

# WJEC GCSE German

Approved by Qualifications Wales  
Guidance for Teaching: Unit 3

Teaching from 2025  
For award from 2027



This Qualifications Wales regulated qualification  
is not available to centres in England.

Made for Wales.  
Ready for the world.



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## Introduction

The WJEC GCSE German has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2027, using grades A\* to G.

### Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE German and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

### Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review

## Qualification Structure

WJEC GCSE German consists of 4 units. The qualification is linear and does not contain tiering. There is no hierarchy to the order the units should be taught.

	<b>Unit title</b>	<b>Type of Assessment</b>	<b>Weighting</b>
<b>Unit 1</b>	Oracy	Non-examination assessment	30%
<b>Unit 2</b>	Reading and Writing	Non-examination assessment	15%
<b>Unit 3</b>	Listening	Written examination	20%
<b>Unit 4</b>	Reading and Writing	Written examination	35%

## Assessment

### Summary of Assessment

#### **Unit 3: Listening**

**Written examination: 45 minutes**

**20% of qualification**

**45 marks**

- listening comprehension tasks with fixed and written responses

**Learners are not permitted to use a dictionary in any part of the assessment.**

## Overview of Unit 3

### Listening

Written examination: 45 minutes (including 5 minutes reading time)

Set and marked by WJEC

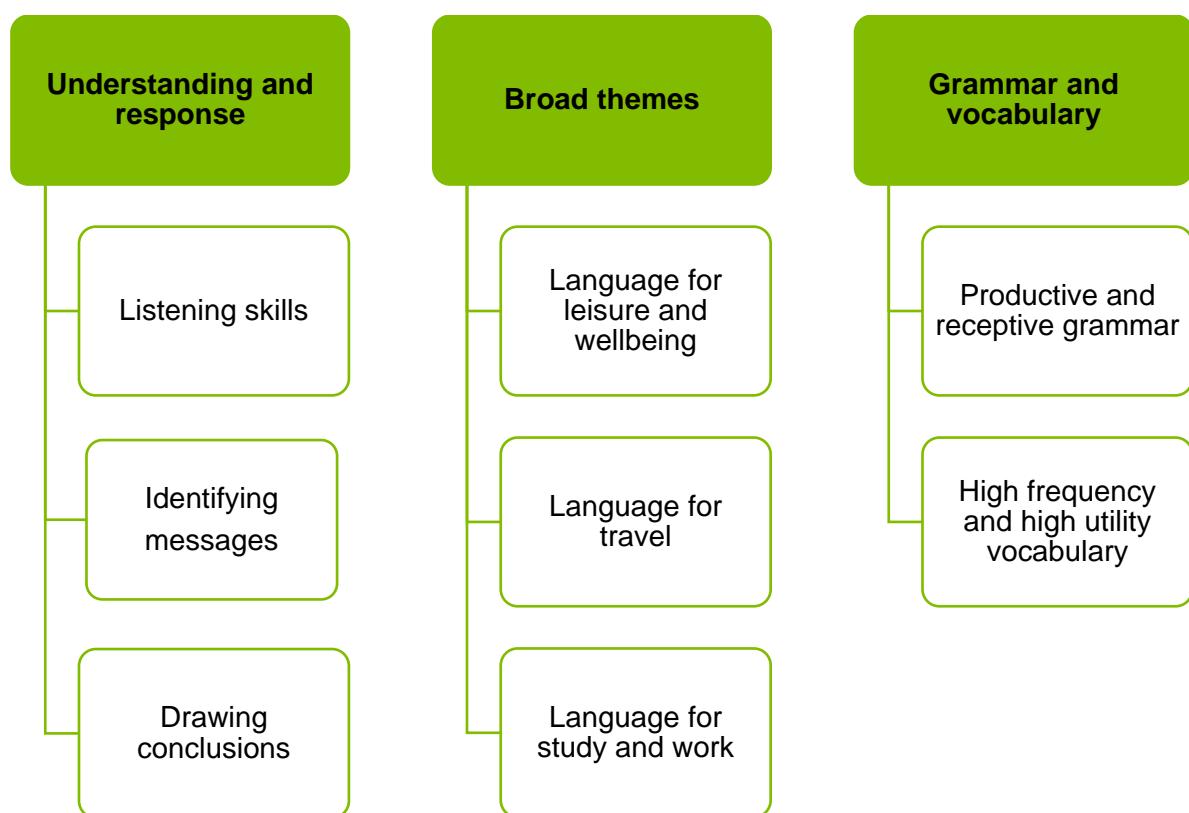
20% of the qualification

45 marks

The purpose of this unit is to:

- allow learners to understand German by listening and responding to spoken German
- identify messages and draw conclusions through listening to extracts including the following formats: adverts, messages, podcasts, announcements, conversations and interviews
- demonstrate their knowledge and understanding of the vocabulary, grammar and structures of German
- demonstrate their knowledge and understanding of spoken German.

