GCSE

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WJEC GCSE German

Approved by Qualifications Wales

Guidance for Teaching: Unit 4

Teaching from 2025
For award from 2027

Made for Wales.
Ready for the world.

Contents

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.

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

Assessment

Summary of Assessment

Unit 4: Reading and Writing
Written examination: 1 hour 30 minutes
35% of qualification

70 marks

- reading comprehension tasks
- translation from German into Cymraeg/English
- writing tasks in response to simple and familiar stimuli

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

Overview of Unit 4

Reading and Writing
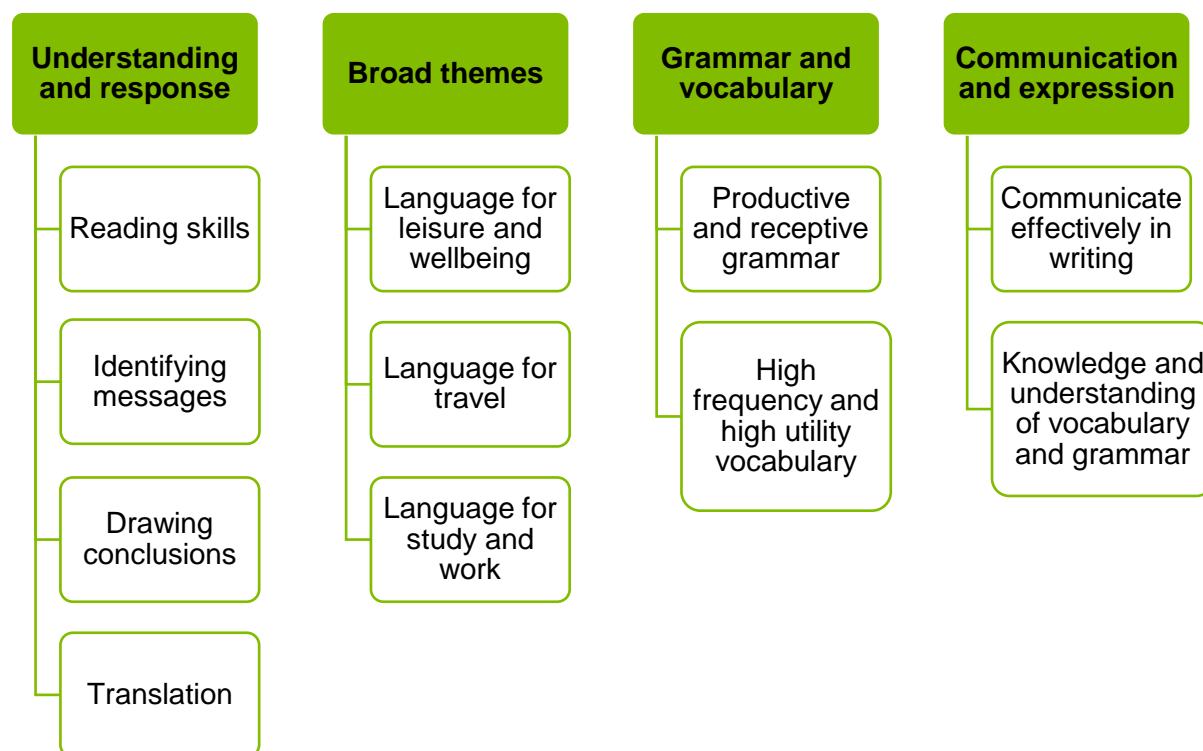Written examination: 1 hour 30 minutes
Set and marked by WJEC
35% of the qualification
70 marks

The purpose of this unit is to:
- allow learners to show understanding and respond to written German
- identify messages and draw conclusions
- communicate effectively in writing
- demonstrate their knowledge and understanding of the vocabulary, grammar and structures of German
- express themselves in a range of contexts for different audiences and purposes
- translate from German into Cymraeg/English.

The unit will be based on the following:

Understanding and response	**Broad themes**	**Grammar and vocabulary**	**Communication and expression**
Reading skills	Language for leisure and wellbeing	Productive and receptive grammar	Communicate effectively in writing
Identifying messages	Language for travel	High frequency and high utility vocabulary	Knowledge and understanding of vocabulary and grammar
Drawing conclusions	Language for study and work		
Translation			

Assessment details

Written examination: 1 hour 30 mins
Set and marked by WJEC
35% of qualification
70 marks

This unit requires learners to respond to a range of questions with fixed responses and responses in Cymraeg/English, to translate short extracts from the assessed language into Cymraeg/English and to respond in the assessed language to a choice of written tasks.

The unit is divided into 2 sections – Section A and Section B. Each section will cover all broad themes.

