



German (GCSE level) second language (short fat option)

In this one year course students learn how to communicate effectively in German in the four skill areas of listening/speaking/reading writing.

At the start of the course they study the structure of the German language and grammar. They learn the language in the following contexts to prepare for examination at the end of the year:

Education	Travel, transport and directions	Accidents, injuries, common ailments and health issues
School life	Holidays and tourist information	The modern world and the environment
House, home and daily routines	Services	Current affairs and social issues
Information about self, family and friends	Customs and religion	Environmental issues
Types of home	Everyday life, traditions and communities in a German-speaking country	The media
Activities/helping at home	Social activities, fitness and health	Information and communication technology
Food and drinks	Special occasions	Work/careers
Home and abroad	Hobbies, interests, sports and exercise	Future plans
Life in the town and rural life	Shopping and money matters	
Weather and climate		

What you can do as a parent to support your child throughout this course

Regular learning of key vocabulary is essential to ensure good progress in learning a language.

Students complete regular writing tasks in class and as homework in preparation for the skills and knowledge required for examination. You can support your child by encouraging them to read and review written notes in their exercise book and to practise their responses to example speaking questions.

It would be beneficial to have a German dictionary at home as a learning resource. There are also online resources to support the course.

Teachers will direct students to recommended websites which will be noted in journals

Assessment Procedures & Key dates

How students are assessed in (second language) German

Assessment is on-going throughout all lessons and will be in the form of questioning and immediate, oral feedback to the individual and/or to the class. Self and peer assessment also takes place in lessons. There are standard tasks and assessments at key points throughout the year to assess listening, speaking, reading and writing skills.

When the key assessment points take place:

At least two formal assessments will be carried out each term in one of the four skill areas. In the spring term students complete a mock speaking exam, listening and reading and writing to assess their progress and attainment towards their target grade.



How we use the assessment data:

To enable us to provide a holistic level at regular intervals throughout the year. To group students and identify any underachievement.

Marking & feedback Policy:

Key points

1. To identify and monitor students' progress and effort and encourage independent learning
2. To provide students with constructive feedback on the accuracy and quality of their work, recognising achievements and general progress
3. To provide students with guidance on where to target areas to improve.

Teachers may select written work to be marked with a specific focus (e.g. content/accuracy). It is our expectation that students respond to feedback by correcting and improving their work. Students have a sheet with general targets for improvement which teachers and students refer to in their assessment of work.