The unit will be based on the following:



### Assessment details

Written examination: 45 minutes (including 5 minutes reading time)

Set and marked by WJEC

20% of qualification

45 marks

The recordings will be issued as an MP3 sound file for centres to download from WJEC Portal on the day of the assessment. The invigilator for the assessment is responsible for administering the recordings.

This unit requires learners to respond to a range of questions through fixed responses and through written responses in Cymraeg/English.

Learners will:

- listen to extracts including the following formats: adverts, messages, podcasts, announcements, conversations and interviews
- answer the following question types: multiple choice questions, short answer questions [3-4 words], identifying true statements, matching statements with their source, gap-fill, finish the sentences
- hear spoken extracts three times.

The rubrics will be in Cymraeg/English. The language of response will be either non-verbal or the assessed language.

**Learners are not permitted to use a dictionary in any part of the assessment.**

### Unit 3 Assessment objectives and weightings

AO1	Understand and respond to spoken language through communication and expression in speaking and writing	20%
AO2	Understand and respond to written language through communication and expression in speaking and writing.	-
AO3	Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence.	-

## Unit 3 Teacher Guidance

Listening		
	<b>Content Amplification</b>	<b>Teacher Guidance</b>
Listening	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• develop their listening skills to understand and evaluate what they hear</li> <li>• demonstrate an understanding of spoken language when listening to one or more speakers in a range of contexts</li> <li>• identify the overall message, key points and opinions in spoken extracts, some involving more complex language, and draw conclusions where appropriate</li> <li>• use knowledge of grammar to support understanding, including recognising the relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be exposed to short, medium length and longer spoken texts. This includes dialogues or monologues.</li> <li>• Authentic sources related to the 3 broad themes (Language for study and work/Language for leisure and wellbeing/Language for travel) can be adapted and abridged to comply with GCSE grammar and vocabulary lists. Here are useful links to a range of audio and videos (podcasts, adverts, songs, announcements) are:           <p>Basic German phrases:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Z2R1qMFKBqI">https://www.youtube.com/watch?v=Z2R1qMFKBqI</a></li> <li>• <a href="https://www.youtube.com/watch?v=MOtqMNKs0Jw&amp;list=PLYzp2xhTw9W1Z9RvnCoveC0W7pkwUMHXy">https://www.youtube.com/watch?v=MOtqMNKs0Jw&amp;list=PLYzp2xhTw9W1Z9RvnCoveC0W7pkwUMHXy</a></li> </ul> <p>Learn German with Anja :</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=amXBKY5-Oac&amp;list=PLWWfdhb2ISIZWyehSxIX7ARpOtK43wjc1">https://www.youtube.com/watch?v=amXBKY5-Oac&amp;list=PLWWfdhb2ISIZWyehSxIX7ARpOtK43wjc1</a></li> </ul> <p>German songs for lessons:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.goethe.de/pnj/dlp/en/teachingmaterials/german_songs">https://www.goethe.de/pnj/dlp/en/teachingmaterials/german_songs</a></li> <li>• <a href="https://www.easygerman.org/">https://www.easygerman.org/</a></li> </ul> <p>Covering a wide range of topics at different levels include subtitles:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/user/GermanAdvertisements">https://www.youtube.com/user/GermanAdvertisements</a></li> <li>• <a href="https://www.youtube.com/watch?v=tnTljemyuGA">https://www.youtube.com/watch?v=tnTljemyuGA</a> - train announcement in German</li> <li>• Use of AI tools to generate specific audio files. This can be a useful tool for practising pronunciation and sound spelling e.g. Umlaute: ich fahre – er fährt / wurde - würde/ konnte - könnte</li> <li>• Use audio files from past papers and adapt questions</li> <li>• Use transcripts when available. Learners can be asked to fill gaps in the transcripts / identify intentionally inserted mistakes / put the text in chronological order</li> </ul> </li> </ul>

