country to research and write about in German. Your answer should be your own work and no longer than 200 words (work beyond 200 words will not be marked). Write the name of the topic you have chosen at the top of your answer.</p> <p>You may include the following information:</p> <ul style="list-style-type: none"> • Eine detaillierte Beschreibung des Themas • Warum du dieses Thema gewählt hast • Wie es sich von England unterscheidet • Was gefällt dir oder nicht

Link to course	<p>As the German A level course requires you to have knowledge and understanding of aspects of culture and society in the German-speaking world, the aims of this task are:</p> <ul style="list-style-type: none"> • To begin to explore some of the topics studied in more depth at A level • To demonstrate accurate use of a range of language 															
Success criteria	<p>The work should be of the specified length for the task you have chosen.</p> <p>AO3: Manipulate the language accurately</p> <p>Across your answers you should aim to show a wide range of vocabulary and structures. You may consider using the following:</p> <ul style="list-style-type: none"> • <u>Tenses</u>: present/perfect/imperfect/future/conditional • <u>Range of language</u>: varied vocabulary; comparatives and superlatives; adjectives; adverbs; negative phrases; connectives; opinions and reasons; time phrases <p>AO4: Show knowledge and understanding of German-speaking Culture and Society</p> <p>You should use examples from the film or aspect of German-speaking culture you have chosen to support your statements and justify your conclusions.</p>															
Marking structure	<p>AO3: Manipulate the language accurately</p> <table border="1" data-bbox="309 869 1469 1765"> <tr> <td data-bbox="309 869 405 1048">9-10</td> <td data-bbox="405 869 1469 1048">The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.</td> </tr> <tr> <td data-bbox="309 1048 405 1227">7-8</td> <td data-bbox="405 1048 1469 1227">The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.</td> </tr> <tr> <td data-bbox="309 1227 405 1406">5-6</td> <td data-bbox="405 1227 1469 1406">The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.</td> </tr> <tr> <td data-bbox="309 1406 405 1585">3-4</td> <td data-bbox="405 1406 1469 1585">The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.</td> </tr> <tr> <td data-bbox="309 1585 405 1765">1-2</td> <td data-bbox="405 1585 1469 1765">The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.</td> </tr> </table> <p>AO4: Show knowledge and understanding of German-speaking Culture and Society</p> <table border="1" data-bbox="309 1868 1469 2054"> <tr> <td data-bbox="309 1868 373 1980">5</td> <td data-bbox="373 1868 1469 1980">Very good knowledge and understanding of the topic selected. Students consistently use relevant information / appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the topic selected.</td> </tr> <tr> <td data-bbox="309 1980 373 2054">4</td> <td data-bbox="373 1980 1469 2054">Good knowledge and understanding of the topic selected covered. Students often use relevant information / appropriate evidence to justify their</td> </tr> </table>		9-10	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.	7-8	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.	5-6	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.	3-4	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.	1-2	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.	5	Very good knowledge and understanding of the topic selected. Students consistently use relevant information / appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the topic selected.	4	Good knowledge and understanding of the topic selected covered. Students often use relevant information / appropriate evidence to justify their
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		conclusions, demonstrating a good evaluation of the topic selected.
	3	Reasonable knowledge and understanding of the topic selected covered. Students sometimes use relevant information / appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the topic selected.
	2	Some knowledge and understanding of the topic selected. Students occasionally use relevant information / appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the topic selected.
	1	A little knowledge and understanding of the topic selected. Students rarely use relevant information / appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the topic selected.
Instructions Task 4:	Read the text in Appendix 2 and translate the sentences beneath it into German. The text provides key vocabulary and may give examples of the linguistic structures to use. You may use a dictionary and/or textbook for support, but you should NOT use any online translation tools.	
Link to course	The German A level course will enable you to develop a range of language skills. The aims of this task are: <ul style="list-style-type: none"> • To gain an understanding of the types of language skills required at A level German • To begin to explore one of the sub-themes studied in more depth at A level 	
Success criteria	The number of marks available for each sentence is shown.	
Marking structure	Each sentence is divided into sections with one mark per section. Full marks will be awarded if each section of the sentence is translated accurately. Word order, spellings, genders, tense endings, irregular verb forms and adjective endings must be correct. Sometimes there is more than one possible translation – however you should only write one translation as no marks will be given for ‘alternative answers’ – even if one is in brackets.	
Extension	Fact finding - What can you find out about the author Bernhard Schlink? (We will be studying a play of his during the course.)	

