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Course Code 7662V

German A-Level

**Course Handbook**

**NAME:**

**Introduction to the department**

Willkommen in der deutschen Abteilung!

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

**Location:** The MFL department is located on the ground floor in the 400s building.

 (office: 404 & German classroom: 406)

**Teaching Staff:** Jutta Gumpricht-Kim (jmg@godalming.ac.uk), Course Leader

 Stephanie Harris (seh@godalming.ac.uk), Language Assistant

**Director of Faculty:** Mark Woodward

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course.

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work.
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class.
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time.
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what leads to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets.
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in.
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to receive additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered.

**Course Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR ONE** | **Theme 1** | **Aspects of German-speaking society*** **The changing state of the family**
* **The digital world**
* **Youth culture & trends, music, TV**
 |  |
| **Theme 2** | **Artistic culture in the German-speaking world*** **Festivals & traditions**
* **Art & architecture**
* **Cultural life in Berlin, past and present**
 |  |
|  |  |  |  |
| **YEAR TWO** | **Theme 3** | **Multiculturalism in German-speaking society*** **Immigration**
* **Integration**
* **Racism**
 |  |
| **Theme 4** | **Aspects of political life in the German-speaking world*** **Germany & the European Union**
* **Politics and youth**
* **German re-unification and its consequences**
 |  |

**Student scheme of work**

Below is a summary of how you will be taught the different units of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your A-Level. You will also see the key assessment points given below. It is important that you know when these are so that you can organise your revision and preparation. An important idea to understand when looking at this student scheme of work, is that the course flows consistently over two years. The topics you study at the start of your first year are as ‘difficult’ as those you will look at the end of your second year. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed.

**Year 1 of A-level (2 years) Course outline for 2022-24**

|  |  |  |  |
| --- | --- | --- | --- |
| Wk | Date (week beg) |  |  |
| 1 | Sept 12 | Assessment of summer activities |  |
| 2 | Sept 19  | **The changing nature of family** | Eigene Familie |
| 3 | Sept 26 |  | Familienformen Familie heute / Patchworkfamilien |
| 4 | Oct 03 |  | Ehe als Institution |
| 5 | Oct 10 | **Die digitale Welt** | Soziale Netzwerke, Internet, Die Sucht nach Technik |
| 6 | Oct 17 |  |  |
|  | HALF TERM 24th - 28th October  |
| 7 | Oct 31 | ***Benchmark 1***  */* Besprechung |  |
| 8 | Nov 07 | Jugendkultur | Die Rolle des Fernsehens |
| 9 | Nov 14 |  | Promis Musik, Mode & Image |
| 10 | Nov 21 | **Feste und Traditionen** | Frohe Festtage ! Weihnachten |
| 11 | Nov 28 |  | Andere Feste & Traditionen, Fest oder Geschäft |
| 12 | Dec 05 |  |  |
| 13 | Dec 12 |  |  |
|  | CHRISTMAS HOLIDAYS 19thDecember -2nd January |
| 14 | Jan 03 |  |  ***Benchmark 2***  | Charaktere |
| 15 | Jan 09 | ***Feedback*** ***& SR1 & 1:1***   | Handlung |
| 16 | Jan 16 | **Film: Good-Bye Lenin** | Themen |
| 17 | Jan 23 |  | Aufsatzpläne |
| 18 | Jan 30 |  |  |
| 19 | Feb 06 |  |
|  | HALF TERM 13th February – 19th February  |
| 20 | Feb 20 | **Kunst und Architektur** |  |
| 21 | Feb 27 |  | Architektur bis 1900, Deutsche Kunst |
| 22 | Mar 06 |  | Kunst & Freiheit |
| 23 | Mar 13 | ***Benchmark 3***  |  |
| 24 | Mar 20 | **Berliner Kulturleben damals & heute** |  Wiederaufbau? Neuaufbau? |
| 25 | Mar 27 |  | Geschichte, Hauptstadt, Kulturmetropole |
|  |  |  |  |
|  | EASTER HOLIDAYS 3rd - April 17th April |
| 26 | Apr 18 |  **RP** | Topics & Research  |
| 27 | Apr 24 | **Der Vorleser** | Film & prep. work |
| 28 | May 02 |  | Preparation Orals & Revisions |
| 29 | May 08 |  | Revisions of topics & Exam skills |
| 3031 | May 15May 22 |  |  |
|  |  | HALF TERM 29th May – 2nd June |
| 32 |  June 05 | ***Benchmark 4* & SR2 & 1:1** | **IRP preparation** |
| 33 | June 12 | Der Vorleser | **IRP preparation** |
| 34 | June 19 | **1:1 (by 17/7***) Feedback* | **IRP preparation** |
| 35 | June 26 | Der Vorleser | **IRP preparation** |
| 36 | July 03 | **Remember:** You must attend every lesson – there is simply no time to repeat sessions. If you miss a lesson because of illness, you must make sure you use Godalming Online or a friend to catch up., homework and | Please do not expect your teacher to email you everything – it is **YOUR** responsibility. Similarly deadlines are essential to your progress. In addition you will have a small group session with ‘Stephanie’ our assistant every week.  |