	<p>between past, present and future events.</p> <ul style="list-style-type: none"> <li>• Please always check suitability for the age of the learners.</li> <li>• When listening to dialogues, split the class into groups. Listen to the entire audio/video first. Each group should focus on 1 speaker to identify the key message and/or more detailed information.</li> <li>• To identify the overall message text, ask learners to listen out for cognates and common vocabulary i.e. language they know. This can be practised often and quickly by giving learners short sentences that need to be categorised, e.g.:</li> </ul> <table border="1"> <thead> <tr> <th>Urlaub</th><th>Umwelt</th><th>Schule</th><th>Stadt</th><th>Gesundheit</th></tr> </thead> </table> <ol style="list-style-type: none"> <li>1. <i>Ich war letzten Sommer mit meiner Familie in Frankreich.</i> &gt; Urlaub</li> <li>2. <i>Am Wochenende gehe ich gern hier einkaufen.</i> &gt; Stadt</li> <li>3. <i>In der Stadtmitte gibt es leider zu viel Müll.</i> &gt; Umwelt UND Stadt.</li> </ol> <ul style="list-style-type: none"> <li>• This activity could also be used to practise tenses and the conditional:</li> </ul> <table border="1"> <thead> <tr> <th>Past Tense</th><th>Present Tense</th><th>Future Tense</th><th>Conditional</th></tr> </thead> </table> <ol style="list-style-type: none"> <li>1. <i>Ich bin ins Schwimmbad gegangen.</i> &gt; Past Tense</li> <li>2. <i>Ich gehe heute Abend ins Kino.</i> &gt; use of present tense to talk about a future event</li> <li>3. <i>Ich wäre gern mit meinen Freunden am Strand.</i> &gt; conditional</li> </ol> <ul style="list-style-type: none"> <li>• Teach learners to listen out for <b>Temporal markers</b>: Words like <i>heute</i>, <i>gestern</i>, <i>morgen</i>, <i>letzte</i>, <i>nächste</i>.</li> <li>• Use spoken language to create a timeline of events e.g. <ul style="list-style-type: none"> <li>• <i>letzten Sommer ---- letzte Woche ---- gestern abend ---- heute morgen ---- jetzt ---- heute Abend --- morgen ---- nächstes Wochenende ---- nach den Prüfungen.</i></li> </ul> </li> <li>• Ask learners to match the text to these markers e.g. <b><i>Heute morgen</i></b> <i>bin ich nicht pünktlich in die Schule gekommen, weil der Bus Verspätung hatte.</i></li> </ul>	Urlaub	Umwelt	Schule	Stadt	Gesundheit	Past Tense	Present Tense	Future Tense	Conditional
Urlaub	Umwelt	Schule	Stadt	Gesundheit						
Past Tense	Present Tense	Future Tense	Conditional							

	<p>Learners will be required to:</p> <ul style="list-style-type: none"> <li>• listen to extracts including the following formats: adverts, messages, podcasts, announcements, conversations and interviews</li> <li>• respond to a range of questions in Cymraeg/English.</li> </ul> <p>See above for links to a range of authentic resources.</p> <p>Responding to a range of questions in Cymraeg/English can be practised in different formats e.g.</p> <ul style="list-style-type: none"> <li>• Gap fill: <i>In meiner Stadt gibt es ein Problem mit Verkehr. &gt; In my town there is a problem with ...</i></li> </ul> <p>To support weaker candidates a choice of options could be given e.g. rubbish / traffic / unemployment.</p> <ul style="list-style-type: none"> <li>• Use of a longer text: <i>Für viele Menschen ist es wichtig, gesund zu leben. Sie essen täglich viel Obst und Gemüse und machen regelmäßig Sport. Auch im Alltag kann man einfach die Gesundheit verbessern. Man könnte mit dem Rad zur Schule oder Arbeit fahren, statt den Bus oder das Auto zu benutzen.</i></li> <li>• Identify true statements: A] Many people consider it important to live healthily. B] They rarely practise sports. C] It is easy to improve one's health every day. C] One should use public to go to work.</li> <li>• Multiple choice questions: <ul style="list-style-type: none"> <li>• Gap-fill activities</li> <li>• Order of events</li> <li>• Dictation (start with short, simple sentences and gradually move on to more complex passages. This will improve attention to pronunciation, grammar, and sentence structure. Focus on listening to difficult verb forms, cases, and word endings.)</li> </ul> </li> </ul>
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## Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
learn about the culture and society in the countries and communities where the international language is spoken	<ul style="list-style-type: none"> <li>Teachers should seek to incorporate the culture and society of German speaking countries, not only Germany across all the 3 themes. Any text can be adapted into a listening activity using Text to Speech websites. BBC Bitesize resources have a number of videos etc that explore cultural aspects of Germany and German speaking countries.  <a href="https://www.youtube.com/watch?v=xkHB37kJc8Q">https://www.youtube.com/watch?v=xkHB37kJc8Q</a>  deutsches Frühstück.</li> <li>Watch the video about a typical German breakfast. Ask learners to categorise the items into hot or cold drinks / healthy food / types of bread/etc. Ask learners to choose their own German breakfast and practise in roleplays with their partners to order food.  <a href="https://www.deutschlandfunkkultur.de/program-and-podcast">https://www.deutschlandfunkkultur.de/program-and-podcast</a>  <a href="https://www.radio.de/">https://www.radio.de/</a></li> </ul>
explore the cross-cutting themes of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture and contributions	<ul style="list-style-type: none"> <li>Use audio material or videos such as: <ul style="list-style-type: none"> <li><b>News Reports or Documentaries</b> on migrants, refugees, or minority communities in Germany.</li> <li><b>Podcasts or Interviews</b> with German citizens or residents from diverse backgrounds discussing their experiences with identity, race, and culture.</li> <li><b>Biographical Stories</b> about prominent Black, Asian, and minority ethnic figures in Germany.</li> </ul> </li> <li>Highlight the stories and contributions of minority ethnic communities in Germany in music, cinema, sport, politics etc.</li> <li><a href="https://www.youtube.com/watch?v=EaY3VdJtHxg">https://www.youtube.com/watch?v=EaY3VdJtHxg</a>  deutsche Fußball Nationalmannschaft  Ask each learner to choose one player and transcribe the audio (dictation). Focus on players with migration background.</li> <li><a href="https://www.youtube.com/watch?v=ONLXgb437R8">https://www.youtube.com/watch?v=ONLXgb437R8</a>  Sind Migranten eine Bedrohung für Deutschland?   DW Nachrichten.  Structure the article into smaller parts, e.g. reasons for coming to Germany, first impressions, problems encountered. Create a mind map of the issues discussed, focusing on identity, belonging, and the impact of diversity.</li> </ul>