In Section A, a reading task will provide the stimulus for the translation task. Translation in this context means a sufficient and appropriate rendering of the meaning of the original language.

Texts will only use the grammar and vocabulary specified in this specification. Words outside of the specification grammar and vocabulary lists will be glossed. For written production, the expected language will be from the specified content (vocabulary and grammar), with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

The Rubrics will be in Cymraeg/English.
Stimuli will be in the assessed language.
All responses will be non-verbal and in Cymraeg/English, apart from the response in Section B to the extended writing task.

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

Section A: four comprehension questions and translation (AO2 – 30 marks)

Learners will read a range of texts linked to each of the broad themes:
- texts based on practical transactional language such as information notices and signs
- factual texts such as an e-mail, poster, web page, letter, newspaper article, flyer, graph, advert
- prose such as continuous literary texts, extracts from short stories, magazine articles.

Learners will demonstrate understanding of the texts by responding to a range of questions in Cymraeg/English. Question types will include: multiple choice questions, true/false with justification, matching words/phrases with definitions/images, matching statements with their source, short answers in Cymraeg/English, gap-fill, finish the sentences, comprehension questions to demonstrate understanding.

Section B:

Question 6 (35 marks) (AO2 – 20 marks) (AO3 – 15 marks)
Learners will write an extended piece of writing in response to written prompts. There will be a choice of three options in Cymraeg/English, one from each broad theme. Learners will respond to the question prompts writing up to a maximum of 120 words in the assessed language.

Unit 4 Assessment objectives and weightings

AO1	Understand and respond to spoken language through communication and expression in speaking and writing	-
AO2	Understand and respond to written language through communication and expression in speaking and writing.	27.5%
AO3	Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence.	7.5%

Unit 4 Teacher Guidance

Reading and Writing		
Content Amplification		**Teacher Guidance**
Reading and Writing	Learners should be able to: • understand and respond to different types of written language in a range of contexts • understand and respond to different types of language written for different purposes and audience • identify the overall message, key points and opinions in spoken and written passages, some involving more complex language, and draw conclusions where appropriate • use knowledge of grammar to support understanding, including recognising the relationship between past, present and future events • translate short and simple texts from German to Cymraeg/English • communicate clearly and effectively in writing for a variety of purposes, including communicating information, describing, narrating, expressing and justifying opinions • communicate meaning in writing in a range of formal and informal contexts • use knowledge of vocabulary and grammar to communicate meaningfully, using more complex structures which reference past, present and future events where appropriate.	• Authentic sources (see links below) 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. These should include complex language and unfamiliar material addressing a wide range of contemporary and cultural themes. • There are a range of strategies to enable learners to identify the overall message, key points, details and opinions. Understanding key vocabulary is crucial in grasping the meaning of a text. • Learners are not given the context of a text beforehand. Learners could be asked to skim and scan a passage for the gist to a specific question. Teach learners to identify (underline/highlight) unfamiliar words and use the context clues to infer meaning. Include graphic organisers e.g. spider diagrams, to map out main ideas, supporting details, and relationships between different parts of the text. • Learners could match headlines, details, names to different parts of the text, e.g. 3 work placements: ask how much each place will pay, details about working hours, details about type of work. • Learners develop cross-curricular and integral skills in reading and writing tasks. Filling in tables with key points, noting details, completing sentences, or identifying opinions show literacy skills and require critical thinking, problem solving, planning and organisational skills.

- Rather than ask learners specific questions about a fact, e.g. Where does the festival take place? What are the opening times? Ask learners to give **two details** about the festival instead.

- Ensure that learners can identify a range of ways in which opinions can be expressed as well as draw conclusion. Teachers provide learners with a chart or Venn diagram where differing viewpoints will be noted. For instance, label columns *„Meinung von Person A"* and *„Meinung von Person B"*, and have learners fill in each person's opinions. Highlight opinions using different colours for positive/negative viewpoints (e.g., *„Einige glauben, dass Chatrooms nützlich sind"* vs. *„Andere sagen, dass Chatrooms gefährlich sein können"*). Learners should look out for conjunctions such as *weil, denn, obwohl* that will link into justifications and greater detail.

- Teach tenses in the reading texts by focusing on verb endings, sentence structures and adverbs of time. Learners could be asked to underline/highlight verbs in a sentence/text in a range of tenses e.g. *Letzte Woche <u>habe</u> ich mit meiner Freundin Hockey <u>gespielt</u>. Normalerweise <u>gehe</u> ich ins Schwimmbad aber nächste Woche <u>werde</u> ich mit meiner Mutter ins Fitnessstudio <u>gehen</u>.* Highlighting different tenses will show the position of verbs as well as the need for the auxiliary verb *haben* + past participle (mostly ge-t / ge-en) in the past tense and *werden* + infinitive for the future tense.