**GRAMMAR & SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
| Wk | Date (w/b) | **Points studied** | **Skills & Tests** |
| 1 | Sept 12 | Introduction to Grammar in English & GendersPresent tense , def. & indef. ArticlesDir, & indir. O | Understand grammar concepts Expressing opinions |
| 2 | Sept 19 | Number recognition & NegativesBegin irregular verbs | Numeracy |
| 3 | Sept 26 | Consolidation & practice of present (strong/weak verbs)Personal pronouns | **Test Present tense**Introduce oral cards |
| 4 | Oct 03 | Possessive pronounsAdjective agreements and position, adverbial use |  |
| 5 | Oct 10 | Perfect tense **Meinungsvokabular** | **Test adjectives and agreements** |
| 6 | Oct 17 | Fragewörter, 2 Fragetypen |  |
|  | HALF TERM  |  |
| 7 | Oct 31 | Future tense Demonstrative adjectives  |  |
| 8 | Nov 07 | Conditional tense  | **Test future & conditional** |
| 9 | Nov 14 | Modal verbs & reflexive verbs |  |
| 10 | Nov 21 | Imperfect of sein/haben & modal verbs |  |
| 11 | Nov 28 | Conjunctions (sub-clauses) & preposition groups | **Test pronouns** |
| 12 | Dec 05 | Adjectives & pronouns revision Comparative & superlative |  |
| 13 | Dec 12 |  | **General grammar test** |
|  | CHRISTMAS HOLIDAYS |  |
| 14 | Jan 03 | Subjunctive  | **Test passive**  |
| 15 | Jan 09 | Qualifiers, impersonal expressions |  |
| 16 | Jan 16 | Direct & Indirect pronouns  | **Test subjunctive** |
| 17 | Jan 23 | Relativsätze |  |
| 18 | Jan 30 | Dass, das | **General grammar test** |
| 19 | Feb 06 | Comparatives & superlatives |  |
|  | HALF TERM |  |
| 20 | Feb 20 | Imperative | **Oral practice** |
| 21 | Feb 27 | Sep. insep. verbs |  |
| 22 | Mar 06 | ***REVISIONS & SKILLS PRACTICE*** | Practice papers, feedback and target-setting |
| 23 | Mar 13 |  |  |
| 24 | Mar 20 |  |  |
| 25 | Mar 27 | **General grammar test** |  |
|  | EASTER HOLIDAY |  |
| 26 | Apr 18 | ***REVISIONS & SKILLS PRACTICE*** | Practice papers, feedback and target-setting |
| 27 | Apr 24 |  |  |
| 28 | May 02 |  |  |
| 29 | May 08 |  |
| 30 | May 15 |  |
| 31 | May 22 |  |
|  |  | HALF TERM  |
| 32 | June 05 | **Specific Requests** |
| 33 | June 12 | **Verbs + Prepositions** |
| 34 | June 19 | **Strong Verbs** |
| 35 | June 26 |  |
| 36 | July 03 |  |