<p>have direct or indirect contact with speakers of the language</p>	<ul style="list-style-type: none"> <li>• Centres and learners will be able to use initiatives such as MFL Mentoring – Modern Foreign Languages and Llwybrau at leithoedd Cymru Routes into Languages Cymru.</li> <li>• Both schemes support international languages and multilingualism in the new curriculum for Wales. Centres can request visits from Mentors and Student language ambassadors and sessions can be in person or online.</li> <li>• Centres can also apply for funding via Taith - Hwb (gov.wales) to take part in educational international exchanges.</li> <li>• By immersing themselves in German media (movies, TV shows, or YouTube videos), learners become familiar with different dialects, accents, and pick up common phrases, slang, and authentic expressions used by native speakers. Subtitles can be used to ensure understanding.  <a href="https://tvchannels.live/germany/">https://tvchannels.live/germany/</a></li> <li>• Films: <ul style="list-style-type: none"> <li>• <i>Das Wunder von Bern</i></li> <li>• <i>Vorstadtkrokodile</i></li> <li>• <i>Almanya – Willkommen in Deutschland</i></li> <li>• <i>Das fliegende Klassenzimmer</i></li> <li>• <i>Rock It</i></li> <li>• <a href="https://www.goethe.de/de/kul/bib/fio.html">https://www.goethe.de/de/kul/bib/fio.html</a> rent films from the Goethe Institut.</li> </ul> </li> </ul>
<p>engage with the language from a variety of sources and in a variety of genres and media</p>	<ul style="list-style-type: none"> <li>• Learners will have the opportunity to engage with the language from a variety of sources and in a variety of genres and media throughout the specification.</li> <li>• To develop comprehensive language skills, learners can engage with texts from a variety of genres and difficulty levels.  <a href="https://www.tagesschau.de/">https://www.tagesschau.de/</a> German News  <a href="https://tv.orf.at/">https://tv.orf.at/</a> Austrian TV channel</li> <li>• Blogs or Social Media Posts by German speaking influencers or personalities, on a range of topics like travel, fashion, technology, music (please check that the content is suitable for learners' age). Video discussing the best YouTubers in Germany:  <a href="https://www.youtube.com/watch?v=bGyeBUv8oso">https://www.youtube.com/watch?v=bGyeBUv8oso</a> -</li> </ul>
<p>demonstrate language strategies and language learning skills, including the use of dictionaries</p>	<ul style="list-style-type: none"> <li>• Learners will have the opportunity to demonstrate language strategies and language learning skills, including the use of dictionaries throughout the specification.</li> </ul> <p>Dictionary skills include:</p> <ul style="list-style-type: none"> <li>• Identifying the right word (e.g., choosing the correct verb form or adjective from multiple options).</li> <li>• Using examples provided in dictionaries to see how the word is used in context.</li> <li>• Paying attention to gender (der, die, das) and plural forms when looking up nouns.</li> </ul>

	<p><a href="https://en.langenscheidt.com/german-english/">https://en.langenscheidt.com/german-english/</a>  <a href="https://dict.leo.org/german-english/">https://dict.leo.org/german-english/</a></p>												
translanguaging	<ul style="list-style-type: none"> <li>Learners will have the opportunity to use their translanguaging skills, throughout the specification.</li> <li>Encourage learners to compare German terms with equivalents in their first languages. E.g. create a multilingual table:</li> </ul> <table border="1"> <thead> <tr> <th>Deutsch</th> <th>English</th> <th>Cymraeg</th> <th>Polski</th> </tr> </thead> <tbody> <tr> <td>Vater</td> <td>father</td> <td>Tad</td> <td>Ojciec</td> </tr> <tr> <td>Mutter</td> <td>mother</td> <td>Mam</td> <td>Matka</td> </tr> </tbody> </table>	Deutsch	English	Cymraeg	Polski	Vater	father	Tad	Ojciec	Mutter	mother	Mam	Matka
Deutsch	English	Cymraeg	Polski										
Vater	father	Tad	Ojciec										
Mutter	mother	Mam	Matka										
make use of digital technology	<ul style="list-style-type: none"> <li>Learners will have the opportunity to make use of digital technology in all units.</li> <li>A wide variety of software/website can be used to enhance each learner's listening skills – e.g. Groups of learners could create their own audio files on different themes/topics which could be exchanged with other groups. Immersive Reader (Read Aloud) tool within MS Word is an excellent way of developing listening skills; matching sound-spelling patterns etc. As well as an easy means of creating listening content.</li> <li>Use a range of Apps such as <a href="#">Duolingo</a> to encourage independent learning.</li> <li>Ask learners to create games for each other using platforms such as <a href="#">blooket</a>.</li> <li>Use transcript feature on YouTube video.</li> </ul>												
making appropriate connections with other parts of the curriculum to develop and deepen learners' bilingual and multilingual skills	<ul style="list-style-type: none"> <li>Learners will be encouraged to make connections with other parts of the curriculum throughout their learning of German with cross-curricular connections to humanities subjects and of course with the other languages within the LLC Area of Learning Experience.</li> <li>The themes in the German GCSE can be linked to other subject areas and teachers can build on existing factual knowledge.</li> <li>E.g. <i>Umwelt &gt; geography / science or Beziehungen &gt; PSE / RE</i>.</li> </ul>												

## Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Cross-cutting Themes
Local, National & International Contexts	<p><b>There are many opportunities to include Local, National &amp; International Contexts in GCSE German. These opportunities are important to Learners because it enhances both language skills and cultural understanding while preparing learners to be globally aware and responsible citizens.</b></p> <p><b>Below are some examples of how Local, Nationals &amp; International Contexts can be embedded into teaching and learning:</b></p> <p><b>Example</b></p> <ul style="list-style-type: none"><li>• Incorporating Local, National, and International Contexts and Sustainability aligns with the objectives of both language proficiency and global citizenship awareness.</li><li>• When choosing listening material, it is important that they come from different German-speaking countries and communities as these can be used to highlight the differences and similarities between Cymru/Wales and German-speaking countries and communities in order to develop learners cultural understanding.</li><li>• Listening to a podcast/conversation/interview about minority languages in Germany/German-speaking countries and noting the similarities/differences between them and other countries. An example of this would be listening to an extract about Plattdeutsch for beginners: (<a href="https://www.youtube.com/watch?v=Vme1_WWzBwU">https://www.youtube.com/watch?v=Vme1_WWzBwU</a>) and noting the differences and similarities between these and other languages (here: Dutch).</li><li>• Use authentic listening resources, e.g. from <i>Deutsche Welle</i>: <a href="https://learngerman.dw.com/de/deutsch-lernen/s-9095">https://learngerman.dw.com/de/deutsch-lernen/s-9095</a> Deutsche Welle offers free resources incl. transcripts and exercises for all levels.</li></ul>