- A timeline will help learners to identify tenses more easily. An example could be: **als ich klein war – früher – letztes Jahr – letzte Woche – gestern – heute – heute Abend – morgen – übermorgen – nächstes Wochenende – nach der Schule – in der Zukunft.** More adverbs of time can be added throughout the course.

- Learners will be asked to translate full sentences into Cymraeg/English within the context of a text. They need to develop a structured approach of fine-reading skills to translate details correctly incl. vocabulary, correct tenses, adverbs and complex structures, i.e. *um…zu*.

- Translation is about conveying meaning, not just translating word-for-word. It is important to understand the message and context behind the original text. Teachers could provide sentences that don't translate literally (idioms, metaphors, cultural expressions) and ask learners to find equivalent phrases in English. For example, *"Es ist mir egal"* in German translates as *"I don't care,"* not *"It is to me equal".*

- Expose learners to different types of texts (narrative, factual, journalistic, literary). Each type requires different translation techniques and styles. Discuss how style and purpose of the text affect translation choices. For example, factual texts require precise language, while literary texts may allow for more creative interpretation.

Strategies that could be used in the classroom:
- Learners could be given "part translations" with parts of the text in German and parts are in English (gap-fill).
- Learners break down complex German sentences into subject-verb-object (highlight in different colours) and translate, focusing on the placement of verbs and other structural elements.
- Faulty – translations': Provide learners with a German text alongside an English translation (e.g. a paragraph from a book or an article). Ask learners to compare the translations and find intentional errors.
- Translation Pyramid: Start with a basic sentence, add adjectives, adverbs, relative clause, conjunctions etc. to break up complex sentence structures:
  - *Alex hat einen Bruder.*

1. *Alex hat einen kleinen Bruder.*
2. *Alex hat einen sehr kleinen Bruder, der sportlich ist.*
3. *Alex hat einen sehr kleinen Bruder, der ziemlich sportlich ist.*
4. *Alex hat einen sehr kleinen Bruder, der ziemlich sportlich ist, weil er jeden Tag joggen geht.*
5. *Alex hat einen sehr kleinen Bruder, der ziemlich sportlich ist, weil er jeden Tag im Park joggen geht.*

- The writing exam includes all three broad themes.
  Marks will be allocated for AO2 Strand 2: Understand and respond to written language in writing [20 marks] and AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification [15 marks].

- The meaning of a text must be conveyed without ambiguity. Responses should be extended, and ideas and points of view must be consistently developed. Grammar should be taught in context and used regularly. Provide enough time to practise grammar.

- Encourage learners to use integral skills i.e. creativity, planning and organisation, innovation, and write different types of text – formal, informal, letters, emails, articles, blogs, stories, poems, song texts etc. Ensure that learners can refer to past, present and future events in writing. Practise expressing opinions and giving details in writing.

Strategies to include in lessons are:
- Learners could be asked to develop ideas by finishing sentence parts. Discuss answers from several learners to collect a range of responses, e.g. *Man soll viel Obst essen, weil …(es gut für die Gesundheit ist/gut für das Herz ist/fit macht/es gesund ist/der Gesundheit hilft).*
- Encourage learners to write different types of text – formal, informal, letters, emails, articles, blogs, etc. related to the 3 broad themes. Texts can range from short responses to extended answers.

		• Practise expressing opinions in writing and with details. Teach useful phrases for expressing opinions such as *Ich glaube, dass...Meiner Meinung nach... Es ist wichtig, weil...* Encourage learners to give arguments for and against a topic such as school uniforms or social media, before concluding with their personal viewpoint. • Ping-Pong: Learners can work in pairs: Learner A gives an opinion, e.g. *Ich mag die Schuluniform.* Learner B needs to justify the opinion e.g. *Ich mag die Uniform, weil sie bequem ist.* Then learner B gives opinions that Learner A has to justify. • Sentence-Swap: Learners are asked to write an opinion + justification related to a specific topic on a piece of paper. They then read it out to other learners in the class – each time swapping their answers. Learners will be exposed to a range of answers. • Use knowledge of vocabulary and grammar to communicate meaningfully, using more complex structures which reference past, present and future events where appropriate. • Ensure that grammar is learnt often and in small chunks. Teach it in context and encourage learners to use it regularly. Point out grammar, i.e. verb endings, in functional and situational contexts. • Ensure that grammar is clear, simple and relevant to learners and that they understand grammatical terms i.e. past participle, auxiliary verb, modal verb. • When teaching the perfect tense start with *haben* + regular past participles, e.g. *ich habe gespielt, ich habe gemacht.* Then introduce different personal pronouns e.g. **er** *hat gespielt* before moving to *haben* + irregular verbs e.g. *ich habe gegessen, sie hat getrunken.* Introduce the *sein* + past participles last, e.g. *ich bin gefahren, er ist gegangen.*