**A level Year 2 German Course outline for 2022-24**

|  |  |  |  |
| --- | --- | --- | --- |
| Wk | Date (week beg) |  **in parallel** |  |
| 38 | Sept 12 | **Multikultur (3 Stunden)** | Der Vorleser (2 Stunden) Grammatik (1 Stunde) |
| 39 | Sept 19 | Einführung |  |
| 40 | Sept 26 | ***Benchmark 5***  |  |
| 41 | Oct 03 | **1:1** Besprechung |  |
| 42 | Oct 10 | Einwanderung |  |
| 43 | Oct 17 | Integration |  |
|  | HALF TERM 24th October – 28th October |
| 44 | Oct 31 | Rassismus | Essay writing skills : Der Vorleser |
| 45 | Nov 07 | Die Wiedervereinigung und ihre Folgen |  |
| 46 | Nov 14 |  |  |
| 47 | Nov 21 | ***Benchmark 6***  |  |
| 48 | Nov 28 | **1:1 & SR3** Besprechung |  |
| 49 | Dec 05 | Die Wiedervereinigung und ihre Folgen  |  |
| 50 | Dec 12 |  |  |
|  | CHRISTMAS HOLIDAYS 19th December – 2nd January |
| 51 | Jan 03 |  **Aspekte des politischen Lebens** | Preparation orals & revision |
| 52 | Jan 09 | Einführung | Essay writing skills: GBL & Der Vorleser |
| 53 | Jan 16 | Deutschland & die EU |  |
| 54 | Jan 23 |  |  |
| 55 | Jan 30 |  | Revisions of year 1 topics &eExam skills |
| 56 | Feb 06 |  |
|  | HALF TERM 13th February – 19th February |
| 57 | Feb 20 | **MOCK WEEK *Benchmark 7*** |  |
| 58 | Feb 27 |  |  |
| 59 | Mar 06 | **1 :1 & SR4**  |  |
| 60 | Mar 13 | Politik und die Jugend | Revision of year 1 topics & exam skills |
| 61 | Mar 20 |  |  |
| 62 | Mar 27 |  |  |
|  |  |  |  |
|  | EASTER HOLIDAYS 3rd April – 17th April |
| 63 | Apr 18 | Revisions of topics, Past Papers & Exam skills | Practice of skills: essay, translation, listening, summary |
| 64 | Apr 24 |  |  |
| 65 | May 02 |  |  |
| 66 | May 08 |  |  |
|  |  |  |  |
|  |  | Last Day of U6 Teaching Friday 12th May |

**Remember:** You must attend every lesson – there is simply no time to repeat sessions. If you miss a lesson because of illness, you must make sure you use Godalming Online or a friend to catch up. Please do not expect your teacher to email you everything – it is **YOUR** responsibility. Similarly, homework and deadlines are essential to your progress. **In addition you will have a small group session with ‘Stephanie’ our assistant every week.**

**GRAMMAR & SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
| Wk | Date (w/b) | **Points studied** | **Skills & Tests** |
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| 49 | Dec 05 | Adjectives & pronouns revision Comparative & superlative |  |
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| 53 | Jan 16 | Direct & Indirect pronouns  | **Test subjunctive** |
| 54 | Jan 23 | Dass, das |  |
| 55 | Jan 30 | Comparatives & superlatives | **General grammar test** |
| 56 | Feb 06 | Imperative |  |
|  | HALF TERM 13th February – 19th February |  |
| 57 | Feb 20 |  | **Oral practice** |
| 58 | Feb 27 |  |  |
| 59 | Mar 06 | ***REVISIONS & SKILLS PRACTICE*** | Practice papers, feedback and target-setting |
| 60 | Mar 13 |  |  |
| 61 | Mar 20 |  |  |
| 62 | Mar 27 |  |  |
|  | EASTER HOLIDAY 3rd April – 17th April |  |
| 63 | Apr 18 | **General grammar test** |  |
| 64 | Apr 24 | ***REVISIONS & SKILLS PRACTICE*** | Practice papers, feedback and target-setting |
| 65 | May 02 |  |  |
| 66 | May 08 |  |  |