	<ul style="list-style-type: none"> <li>• <a href="https://learngerman.dw.com/de/ticket-nach-berlin/a-61694931">https://learngerman.dw.com/de/ticket-nach-berlin/a-61694931</a> Focusing on Local, National and International context this is a series of videos and ideas that can be used in and adapted for lessons</li> <li>• Learners can be asked to identify key vocabulary after listening to a short text. In groups they try to identify as much detail as possible, watching the video repeatedly.</li> <li>• Learners can also complete exercises such as gap fill in Cymraeg/English, identify true statements to identify more detail.</li> <li>• <a href="https://www.youtube.com/watch?v=XzuSTocUUyo">https://www.youtube.com/watch?v=XzuSTocUUyo</a> Use this YouTube video to listen to a weather forecast. In the YouTube setting (on the bottom of the video screen) the playback speed can be adjusted, and subtitles can be added to support different levels of learners.</li> </ul> <p>Use listening tasks such as complete a table with weather in the morning, in the evening, forecast for next day etc. or labelling a map.</p>
Sustainability	<p><b>There are many opportunities to include Sustainability in GCSE German. These opportunities are important to Learners because learners are being encouraged to think critically about the environment and society, both in German-speaking countries and globally.</b></p> <p><b>Below are some examples of how Sustainability can be embedded into teaching and learning:</b></p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• It is important to engage learners with real-world issues while expanding their language skills. <a href="https://podcasts.apple.com/us/podcast/langsam-gesprochene-nachrichten-audios-dw-deutsch-lernen/id282930329">https://podcasts.apple.com/us/podcast/langsam-gesprochene-nachrichten-audios-dw-deutsch-lernen/id282930329</a> or <a href="https://learngerman.dw.com/de/langsam-gesprochene-nachrichten/s-60040332">https://learngerman.dw.com/de/langsam-gesprochene-nachrichten/s-60040332</a></li> <li>• Deutsche Welle offers „langsam gesprochene Nachrichten“ that are daily updated. Choose one of the reports as lesson starter and ask learners to identify the overall message. News items often refer to international events and the German version can be compared with the British version – find similarities and differences.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="https://www.germanpod101.com/dashboard">https://www.germanpod101.com/dashboard</a> It is possible to sign up for free to the above website. Using the search options will give you access to a range of short texts related to the broad themes at different levels. Use the transcript and create short tasks such as gap fill in Cymraeg/English and/or German, multiple choice etc.</li> <li>• <a href="https://www.kika.de/logo/logo-die-welt-und-ich-562">https://www.kika.de/logo/logo-die-welt-und-ich-562</a> This page offers news items linked to Germany's main TV channels ARD/ZDF. Playback speed can be adjusted in the setting. Learners are presented with statements and identify the true versions. Ask learners to justify their decision to avoid guessing.</li> <li>• <a href="https://www.deutschlandfunknova.de/beitrag/gruenere-grossevents-nachhaltige-konzert-und-festivalkonzepte">https://www.deutschlandfunknova.de/beitrag/gruenere-grossevents-nachhaltige-konzert-und-festivalkonzepte</a> Coldplay Tour: Konzerte und Festivals nachhaltiger machen</li> </ul>
Relationships and Sexuality Education	<p><b>There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE German. These opportunities are important to Learners because it promotes healthy development, safety, and well-being among young people.</b></p> <p><b>Below are some examples of how RSE can be embedded into teaching and learning:</b></p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Create a safe, inclusive environment for discussing topics related to relationships, identity, respect, diversity, and well-being—all while expanding learner's language skills.</li> <li>• Help learners to improve their listening skills while engaging with themes related to relationships, personal well-being, consent, and sexuality in an age-appropriate and respectful manner.</li> <li>• Read out arguments from a debate where speakers discuss one specific issue. Ask learners to identify the arguments for and against, paying attention to expressions of opinion like <i>meiner Meinung nach</i>, <i>ich denke</i>, <i>ich glaube</i> or <i>ich finde</i>.</li> <li>• Listen to an interview from the LGBTQ+ community in a German speaking country, where they talk about their experience. Identify key language related to: <ul style="list-style-type: none"> <li>• What challenges did the speaker face regarding their identity?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• How did they express their feelings or experiences?</li> <li>• What words or phrases were used to describe their identity?</li> </ul> <ul style="list-style-type: none"> <li>• <a href="https://www.dw.com/en/pride-and-lgbtq-germany/video-58191790">https://www.dw.com/en/pride-and-lgbtq-germany/video-58191790</a> Deutsche Welle “Pride and LGBTQ+ Germany” (in English and German)</li> <li>• <a href="https://www.youtube.com/watch?v=KpZiGugwZs0">https://www.youtube.com/watch?v=KpZiGugwZs0</a> Interview mit Thomas Bömkens / LGBTQ+ Reiseexperte</li> </ul>
Human Rights Education and Diversity	<p><b>There are many opportunities to include Human Rights Education and Diversity in GCSE German. These opportunities are important to Learners because learners can develop empathy, critical thinking, and a broader worldview.</b></p> <p><b>Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:</b></p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• This involves creating a safe, inclusive environment for discussing topics related to relationships, identity, respect, diversity, and well-being—all while expanding learner’s language skills.</li> <li>• <a href="https://www.deutsch-perfekt.com/deutsch-ueben/radio-interview">https://www.deutsch-perfekt.com/deutsch-ueben/radio-interview</a> <i>Samir ist aus Marokko nach Deutschland gekommen.</i> This is a short text about Samir’s experience when coming to Germany. Learners can complete the online activity (multiple choice).</li> <li>• Use: <a href="https://www.deutsch-perfekt.com/deutsch-hoeren">https://www.deutsch-perfekt.com/deutsch-hoeren</a> This is a free website with authentic German speakers and content. Online exercises are provided for some audio texts.</li> <li>• <a href="https://www.deutsch-perfekt.com/deutsch-hoeren/alles-war-neu-fuer-uns">https://www.deutsch-perfekt.com/deutsch-hoeren/alles-war-neu-fuer-uns</a> This text is about Daria Zakharova from Russia who came in July 2023 to Germany. She talks about her experiences. The audio transcript is available and can be adapted to create activities for learners such as a gap fill activity, e.g.</li> </ul>

	<p><i>Zuerst haben wir circa (sechs/sieben/acht) Monate in einem Flüchtlingsheim in Sachsen gewohnt.</i> – choose the correct answer.</p>
<p>Careers and Work-Related Experiences</p>	<p><b>There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE German. These opportunities are important to Learners because it provides learners with practical language skills and cultural knowledge that will be valuable for their future careers.</b></p> <p>Below are some examples of how CWRE can be embedded into teaching and learning:</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>The German language can be used in professional contexts, preparing learners for the global job market and talking about work experience in Wales and/or abroad.</li> <li>Use a delayed repetition activity. A sentence related to this theme will be read out 3x. Learners will have to listen WITHOUT taking notes and try and memorise the sentence. E.g. <i>Ich habe letzten Sommer ein Praktikum in einem Büro gemacht.</i> To differentiate the work, the teacher could give the first letter of each word e.g. <i>I h I S e P l e B g.</i> or blank out words from the original text <i>Ich ... letzten Sommer ein ... in einem Büro.</i></li> <li><a href="https://www.germanpod101.com/lesson/upper-beginner-s2-3-a-promising-german-conversation-with-a-potential-candidate">https://www.germanpod101.com/lesson/upper-beginner-s2-3-a-promising-german-conversation-with-a-potential-candidate</a> Listen to the text above. The transcript is available and can easily be adapted into a range of exercises. The teacher can change some information in the original transcript and ask learners to correct the mistakes. Each sentence can be played separately. E.g. <i>Ich schreibe oft wichtige Briefe auf Deutsch</i> (correct answer: <i>Englisch</i>).</li> <li><a href="https://www.youtube.com/watch?v=JgDYckZCvAQ">https://www.youtube.com/watch?v=JgDYckZCvAQ</a> Easy German “Skills” + Modal verbs <ul style="list-style-type: none"> <li>Provide learners with a list of adjectives and structures that appear in the video. Watch the video and focus on word order after modal verbs. Learners put words into the correct order e.g. <i>Freundin ich sehr kann gut verstehen meine</i></li> <li><i>Ich kann meine Freundin sehr gut verstehen.</i></li> </ul> </li> </ul> <p>Other opportunities for embedding Careers and Work-Related Experiences:</p>