Strategies to practise past tense in German are here:

- Blankety-Blank: Start a sentence e.g. *Ich habe im Park* ... (*Fußball gespielt / ein Picknick gemacht / Freunde getroffen* etc.) A choice of answers could be displayed on the board or learners can write their own answers. Points can be awarded to the learner who guessed/is closest to the teacher's answer.
- Try and encourage learners to use the language creatively. An example for creative use of the future tense is a rock-climbing activity (starting from the bottom upwards – where there is a question mark, candidates use their own choice of vocabulary):

?	essen.	spielen.	fahren.	gehen.
Tennis	?	nach London	in Cardiff	schwimmen
am Montag	mit Anna	eine Pizza	?	im Sommer
Ich werde	Ich will	Ich möchte	Alex wird	?

- Useful links:
- https://www.blinde-kuh.de/
- https://kinderzeitung.kleinezeitung.at/
- https://www.helles-koepfchen.de/reportage/
- https://www.mycomics.de/
- https://www.bravo.de/
- free "Leseprobe" for literature extract.

Learners will be required to read a range of texts linked to each of the broad themes including:
- texts based on practical transactional language such as information notices and signs
- factual texts such as an e-mail, poster, web page, letter, newspaper article, flyer, graph, advert
- prose such as continuous literary texts, extracts from short stories, magazine articles.

- Learners need to respond to texts with verbal and non-verbal responses.

- Factual texts related to the 3 broad themes and prose can be found following the links in the previous section. Texts should be adapted to suit the level of learners and to comply with the WJEC grammar and vocabulary list.

		Once adapted, reading skills can be practise using the following activities:
		
		• For short texts/graphs/notices/signs/adverts: focus on key vocabulary to identify the overall message. E.g. compare 2 adverts for similar products e.g. healthy snacks. Create a table with information for product A, product B and information that apply to both.
		
		• For extended texts (max 200 words) learner A and B (or split the class in group A/B) could be given very similar texts with the opposite person filling the gaps e.g:
		   • ***Peter*** *macht ein Praktikum bei einer Firma in **der Schweiz**. **Er** ist jeden Tag in einem Büro und muss **am Computer arbeiten**.*
		   • ***Hanne*** *macht ein Praktikum bei einer Firma in **Süddeutschland**. **Sie** ist jeden Tag in einem Büro und muss **mit Kunden telefonieren**.*
		
		• Learner A asks Learner B question related to the texts e.g. *Wer macht ein Praktikum? Wo macht er/sie das Praktikum? Was macht er/sie im Praktikum?* and notes the answers.

	Learners will be required to: • demonstrate understanding of the texts by responding to a range of questions in Cymraeg/English • translate sentences into Cymraeg/English within a context • write in German in response to a stimulus.	• Vary activities from answering questions in Cymraeg/English, longer texts could be summarised by matching the beginning of sentences with the end, e.g. create a list 1-5 and match with list A-E. • Learners complete sentences in Cymraeg/English, e.g. *Lena uses her mobile to …. (what?) She bought her new mobile phone … (when?).* • To practise translation into Cymraeg/English learners are given the first letter of each word, e.g. *Noah arbeitet für eine Firma in Wien. – N(oah) w(orks) f(or) a c(ompany) i(n) V(ienna).*

- Show learners that texts cannot be translated word-for-word by focusing on word order. A "faulty" translation could be presented that must be corrected by learners, e.g. *Letzten Sommer hat Mila ihre Familie in Frankfurt besucht. – Last Summer has Mila her family in Frankfurt visited.*

- To write in response to a specific stimulus, learners need to organise ideas and show creativity. Focus on one aspect e.g. the free time activity "swimming". Write as much detail as possible by considering the following questions: **What? When? Where? With whom? How often? How do you get there? Why? Last time? Next time?**

- Familiar language allows learners now to extend their answer: *Ich schwimme gern. Ich schwimme jeden Samstag im Schwimmbad in der Stadtmitte. Ich gehe mit meiner Schwester ins Schwimmbad. Wir schwimmen viermal im Monat. Mein Vater fährt uns im Auto zum Schwimmbad. Ich mag Schwimmen, weil es Spass macht und gut für meine Gesundheit ist. Letzte Woche war es sehr warm und ich bin im Meer geschwommen. Nächste Woche werde ich mit dem Bus ins Schwimmbad fahren, weil mein Vater keine Zeit hat.*

- Learners are given a list of 3-10 words (depending on the length of expected answer) that must be included in their answers.