**Assessment**

When starting the course, it is important to know how the course is assessed. All assessed work is marked around what is known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

|  |  |  |
| --- | --- | --- |
| **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.
 | **20%** |
| **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.
 | **30%** |
| **AO3** | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure | **30%** |
| **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 | **20%** |

**A-Level Mark schemes**

**AS Level Paper 2 (writing) & 3 (Speaking)**

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7661>

**A level Paper 2(writing) & 3 (Speaking)**

 <https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662>

**Example Exam Paper**

**AS Level:**

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7661/assessment-resources?f.Resource+type%7C6=Question+papers&f.Sub-category%7CF=Sample+papers+and+mark+schemes>

**A Level:**

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662/assessment-resources?f.Sub-category%7CF=Sample+papers+and+mark+schemes>

**GERMAN A-level Department Assessment Policy 2022-2024**

**The Importance of Feedback and Learning Outside the Classroom – ’50:50’**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the final exam! Feedback is essential for students’ learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessments. The German Department is run by one member of staff (part-time, 6 double lessons spread over three days for maximum contact time), who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents’ evening and for writing Action Plans. There is support from the FLA (12 hours per week), with whom the students (mostly in pairs) have 45 min of conversation class per week.

In line with the College’s ’50-50’ initiative, each week, homework will be set and could take between 4.5 to 6 hours in total. The emphasis is on taking responsibility for your own learning. If a piece of homework takes you less than the allocated time, then you should conduct further reading and consolidate learning.

**The Final Assessment**

**ACTUAL EXAM AT THE END OF TWO YEARS**

At the end of the 2 years of study, students will be taking three exams:

**PAPER 1: Listening, Reading and Writing 2hours, 30 min (100 marks, 50% of A-level)**

* Aspects of German speaking society
* Artistic culture in the German speaking world
* Multiculturalism in German speaking society
* Grammar

**PAPER 2: Writing 2 hours (80 marks, 20% of A-level)**

* Two essays (one film and one text)
* Grammar

**PAPER 3: Speaking 21-23 min (60 marks, 30% of A-level)**

* Individual Research Project
* One of four sub-themes i.e. Aspects of the German speaking society or Artistic Culture or Multiculturalism or Aspects of Political Life in the German speaking society

**Lessons, Homework and Assessment**

Lessons consist of as much student interaction as is possible. Every exercise involves some sort of student discussion or debate with interactive class feedback at the end. Current affairs are referred to constantly as an historical context is vital to the students’ understanding of the subject. Students are encouraged to speak German in lessons.

**Homework (Weekly):** Homework does not necessarily need to be completed at home! You can use free periods during the day to complete these tasks outside of lessons, e.g. in the library. To keep a good work/life balance, you might like to treat College as an 8.45 to 16.15 day. This will minimise the work you need to complete at home and might make you more productive. Homework tasks will consist of three types:

* **PREP WORK:** This is prior reading and understanding of texts related to a topic on hand. It is hard and will push and challenge the student, because it requires looking up and learning of new words and constantly expanding the vocabulary. We emphasise to students that learning is not easy and takes time and perseverance. This work will be assessed in class by a brief inspection by the teacher, a class discussion or peer assessment and weekly vocabulary tests.
* **HOMEWORK** (written): This can be an essay as consolidation for work covered in class, a reading or listening exercise and a mind map at the end of a topic. For grammar and translation exercises the students have a grammar workbook, out of which homework is set. For the film and literary text homework could be any exercise from the accompanying workbook. Written work is collected in and marked according to the AQA specification assessment criteria. It is returned to the student with corrections and/or guidance on how to correct the mistakes. The correction of essays is then re-marked. The expectation is set that the students should make use of the support offered by the staff, the department workshop and resources provided to make sure they maximize the benefits of learning from mistakes. For longer pieces of written homework plenty of time (over the weekend) is given and therefore it is also expected that work is handed in on time.
* **REVISION:** This should be an on-going process (see homework timetable). The best way to revise is to spend 50% of time going over mind maps, notes, exercises, old essays to ensure the content of the course and the material covered are understood. The remaining 50% of time should be spent completing additional reading, listening and translation tasks and past paper questions.
* **MOCK EXAMS AND BENCHMARKS:** Students will face a benchmark exam every half-term. This will consist of a test (at least two hours under timed conditions) and a mock speaking exam. Each mock exam should allow students to access the full grade range from A\* to U grade, given the topics covered up to that point and exam techniques. They are an indicator of how well the students have understood and can apply the content to questions they will meet in the final exams at the end of the two years. Mock exams are extremely important and should be treated like the actual exam. They are an ideal point to see progress and to get valuable feedback. Mistakes in these assessments are inevitable, hence the follow up work is to test whether students have learned from those mistakes to become better at the subject and exam techniques.