- Job Interviews: Play audio clips of mock job interviews in German, focusing on typical questions and answers for common roles (e.g., in retail, restaurants, or internships).
- Office Environments: Use audio clips of conversations between colleagues in a German-speaking office setting. This could include: Team meetings discussing projects or tasks. Telephone conversations between businesses. Customer service interactions, where employees explain products or services.
- [https://www.goethe.de/pri/dlp/en/teachingmaterials/german\\_at\\_work](https://www.goethe.de/pri/dlp/en/teachingmaterials/german_at_work)  
Free download will offer links to videos and online exercises related to careers and work-related language.

### Cross-curricular Skills – Literacy

There are many opportunities to include Literacy in GCSE German. These opportunities are important to Learners because GCSE German integrates essential reading, writing, listening, and speaking skills with broader learning strategies that are transferable across subjects.

Below are some examples of how Literacy can be embedded into teaching and learning:

#### *Example*

#### Listening

- Improve literacy skills involves understanding of how language works, including its structure, meaning, and use in different contexts
- Use audio/video from a range of themes and identify the purpose of the language e.g. persuade, inform, instruct, entertain, explain, describe. Focus on formal **Sie** vs. informal **du**.
- <https://www.zdf.de/kinder/logo/>  
Deutsche Nachrichten für Kinder – Learners have to identify key language that informs the listener/viewer. Use short sentences, rhetorical questions, precise and clear language.
- Listening tasks can be used to reinforce **grammar rules** by focusing on the structure and usage of key phrases in authentic contexts. Ask learners to listen out for specific grammatical structures, such as:
  - **Tenses:** Present, past, and future tenses. For example, in a listening task about past holidays, learners focus on the use of past tense verbs

- **Modal verbs:** Listening for modal verbs like *können*, *müssen*, *wollen* in sentences that describe skills in a work setting (e.g. *Ein Lehrer muss pünktlich zur Schule kommen*).
- **Gap-fill tasks:** Provide transcripts with missing grammatical elements (e.g., verbs, articles, or pronouns) that learners fill in while listening.
- <https://slowgerman.com/inhaltsverzeichnis/>  
<https://www.youtube.com/channel/UCbx2fqe9oNgIAoYqsYOtQ/featured>

### Cross-curricular Skills – Numeracy

**There are many opportunities to include Numeracy in GCSE German. These opportunities are important to Learners because numeracy is essential in everyday life and including it in German listening tasks prepares learners for practical, real-world situations in a German-speaking environment.**

**Below are some examples of how Numeracy can be embedded into teaching and learning:**

#### **Example**

Understanding the number system helps us to represent and compare relationships between numbers and quantities

- There are various ways to incorporate mathematical concepts like numbers, dates, time, and measurements into language learning.
- **Public transport timetables:** Use listening activities where learners hear announcements or conversations about travel times, departures, and arrivals.
- Learners listen for time announcements and fill in a schedule based on what they hear. Provide a timetable for buses or trains, then play audio where learners choose the correct times for different routes.  
<http://onlinegermanclub.com/german-dialogues-108-ticket-office/>.
- **Daily routines:** Play clips where speakers describe their daily routines using time phrases.
- Learners listen to two speakers talking about their day and compare timings for activities:

	<p><a href="http://onlinegermanclub.com/mein-tagesablauf/">http://onlinegermanclub.com/mein-tagesablauf/</a>.</p> <ul style="list-style-type: none"> <li>• <b>Shopping dialogues:</b> Use conversations in stores or markets, where prices and costs are mentioned. For example, "Das kostet fünf Euro fünfzig". Learners are asked to calculate change or currency conversion.</li> <li>• <a href="http://onlinegermanclub.com/german-dialogues-105-shopping/">http://onlinegermanclub.com/german-dialogues-105-shopping/</a>.</li> </ul>
Cross-curricular Skills – Digital Competence	<p>There are many opportunities to include Digital Competence in GCSE German. These opportunities are important to Learners because they help learners to use digital tools to communicate in German, collaborate on tasks, and explore the language and culture interactively. This not only enhances their language skills but also prepares them for a world where digital collaboration is essential.</p> <p>Below are some examples of how Digital Competence can be embedded into teaching and learning:</p> <p><i>Example</i></p> <ul style="list-style-type: none"> <li>• Learners should engage with <b>authentic German-language audio content</b> from digital platforms to improve listening skills and to enhance their ability to safely navigate digital resources in a foreign language.</li> <li>• Use Language learning apps like Duolingo, Babbel, or Quizlet to provide listening exercises and quizzes that learners use to practice comprehension.</li> <li>• Use interactive websites like <a href="#">LyricsTraining</a>. Learners practise listening skills through German songs, filling in the blanks as they hear the lyrics.</li> <li>• Learners prepare an oral presentation on a specific theme. They can share it digitally with their peers who will listen to the presentation respond to it digitally.</li> <li>• Assign a digital transcription task where learners work together to transcribe an audio/video clip using shared documents or collaborative platforms. Learners can be allocated specific parts of the audio and share their part with the rest of the group to create a complete version. Compare the result with other groups' work.</li> </ul>
Integral Skills	