- Alternatively, ask learners to write a response of a minimum (or even the exact) amount of words, e.g. *Was kann man in x machen? (+12 words/ exactly 20 words) Man kann am Wochenende einen guten Film im Kino sehen oder im Restaurant in der Stadtmitte mit der Familie essen.*

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	• Teaching about culture in German-speaking countries can be engaging and informative, as it involves exploring the rich history, traditions, and contemporary life. Music, literature, art as well as festivals, traditions and food offer a wide range of topics. Useful tools for authentic resources are virtual tours, videos on YouTube as well as the following: https://www.offiziellecharts.de, https://austriancharts.at/ Use the charts songs' lyrics. Please always check suitability related to the age of the learner. https://www.myswitzerland.com/de https://www.studying-in-germany.org/de/deutsche-kultur-fakten-braeuche-und-traditionen/ https://www.indenbergen.de/weblog/traditionen-in-osterreich/ https://earth.google.com/ • Create simple quizzes on facts about German-speaking countries. Learners can create their own quizzes e.g. Blooket https://www.blooket.com or Kahoot https://kahoot.com/. • Project-based learning: Allow learners to create a project (poster, presentation, video) on a cultural aspect they research using German-language websites.
Explore the cross-cutting themes of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture and contributions	• Look at the history of immigration in German speaking countries to understand where and why immigrants come to Germany/Austria/Switzerland. Compare with the situation in Wales by completing tables or Venn-diagrams. https://de.statista.com/ https://de.statista.com/statistik/daten/studie/1221/umfrage/anzahl-der-auslaender-in-deutschland-nach-herkunftsland/ • Learners are presented with short texts related to celebration across a range of cultures and religions such as Christmas, Eid, Diwali. Information about traditions can be collected in multiple choice / true-false statements or gap-fill activities (food, drink, date, origine, other details). • Learners could explore the theme of leisure and wellbeing looking at disability sports: https://www.teamdeutschland-paralympics.de/

	Choose an article and adapt it to the learners' level. Give learners a "faulty" translation (identify and correct the mistakes) or a translation with missing information (fill the gaps).
Have direct or indirect contact with speakers of the language	• Centres and learners will be able to use initiatives such as MFL Mentoring – Modern Foreign Languages and Llwybrau at Ieithoedd Cymru Routes into Languages Cymru. • 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. • Centres can also apply for funding via Taith - Hwb (gov.wales) to take part in educational international exchanges. • By immersing themselves in German media (movies, TV shows, or YouTube videos), learners become familiar with different range of language, and pick up common phrases, slang, and authentic expressions used by native speakers. Subtitles can be used to ensure understanding. https://tvchannels.live/germany/ Films: • *Das Wunder von Bern* • *Vorstadtkrokodile* • *Almanya – Willkommmen in Deutschland* • *Das fliegende Klassenzimmer* • *Rock It* https://www.goethe.de/de/kul/bib/fio.html – rent films from the Goethe Institut.
Engage with the language from a variety of sources and in a variety of genres and media	• 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. • To develop comprehensive language skills, learners can engage with texts from a variety of genres and difficulty levels. • E.g. https://german.net/reading/ – suitable for all levels https://www.helles-koepfchen.de/.
Demonstrate language strategies and language learning skills, including the use of dictionaries	• Learners will have the opportunity to demonstrate language strategies and language learning skills, including the use of dictionaries throughout the specification. Dictionary skills include: • Identifying the right word (e.g., choosing the correct verb form or adjective from multiple options). • Using examples provided in dictionaries to see how the word is used in context. • Paying attention to gender (der, die, das) and plural forms when looking up nouns. https://en.langenscheidt.com/german-english/ https://dict.leo.org/german-english/

Translanguaging	• Learners will have the opportunity to use their translanguaging skills, throughout the specification.
	• Encourage learners to compare German terms with equivalents in their first languages. E.g. have one sentence using several languages: *Ich have a Matka und dy enw di yw Hannah.*
	• Learners have 2 texts in different languages side-by-side and compare structures and vocabulary, e.g. word order after conjunctions: • *Ich mag Mathe, weil es interessant **ist**.* • *I like maths because it **is** interesting.* • *Dw i'n hoffi mathemateg achos **mae'n** ddiddorol.*
Make use of digital technology	• Learners will have the opportunity to make use of digital technology in all units.
	• Use a range of Apps such as Duolingo to encourage independent learning.
	• Ask learners to create games for each other using platforms such as blooket.
	• Use transcript feature on YouTube video.
	• Learners will have the opportunity to make use of digital technology in all units. Further guidance will be provided in the Guidance for Teaching documents.
Making appropriate connections with other parts of the curriculum to develop and deepen learners' bilingual and multilingual skills	• 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.
	• The themes in the German GCSE can be linked to other subject areas and teachers can build on existing factual knowledge.
	• *E.g. Umwelt > geography / science or Beziehungen > PSE / RE*