Appendix 1 (Task 1)

TENSE		→	present	perfect	imperfect	future	conditional
tragen	= to carry		<i>I carry</i>	<i>I (have) carried</i>	<i>I was carrying</i>	<i>I will carry</i>	<i>I would carry</i>
ich - I		1	trage				
du - you (sing)		2				wirst tragen	
er, sie, es, man - he, she, it, one		3			trug		
wir - we		4					
ihr - you (pl)		5					
Sie/sie - you (formal), they		6					
haben	= to have						
ich - I		1					hätte
du - you (sing)		2					
er, sie, es, man - he, she, it, one		3					
wir - we		4			hatten		
ihr - you (pl)		5					
Sie/sie - you (formal), they		6					
sein	= to be						
ich - I		1				werde sein	
du - you (sing)		2					
er, sie, es, man - he, she, it, one		3		ist gewesen			
wir - we		4					
ihr - you (pl)		5					
Sie/sie - you (formal), they		6					
essen	= to eat						
ich - I		1					
du - you (sing)		2	isst				
er, sie, es, man - he, she, it, one		3					
wir - we		4					
ihr - you (pl)		5					
Sie/sie - you (formal), they		6			assen		
geben	= to give						
ich - I		1		hat gegeben			
du - you (sing)		2					

er, sie, es, man - he, she, it, one	3					
wir - we	4					
ihr - you (pl)	5					
Sie/sie - you (formal), they	6					gäben
TENSE	→	present	perfect	imperfect	future	conditional
gehen	= to go					
ich - I	1					
du - you (sing)	2			gingst		
er, sie, es, man - he, she, it, one	3					
wir - we	4					
ihr - you (pl)	5	geht				
Sie/sie - you (formal), they	6					
sich waschen	= to wash					
ich - I	1	wasche mich				
du - you (sing)	2					
er, sie, es, man - he, she, it, one	3				wird sich waschen	
wir - we	4					
ihr - you (pl)	5					
Sie/sie - you (formal), they	6					
werden	= to _____					
ich - I	1			wurde		
du - you (sing)	2					
er, sie, es, man - he, she, it, one	3					
wir - we	4					
ihr - you (pl)	5					
Sie/sie - you (formal), they	6		sind geworden			
fahren	= to _____					
ich - I	1					
du - you (sing)	2	fährst				
er, sie, es, man - he, she, it, one	3					
wir - we	4					würden fahren
ihr - you (pl)	5					
Sie/sie - you (formal), they	6					

wollen	= to _____						
ich - I		1	will				
du - you (sing)		2					
er, sie, es, man - he, she, it, one		3			wollte		
wir - we		4					
ihr - you (pl)		5					
Sie/sie - you (formal), they		6					

Appendix 2 (Task 4)

Könnten Sie eine Woche ohne Internet auskommen? Oder gar einen Monat?

Katharina

Ich war den ganzen letzten Sommer beruflich sehr viel mit dem Auto unterwegs, aber um mit alten Bekannten in Kontakt zu bleiben, fragte ich in jedem Ort nach dem nächsten Internet-Café. Ich würde bestimmt ohne das WWW auskommen, aber keinesfalls mehr ohne E-Mail.

Jens

Warum macht ihr euch alle so abhängig vom Internet? Sport, Spiel oder z.B. ein schönes Buch ist doch viel wertvoller. Warum haben wir Deutschen keine Zeit mehr, um uns mit Freunden zu treffen? Antwort: Wir sitzen zu lange vor dem PC!

Daniela

Nein, bestimmt nicht, niemals. Ich habe hier meine Kontakte und meine Mails, hier habe

ich die Verbindung zu meinen internationalen Freunden und chatte mit ihnen ...

Karl

Ja, das könnte ich. Sind es nicht auch Langeweile oder Fantasielosigkeit, die einen dazu bringt, sich einzuschließen, abends vor dem PC zu sitzen und herumzsurfen?

Svenja

Also, eine Woche vielleicht gerade noch so ... Aber einen Monat? Niemals ... Dafür gibt es viel zu viele Dinge, die ich abends regelmäßig mache, wie z.B. mich um meine Homepage kümmern, mit Bekannten chatten, online spielen ... Würd' ich einen Monat abwesend sein, würden mich meine Freunde offiziell für tot erklären ...

With the internet you can stay in contact with everyone. **(3 marks)**

Many people sit in front of the PC and surf on the internet. **(3 marks)**

Are we all addicted to the internet? **(3 marks)**

It is better to read a good book or to meet up with friends. **(3 marks)**

I could live without internet for 2 weeks. **(3 marks)**