

Approaches to co-teaching AS and  
A Level students

# AS and A Level German

First teaching from 2016

Includes extracts from  
**AS and A Level Sample  
Assessment Materials**



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# Approaches to co-teaching AS and A Level students

## AS and A Level German

**First teaching from September 2016**

# AS and A Level German

This guide sets out ways in which you can co-teach AS students and A level students in the same class.

## Outline of new AS and A Level German

New AS and A level qualifications have been decoupled, so AS results cannot be used towards A level results. The AS and A level qualifications are now linear, so students take the examinations at the end of the one-year course for AS level and at the end of the two-year course for A level.

To ensure you have flexibility in delivery, we have designed our AS and A level German qualifications to enable you to co-teach AS and first-year A level students in the same class. You can use the same schemes of work and deliver the same lessons for both types of student. Your scheme of work needs to include examination time for the AS students and you could also offer your own internal examination for the A level students at the end their first year.

## Teaching separate AS and A Level classes

You may wish to continue teaching the AS and A level classes separately. The benefits of the separate, linear A level course include:

- Greater flexibility in structuring an A level course. For example, you may wish to teach Theme 3 or 4 in Year 12
- More time for teaching and learning in Year 12 without the need to prepare for AS examinations.

## Why offer AS?

Many of you have told us that you want to continue to offer AS German and A level German as part of your Year 12 and 13 curriculum, recognising that AS level no longer contributes to a full A level grade. You have told us that:

- **breadth is important to students:** some students may wish to supplement a three A level programme of study with an additional AS in German due to their interest in the subject, even though they might not wish to take it further. They may well know this at the outset of their course.
- **some students may postpone decision-making:** some students may start a four A level programme knowing that they are likely to 'drop down' to three A levels at the start of their second year. They may wish to postpone making this decision until after they have taken one or more AS qualifications.
- **AS gives additional focus to Year 12 and allows you to track student progress:** some students may decide from the beginning that they want to follow a full A level course. AS may provide a useful way of tracking progress at the end of the first year.
- **AS gives universities visibility over a student's progress in a subject.**

# Co-teaching AS and A Level qualifications

## Delivery

Timetabling separate AS and A level classes may not be a viable option and co-teaching may fit better with staffing and timetabling requirements.

Co-teaching provides students with an option to switch between AS and A level at the end of Year 12.

## Content

We have designed our qualifications so that the AS content maps entirely to the first year of the A level, so that you can teach the AS class together with the first year A level class in Year 12, using the same scheme of work and setting the same homework. At the end of Year 12, the AS students will sit their examinations and the A level students will continue to the second year of their programme and take their examinations at the end of Year 13.

The qualification content consists of two themes for AS level and four themes for A level. Themes 1 and 2 are the same for both qualifications and A level students additionally study themes 3 and 4.

## Skills

There are four skills which students acquire during AS and A level programmes, at different standards. These are the same skills in both qualifications, and they are weighted the same for AS and A level. However, in AO4 A level students are expected additionally to respond analytically:

- **AO1** Understand and respond in speech to spoken language including face-to-face interaction, and in writing to spoken language drawn from a variety of sources – 20% of available marks
- **AO2** Understand and respond in speech and in writing to written languages drawn from a variety of sources – 30% of available marks
- **AO3** Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure – 30% of available marks
- **AO4 (AS level)** Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken – 20% of available marks
- **AO4 (A level)** 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% of available marks

## Literary texts and films

AS students must study one literary or film work and A level students must study two (either two literary texts or one literary text and one film). 50% of the A level literary works and films are offered at AS so that teachers can choose a work suitable for both levels for co-teaching. Where a literary or film work can be studied at both AS and A level, the demand of the question and required standard of student response will be higher at A level.

## Weighting of papers

AS and A level are each assessed through three papers worth the same percentage of marks:

- Paper 1 – 40%
- Paper 2 – 30%
- Paper 3 – 30%

# Overview of themes and topics

## Themes and topics

<b>Year 1 (AS level and first year of A level – taken in Year 12)</b>	
<b>Theme</b>	<b>Topics</b>
Evolving German society*	Nature and environment Education World of work
Political and artistic culture in German-speaking countries**	Music Media Festivals and traditions

<b>Year 2 (second year of A level – taken in Year 13)</b>	
<b>Theme</b>	<b>Topics</b>
Immigration and the German multicultural society*	The positive effect of immigration The challenges of immigration and integration The state and social reaction to immigration
The German reunification*	Society in the GDR before reunification Events before reunification Germany since reunification

\* In the target language country

\*\* In the wider target language speaking world.

## Co-teaching papers

### Paper 1

For AS and A level, Paper 1 has 3 sections. The papers target the same skills, but at different standards.

The table below gives an overview of the structure of the assessments in Paper 1 at AS and A level.