**Tracking Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first, but we also report to parents at regular intervals to inform them about the students’ progress and our expectations through four Student Reviews (Reports) spread throughout the two years at College and also four parents’ evenings.

If the department feels a student is under-performing based on evidence such as benchmark grades and the approach to learning in between these periods, then the Head of Department may place the student onto a Formal Department Action Plan and will formally write to the parents after a 1-2-1 with the student to try and get the student back on track in a supportive way.

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2023), the Head of Department will have a 1-2-1 to discuss the Annual Review Grade or ARG and also finalise the student’s Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by the Head of Department in communication with the language assistant and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4**
2. **Approach to Learning:** How well is the student engaging in the learning, evidenced by

attendance, punctuality, and the ability to meet weekly deadlines with quality work. Has the student sought out extra support via workshops and how efficient is the overall communication with the teachers.

The ARG plays a key part in determining the context in which the student progresses to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However if students receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students, who receive a U Grade would not be advised to continue with the course, they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade, which will be aspirational for the students’ ambitions, although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department is under no obligation to provide feedback to a student, who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team and a phone call home to parents.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source. This is particularly relevant for the Independent Research Project. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2022-24**

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT** | **DATE** | **DETAILS** |
| **Benchmark 1 Checkpoint** | Oct 2022 | **Listening, Reading, Writing & Grammar, 1h 30min Practice Paper on Topic 1 and Grammar covered so far****Speaking 7 min (1 Stimulus Card)** |
| **Parents Evening (For All)** | Nov 2022 | **Meetings with parents to discuss how the student has settled in and transferred from GCSE to A-level learning based upon:**1. **Approach to learning** (Engagement in learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, Has the student sought out extra support via workshops? Is the overall communication with teachers efficient?)
2. **Performance Grade** in Benchmark 1 and from the student’s homework tasks
 |
| **XMAS BREAK** |  |  |
| **Benchmark 2 Checkpoint** | Dec 2022 | **Grammar, Translation, 1h 30min Practice Paper on Topics 1 &2** **Speaking 14 min (2 stimuli**) |
| **Student Review 1** | Jan 2023 | **A review of the student’s progress in the first term (12-13 weeks of teaching) after a 1-2-1 with the Head of Department:** 1. **Performance grade (A to U)** (based on benchmark 1 and 2 but also on homework tasks)
2. **Approach to Learning** (Engagement in learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, Has the student sought out extra support via workshops? Is the overall communication with teachers efficient?)
 |
| **Benchmark 3 Checkpoint** | March 2023 | **Year 1 PRACTICE PAPER Paper 1 (1h 45min)& Paper 2 (1h 30min)**  **Paper 3 / Speaking 14min (2 Stimuli)** |
| **Parents Evening (Targeted)** | Mar 2023 | **Meetings with parents primarily where teachers may have a concern about the student’s progress since Student Review 1 in January.** |
| **EASTER BREAK** |  |  |
| **Benchmark 4 Checkpoint** | June 2023 | **Year 1 PRACTICE PAPER Paper 1 (1h 45min)& Paper 2 (1h 30min)**  **Paper 3 / Speaking 14min (2 Stimuli)** |
| **Student Review 2** | June 2023 | **A review of the student’s progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with the Head of Department** 1. Approach to Learning
2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year (see notes above in main doc.)
3. Predicted Grade
 |
| **SUMMER BREAK** |  |  |
| **Benchmark 5 Checkpoint** | Oct 2023 | **Year 1 PRACTICE PAPER Paper 1 (1h 45min)**  **Paper 3 /Speaking 21min** |
| **Parents Evening (All)** | Oct 2023 | **Meetings with parents to discuss how well the student has settled in to the second phase of learning:**1. **Approach to learning** (Engagement since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher)
2. **Performance** with reference to the student’s draft Independent Research Project mark and to talk about the final deadline for after half-term.
3. **How to support the student:** Discuss how parents can further support the student and what is coming up in this year
 |
| **Benchmark 6 Checkpoint** | Dec 2023 | **A- LEVEL PRACTICE PAPER Paper 1 (2h 30min) & Paper 2 (2h)** **Paper 3 / Speaking 21min** |
| **Student Review 3** | Dec 2023 | **A review of the student’s progress for the academic year since last Student Review (July) after a 1-2-1 with the Head of Department**1. Approach to Learning
2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade
 |
| **XMAS BREAK** |  |  |
| **Benchmark 7 Checkpoint** | Feb 2024 | **A LEVEL MOCK EXAM Paper 1 (2h) in Hall**  **Paper 1 (30min) & Paper 2 (2h) Paper 3 / Speaking 21min in lesson time** |
| **Student Review 4** | Mar 2024 | **A review of the student’s progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with the Head of Department( see above)** 1. Approach to Learning
2. Performance Grade (based upon benchmark 7 Mock Exam only) compared to Predicted Grade
 |
| **Parents Evening (Targeted)** | Mar 2024 | **Meetings with parents primarily where teachers may have a concern about the student’s progress since Student Review 4.** |
| **EASTER BREAK** |  |  |