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands
Cross-cutting Themes

Local, National & International Contexts	**There are many opportunities to include Local, National & 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.** **Below are some examples of how Local, National & International Contexts and Sustainability can be embedded into teaching and learning:**
	Example • Compare schools in Wales and German speaking countries. • Incorporating Local, National, and International Contexts and Sustainability aligns with the objectives of both language proficiency and global citizenship awareness. https://www.reisereporter.de/reiseziele/europa/deutschland/urlaub-in-norddeutschland-die-20-spektakulaersten-ausflugsziele-ZDLGWPIJ6AJHLK53EPHHWXTOEO.html • Choose a tourist destination in a German-speaking country. Explore sights, activities, accommodation, transport. Compare and contrast with a region in Wales. • Learners explore the Language for Travel in international context. Use a range of German-language travel pages, i.e: https://www.ab-in-den-urlaub.de/. https://www.ab-ins-blaue.ch/. • Identify key language related to travelling e.g. accommodation, transport, dates. • Learners can work in groups or individually and present their findings to the class.

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

	Example
	
	• It is important to engage learners with real-world issues while expanding their language skills.
	
	• Learners explore sustainability in the context of everyday life. It should be relatable and practical, providing opportunities for learners to reflect on their habits, comparing the sustainability in German speaking countries and Wales, while practicing the German language:
	https://www.deutschland.de/de/nachhaltige-entwicklung
	
	• Learners are given very short blogs/texts/messages related to environmental issues and match them up with hashtags (#) i.e. *In meinem Dorf gibt es neue Windräder. - #Alternativenergie.* Or *Im Meer gibt es zu viel Plastik. - # Wasserverschmutzung.*
	
	• To extend written answers related to the environment, a pyramid-style exercise can be applied e.g.
	    • *Ich helfe der Umwelt.*
	    • *Ich helfe der Umwelt und ich recycle.*
	    • *Ich helfe der Umwelt und ich recycle Glas und Papier.*
	    • *Ich helfe der Umwelt und ich recycle Glas und Papier jeden Tag.*

Relationships and Sexuality Education	**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.** **Below are some examples of how RSE can be embedded into teaching and learning:**
	Example • Create a safe, inclusive environment for discussing topics related to relationships, identity, respect, diversity, and well-being—all while expanding learners' language skills.

	• Explore texts related to modern family structures e.g. single-parent families, same-sex families, stepfamilies, child-less families. Learners can compare how families have changed through history. Compare a family from 1960 (past tense) with a family today (present tense): https://www.sos-kinderdoerfer.de/helfen/anders-helfen/schulen/soziales-lernen-unterricht/soziales-lernen-grundschule-familie#! • Explore texts related to Sexual Orientation and LGBTQ+ Inclusion and/or Gender Identity and Expression: https://queerformat.de/unterrichtseinheit-fuer-sekundarstufe-1-deutsch-ethik-biologie-2016-2018-und-plakat-2014/
Human Rights Education and Diversity	**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.** **Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:**
	Example • Learners engage with global issues, all while improving their language skills using authentic news reports. • News reports from authentic German speaking websites offer up-to-date resources that include Human Rights and Diversity. Adapt short texts to the vocabulary and grammar list. Challenging vocabulary can be practised in translation exercises. Give the German text with the Cymraeg/English translation but leave gaps for key vocabulary: https://kinderzeitung.kleinezeitung.at/ https://www.zeit.de/thema/jugendliche. • Learners create a German-language campaign about a human rights issue, such as racial equality, gender rights, or support for refugees. They use persuasive language and media (e.g., posters, videos) to advocate for social justice using phrases such as *Wir müssen alle zusammenarbeiten, um Diskriminierung zu stoppen.*

	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. **Below are some examples of how CWRE can be embedded into teaching and learning:**
Careers and Work-Related Experiences	*Example* • Use German in professional contexts, preparing learners for the global job market. • Provide learners with a list of personal qualities and skills. Ask each learner to write at least 2 professions/jobs on a piece of paper and collect all answers. Ask learner A to pick a paper with a job title. Give the class a limited time (1-2min) to create a sentence using this job and at least 1 skill that can be attributed using modal verb structures (positive and negative) e.g. *"Maurer" > Ein Maurer **muss** stark und fit sein, weil die Arbeit schwer ist, aber er **darf** nicht faul sein.* Encourage learners to write a minimum amount of words incl. complex sentences. • Use the following link to access authentic resources related to the world of work: https://planet-beruf.de/schuelerinnen/leichte-sprache/100fachbegriffe-leichte-sprache https://www.ausbildung.de/berufscheck/. • Learners can explore these pages. Texts can be downloaded and adapted for reading practice. • Learners explore a range of texts related to school systems in German Speaking Countries and Wales. Compare and contrasts the findings in table e.g. school age, range of subjects, school day, uniform.