Creativity and Innovation	<p><b>There are many opportunities to include Creativity and Innovation in GCSE German. These opportunities are important to Learners because it enhances learners' engagement and encourage deeper learning.</b></p> <p><b>Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:</b></p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Encourage learners to read and listen to each other's song texts, poems, or dialogues in German based on prompts related to their interests or current theme studied.</li> <li>• Interactive quizzes: Using tools like Kahoot <a href="https://kahoot.com/">https://kahoot.com/</a>, Google Forms, Blooket <a href="https://www.blooket.com/">https://www.blooket.com/</a> or Quizlet <a href="https://quizlet.com/gb">https://quizlet.com/gb</a>, learners can create listening comprehension quizzes based on audio/video clips or their own recordings.</li> <li>• Create a podcast: Learners work individually or in groups to create a podcast episode on a given theme. They must include key vocabulary and grammatical structures. Peers exchange and listen to their podcasts.</li> <li>• Escape room-style activity: Create an “escape room” scenario where learners listen to various German audio clips (instructions, warnings, clues) and use the information to complete tasks to “escape” from a virtual room. For example, they may have to listen to directions in German to find the correct route to the next clue. Learners could also be asked to identify key points in a text that require 1-word-answers. The 1. Letter from each word will provide the password to the next clue. E.g. in a text about a visit abroad: <ul style="list-style-type: none"> <li>• (<i>Which country is visited?</i>) <b>Deutschland</b> –</li> <li>• (<i>What are they buying?</i>) <b>Andenken</b> –</li> <li>• (<i>Where exactly is the town situated?</i>) <b>Norden</b> –</li> <li>• (<i>What are they visiting?</i>) <b>Kirche</b> –</li> <li>• (<i>Where exactly in the building did they meet the tour guide?</i>) <b>Eingang &gt; DANKE</b>.</li> </ul> </li> </ul>
	<p><b>There are many opportunities to include Critical Thinking and Problem Solving in GCSE German. These opportunities are important to Learners because listening tasks enhance learners' language skills while encouraging them to think analytically, evaluate information, and solve real-world challenges.</b></p> <p><b>Below are some examples of how Critical Thinking and Problem Solving can be embedded into</b></p>

Critical Thinking and Problem Solving	<p><b>teaching and learning:</b></p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Analysing arguments, constructing logical reasoning, and evaluating opposing viewpoints will be developed.</li> <li>• Provide learners with audio/video that includes arguments, comparisons and evaluations. <i>Deutsche Welle</i> offers audio/video clips at different levels to wide range of themes, often with interactive activities e.g. <i>Schneeschmelze auf dem Mount Everest</i> <a href="https://learnergerman.dw.com/de/wovon-handelt-der-text/l-68980501/e-68980703">https://learnergerman.dw.com/de/wovon-handelt-der-text/l-68980501/e-68980703</a>.</li> <li>• Evaluating perspectives: After listening to a news report or interview, learners identify different viewpoints. Learners decide whether the speaker's opinions seem biased, balanced, or well-supported, helping them develop critical analysis skills: <a href="https://learnergerman.dw.com/de/langsam-gesprochene-nachrichten/s-60040332">https://learnergerman.dw.com/de/langsam-gesprochene-nachrichten/s-60040332</a>.</li> </ul>
Planning and Organisation	<p><b>There are many opportunities to include Planning and Organisation in GCSE German. These opportunities are important to Learners because learning will be structured and applied in various contexts.</b></p> <p><b>Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</b></p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• At the beginning of each term or unit, have learners set specific, measurable, achievable, relevant, and time-bound (SMART) goals for their German language learning.</li> <li>• Encourage reflective thinking by allowing learners to ask themselves: <ul style="list-style-type: none"> <li>• Was habe ich gut verstanden?</li> <li>• Welche Wörter / Themen finde ich schwierig?</li> <li>• Wie kann ich mein Hörverständnis verbessern?</li> </ul> </li> </ul>

- Encourage learners to access listening resources independently:
  - <https://learnergerman.dw.com/en/nicos-weg/c-36519789>
  - <https://learnergerman.dw.com/en/harry-gefangen-in-der-zeit-a1/c-55727738>
  - <https://learnergerman.dw.com/en/deine-band/s-60652486>
  - <https://www.goethe.de/en/spr/ueb/led.html>
- Watch 'X' episodes per week or spend 'Y' time studying independently from home.