**Rationale for Assessment Programme**

It is really important that when students come to sit their final assessment, they are prepared and able to perform at Their highest ability. Therefore, because languages are assessed under examination timed conditions, the benchmark assessments are designed to practise the skills needed to sit a timed exam, so that students are ‘exam fit’.

Therefore, the first few benchmarks start with the students being able to practise shorter-answer exam questions and we then scaffold support to ensure that students are able to write evaluative essays from Benchmark 3 onwards.

The Benchmark 4 exam is very important, because is assesses everything learnt in Year 1 and forms the basis for the grade prediction. The big mock exam in the second year is a key assessment and should be treated very carefully – it is perhaps the only time students will be able to sit in an exam hall under timed conditions to complete an assessment. It is positioned in such a way that students can learn from the experience with enough time to correct any issues before the final A-level assessment after Easter.

**Grade Boundaries**

The standard distribution of outcomes for grade boundaries is the basis for benchmark AQA papers throughout the course, with some flexibility. The same goes for essays, however, learning how to write them is a process and the marking reflects that.

**German Department**

**50:50 Help & Advice**

 Key to your success whilst studying in the Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.



**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

Go over your lesson materials and handouts from that week making sure that all activities have been finished in detail, ready to hand in the following lesson. For each unit/subtopic find a researched fact and produce a simple mind-map to summarise the key information ready for future revision.

**Reading practice *(Suggested time = 1 hour per week)***

Read in German - news, magazines (*Schuss* subscription is offered at the start of the year) or get a book out of the library. Extend your knowledge of vocabulary by highlighting/keeping a list of words you had to look up and learn them as you go along.

**Speak in German *(Suggested time = 30 minutes per week)***

Take every opportunity to Speak in German during lessons. Ensure you go to your conversation lesson every week, and reschedule if you cannot attend one week. There might be a group near you that you can join or meet up with a classmate for further practice.

**Consolidate grammar and Learn vocabulary *(Suggested time = 1 hour per week)***

Practise grammar and translations - interactively on Kerboodle or other websites, or work through the books available and learn vocabulary for vocab tests for at least ½ hour a week

**Revision *(Suggested time = 1/2 hour per week)***

It is never too early to start the process of revision, particularly if you are on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to produce revision notes e.g. flashcards, mind-maps, typed notes, glossaries, key-dates timelines etc.. Starting your revision early will make it much easier when you come to revise for your end of year or final exams fully.

**Listening practice *(Suggested time = 10 minutes a day)***

Listen to programmes in German regularly. You can watch the 100 sec news in German (zdf mediathek) or watch a programme you enjoy online. There are podcasts in GoL on the topics in the course.