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:**
Reading	*Example* • Learners are able to develop critical reading strategies, identifying key ideas, comparing and contrasting, drawing conclusions from text. • Learners respond to written texts related to all broad themes. • They are presented with 2 texts related to the same broad theme and identify differences and similarities e.g. Who is in …? Who does …? Who likes …? • Give learners a medium length text (no more than 80-100 words) and ask them to identify key ideas by highlighting vocabulary that is linked to this specific points e.g. *Lukas war letztes Jahr mit seiner Familie in **Spanien**. Sie sind mit dem **Flugzeug** geflogen und haben in einem **Hotel** gewohnt. > **Urlaub.*** • Learners develop their academic and subject-specific vocabulary and learn to recognise cognates in extended texts. Focus on what the learners understand – not on what they don't know. • It is important to use terminology accurately and familiarise learners with grammatical terms such as subject, pronoun, adjective, conjunction. A quick-fire-round at the beginning or end of the lesson can reinforce this e.g. ask learners: What part of speech is "spielen"?, or Name a subordinating conjunction.
Writing	*Example* • Develop learners' ability to write in different formats, such as letters, essays, reports, and stories. Use arguments, adapt the tone and style for different audiences, plan and organise written work. • Assign writing tasks that require learners to use different registers of language (formal vs. informal) and structure their thoughts coherently.

For instance, learners write a **formal letter of complaint** in German (also useful in Business Studies) or a **narrative story** about a personal experience (similar to creative writing tasks in English).

- Start the lesson by collecting vocabulary related to a specific theme. Write simple sentences using the vocabulary before introducing more complex language i.e. justification and detail. Combine the previous simple sentences with more complex language. Write a brief structural outline of the extended written task:
  - **Introduction** e.g. environmental problems in your area
  - **Main part** e.g. discuss environmental problems in more detail and suggest how to improve the situation
  - **Conclusion**: Summarise the key points and state your opinion on whether enough is done to protect the environment.

- It is important to provide learners with a writing frame including useful sentence starters and transitional phrase e.g. *In meiner Stadt gibt es … Meiner Meinung nach … Ich denke, dass…* Many of these sentence starters/transitional phrases can be used across themes.

Cross-curricular Skills – Numeracy

<table>
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<td rowspan="2">Understanding the number system helps us to represent and compare relationships between numbers and quantities</td>
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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 reading and writing 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:

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Example

- Numeracy skills such as handling numbers, interpreting data, and understanding time and measurements can be included into German lessons to enhance learners' overall academic development.

- Understanding data related to travel. Learners are presented with flight timetables and hotel information (dates of stay, cost) which will enhance their data handling skill.

- Give learners a budget for a trip to a German speaking country e.g.350 Euro. Ask them to plan the trip including certain criteria e.g. flight times, location of the hotel, facilities in the hotel. Learners need to have access to a range of data for this task that allow them to compare and contrast the required information.

- Include numeracy is in shopping scenarios where learners have to work out costs of multiple items, payments, currency conversion and change.

- Reading and interpreting percentages, proportions, and statistics while reinforcing relevant vocabulary, can be practised with graphs related to all broad themes, e.g. use a graph how much time is spent on social media. Step 1 is to understand the data before analysing (step 2) and evaluating (step 3) it.
  For example:
  - *Step 1: Jugendliche unter 18 Jahren verbringen etwa 5 Stunden täglich in sozialen Medien.*
  - *Step 2: Sie gehen auf TikTok, um Videos zu sehen oder chatten by Snapchat mit Freunden.*
  - *Step 3: Ich denke, dass soziale Medien wichtig sind weil man einfach mit Menschen in der ganzen Welt in Kontakt bleiben kann.*
    https://de.statista.com/infografik/6051/mediennutzung-von-jugendlichen/

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Cross-curricular Skills – Digital Competence	
	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. **Below are some examples of how Digital Competence can be embedded into teaching and learning:**
Interacting and Collaborating	*Example* • Develop writing skills in German while collaborating in real-time using digital platforms. • Assign a group writing task where learners work together to create a German text, such as an article, dialogue, or short story, using a shared Google Docs file. Each learner can contribute sections and edit others' work in real-time*.* Provide each member of the group with 1 aspect of the task e.g. A. Write about the main character (physical description), B. Location C. Secondary character D. Actions • Learners use digital tools to correct and edit together, giving feedback in the comments, and interacting in a shared online space. For this provide learners with 3 texts – excellent, medium, weak skills. Learners should pick up good and poor practice and share their findings through comments/emails/online editing (track changes) etc. • Learners create a presentation on Germany's regional diversity, with each learner presenting on a different region (e.g., Bavaria, Saxony, or Hamburg). Learners research the culture, dialect, and tourist attractions of their assigned region and present in German. Learners use digital tools to write and edit together, giving feedback in the comments, and interacting in a shared online space. They also need to verify their sources.
Producing	*Example* • Learners create a short digital story using tools like **Adobe Spark**, **Canva**, or **Animoto**. They write a narrative in German, incorporating images, audio, and video clips. • Present the digitally created stories to the class, allowing learners to practice speaking and listening skills while engaging with digital media.