<b>AS level</b>	<b>A level</b>
Listening, reading and translation	Listening, reading and translation
8GN0/01	9GN0/01
40% of the qualification	40% of the qualification
1 hour 45 minutes	2 hours
64 marks in total	80 marks in total
Section A: Listening. 24 marks. Students respond to comprehension questions based on a variety of contexts within Themes 1 and 2.	Section A: Listening. 30 marks. Students respond to comprehension questions based on a variety of contexts within Themes 1, 2, 3 and 4.
Section B: Reading. 28 marks. Students respond to comprehension questions based on a variety of contexts within Themes 1 and 2.	Section B: Reading. 30 marks. Students respond to comprehension questions based on a variety of contexts within Themes 1, 2, 3 and 4.
Section C: Translation into English. 12 marks. Students translate an unseen passage from German to English.	Section C: Translation into English. 20 marks. Students translate an unseen passage from German to English.

Differentiation between AS and A level in this paper is achieved through:

- amount of content, consisting of two themes at AS and four at A level
- differentiated mark schemes
- A level questions and passages contain more complex grammatical structures, a wider range of vocabulary and require more high-level thought processes such as analysis and evaluation.



## Paper 2

These papers target similar skills, but at different standards.

In the A level written response to works, students are required to demonstrate analysis, and this is shown by the additional command word of 'analyse' in the questions, as well as in the mark scheme. Here is an example of an AS level question and an A level question on the same text, *Der Besuch der alten Dame* by Dürrenmatt. As well as expecting skills of analysis in the A level question, the two questions are also differentiated by the AS level question having more support in the form of structured bullet points, while the A level question puts the onus on the student to structure the ideas.

### AS Level

Beurteilen Sie die Rolle des Polizisten und des Bürgermeisters in diesem Stück.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Was der Polizist und der Bürgermeister verkörpern.
- Wie sich ihre Rollen entwickeln.
- Ob Sie Verständnis für ihre Aktionen haben.

### A Level

Analysieren Sie die Wirkung des Konsums auf die Charaktere in diesem Stück.

One literary text or film is assessed at AS level and two are assessed at A level.

There are two ways the additional A level requirement for analysis for Paper 2 could be delivered:

1. It could be studied along with the content of AS Paper 2 in year 1 of the AS and A level course.
2. The set texts/text and film could be revisited in year 2 of the A level course with a focus on analysis.

For example, you may wish to teach the film *Das Wunder von Bern* (which has links with the sub-theme of 'Family') to a mixed group of Year 1 students studying for AS and A level. AS level students would then be assessed on this work in the AS examination. A level students would then study a literary text in Year 2 and in the A level revision period would need to revisit the work studied at AS and ensure the analytical element of that work is covered.

The table below gives an overview of the structure of the assessments in Paper 2 at AS and A level.

<b>AS level</b>	<b>A level</b>
Written response to works and translation	Written response to works and translation
8GN0/02	9GN0/02
30% of the qualification	30% of the qualification
1 hour 40 minutes	2 hours 40 minutes
60 marks in total	120 marks in total
Section A: Translation. 20 marks. Students translate an unseen passage from German to English.	Section A: Translation. 20 marks. Students translate an unseen passage from German to English.
Section B: Written response to works (literary texts). 40 marks. Students select one question from a choice of two for their chosen literary text. If a student answers a question in this section then they <b>do not</b> complete section C.	Section B: Written response to works (literary texts). 50 marks. Students select one question from a choice of two for one or two of their chosen literary texts. If a student answers questions on two literary texts then they <b>do not</b> complete section C.
Section C: Written response to works (films). 40 marks. Students select one question from a choice of two for their chosen film. If a student answers a question in this section then they <b>do not</b> complete section B.	Section C: Written response to works (films). 50 marks. Students who only answer one question from a literary text in Section B must now select one question from a choice of two on a film.

## Paper 3

For AS and A level, Paper 3 is assessed through two tasks. At AS level, Task 1 involves reading and discussing two texts based on Theme 1, followed by a wider discussion on the theme, and Task 2 is based on a discussion of a sub-theme drawn from Theme 2. At A level, Task 1 is a discussion on a theme and Task 2 is a presentation and discussion on independent research. The papers target the same skills, but elicit different standards.

The table below gives an overview of the structure of the assessments in Paper 3 at AS and A level.

<b>AS level</b>	<b>A level</b>
Speaking	Speaking
8GN0/03	9GN0/03
30% of the qualification	30% of the qualification
27–30m: 72 marks in total	21–23m: 72 marks in total
Task 1: 42 marks. Students are provided with two texts and respond to questions on these, followed by a wider discussion on the theme of Evolving German society.	Task 1: 30 marks. Students discuss one theme from the specification based on a stimulus containing two different statements.
Task 2: 30 marks. Students will choose to discuss one sub-theme drawn from the main theme of Political and artistic culture in German-speaking countries.	Task 2: 42 marks. Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read. Students answer questions on their presentation and then have a wider discussion on their research.

Learn more at:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/german-2016.html>

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