- Learners create a digital portfolio using platforms like **Google Sites** or **Seesaw**, where they upload various pieces of work (essays, recordings, projects) completed throughout the year. This is a useful revision tool and shows learners their progression throughout the course.

- Learners create a survey using **Google Forms** or **SurveyMonkey** on a topic relevant to their peers (e.g., favourite hobbies, environmental awareness). They share the survey, complete their peers'. Analyse and present their findings in German.

Integral Skills	
	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. **Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:**

Creativity and Innovation	*Example*
	
	• Encourage learners to write short stories, poems, or dialogues in German based on prompts related to their interests or current theme studied.
	
	• Give a prompt like *"Stell dir vor, du bist ein Reiseleiter in der Schweiz."* Learners create a narrative around their experiences or write a persuasive text advocating accommodation, travel, sights, weather, activities.
	
	• Learners design a poster about their local area, using German phrases and vocabulary related to the topic. Alternatively, they illustrate a poem they write.
	  • *In meiner Stadt gibt es viele Geschäfte,*
	  • *hier kaufe ich meine Schulhefte,*
	  • *grüne Parks sind toll für Sport und Spiel,*
	  • *hier gibt es Blumen, so bunt und viel.*
	
	• Learners rewrite the lyrics of a popular song to reflect a topic they've studied or create an original song about their daily lives. Examples on YouTube – please check suitability before use.
	https://www.youtube.com/watch?v=t4OfBez9V38&list=PLje9vCS0nNM_mnHkZpf-IW-5czs9IZVyI

Critical Thinking and Problem Solving	**There are many opportunities to include Critical Thinking and Problem Solving in GCSE German. These opportunities are important to Learners because reading and writing tasks enhance learners' language skills while encouraging them to think analytically, evaluate information, and solve real-world challenges** **Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:**
	Example • Analyse arguments, construct logical reasoning, and evaluate opposing viewpoints will be developed. • Organise a debate where learners are divided into teams to argue for or against a statement (e.g., "X ist ein fantastischer Ort für Touristen" – "In X gibt es nichts Interessantes für Touristen"). Provide prompts and vocabulary relevant to the topic to support each group's discussions. • Assign a group project on one of the themes (e.g. differences in the school system in Germany and Wales). Learners research, analyse, and present their findings.
Planning and Organisation	**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.** **Below are some examples of how Planning and Organisation can be embedded into teaching and learning:**

	Example
	
	• Create an outline with a clear introduction, main points, and conclusion.
	
	• Ask learners to plan a budget for a weekend trip to Munich, including transport, accommodation, and meals, in German. Ask them to justify their decisions.
	
	• Learners write texts about specific topics (e.g., jobs, food). They should:
	   • Prepare key phrases and key vocabulary in advance.
	   • Which grammar will be included? Tenses? Conjunctions?
	   • Organise thoughts in a clear way to ensure coherent communication and no ambiguities.
	
	• Develop their ability to think ahead and structure their written work.

	There are many opportunities to include Personal Effectiveness in GCSE German. These opportunities are important to Learners because they help develop skills that are valuable both inside and outside the classroom. Personal Effectiveness includes abilities such as self-management, goal setting, resilience, and reflective thinking. **Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:**
Personal Effectiveness	*Example* • At the beginning of each term or unit, learners set specific, measurable, achievable, relevant, and time-bound (SMART) goals for their German language learning. • Teachers allow learners to set their own goals. E.g. I*ch möchte bis zum (Datum) 100 neue Wörter lernen.* Revisit these goals regularly to assess progress, discuss challenges, and adjust goals as necessary. • Teach learners how to plan their study time effectively. Use a weekly planner to help allocate time for vocabulary practice, grammar exercises, and revision for tests. Learners fill out a planner for a week and reflect on their effectiveness in sticking to it. • Encourage reflective thinking by allowing learners to ask themselves: • *Was habe ich gut gemacht?* • *Worauf bin ich stolz?* • *Was denkt mein(e) Lehrer(in) darüber?* • *Was kann ich besser machen?*