

The Edexcel Certificate in German Schemes of work

We are happy to provide these new enhanced schemes of work for you to amend and adapt to suit your teaching purposes.

We hope you find them useful.

Practical support to help you deliver this specification

Schemes of work

These schemes of work have been produced to help you implement this Edexcel specification. They are offered as examples of possible models that you should feel free to adapt to meet your needs and are not intended to be in any way prescriptive. It is in editable word format to make adaptation as easy as possible.

These schemes of work give guidance for:

- Content to be covered
- Ideas for incorporating and developing the assessment skills related to each unit.

Suggested teaching time

This scheme of work is based on approximately four and a half terms of teaching with approximately 2 hours' teaching time each week, to be followed by half a term's preparation for the oral exam and practice papers.

It is divided into the five topic areas – each of which contains between seven and nine sub-topics. Topics C,A and B (in that order) should be completed during Year 10 followed by Topics D and E in Year 11.

Other course planning support

You will find other support for planning the course in the Teacher's Guide. This is a free downloadable resource that you can access at www.edexcel.com/certificate.

Edexcel Subject Advisors

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Edexcel has a team of specialist subject advisors available to help you with implementation of this specification. You can contact them by email or phone.

Email: LanguagesSubjectAdvisor

Phone: 0844 576 00345

Edexcel additional support

Ask the Expert — puts you in direct email contact with over 200 of our senior subject experts

Edexcel's community — these message boards are designed to enable you to access peer-to-peer support from fellow Edexcel teaching and delivery staff in schools and colleges.

	Topic	Vocab	Grammar	Activities			
				Listening activities suggested from Edexcel GCSE Higher textbook	Speaking	Reading	Writing
1	Self, family and friends: my family	<ul style="list-style-type: none"> family members basic characteristics and adjectives 	<ul style="list-style-type: none"> present tense nominative case accusative case relative clauses <p>SKILL: learning and storing vocabulary</p>	p66 ex2 p67 ex4	describe own family tree – partner draws it	gap-fill – complete family tree from text	50 wds – <i>Meine Familie</i>
2	Self, family and friends: relationships	<ul style="list-style-type: none"> intensifiers 	<ul style="list-style-type: none"> separable verbs (<i>ich komme gut mit ... aus</i>) pronouns <i>weil / obwohl</i> clauses <p>SKILL: using intensifiers to improve written work</p>	p69 ex5	interviews – <i>Mit wem kommst du am besten / nicht so gut aus?</i>	pair work – complete seating plan for a dinner based on who gets on with whom	50 wds – <i>Mein bester Freund / meine beste Freundin</i>
3	Self, family and friends: my ideal partner	<ul style="list-style-type: none"> higher level characteristics 	<ul style="list-style-type: none"> <i>wäre / hätte</i> <i>kein</i> <p>SKILL: describing an ideal partner using <i>wäre and hätte</i></p>	class speed-dating	class speed-dating (create own ID and score others)	ideal partner questionnaire	150 wds – <i>Was für eine Person bist du und wie ist dein idealer Partner / deine ideale Partnerin?</i>
4	Home and daily routine: types of home	<ul style="list-style-type: none"> houses rooms furniture 	<ul style="list-style-type: none"> <i>es gibt</i> + accusative <i>BVZ GASMAN</i> + dual case prepositions with dative adjective endings <p>SKILL: identifying need for accusative and dative cases</p>	p126 ex3/4 p127 ex6	presentation – 1 min. based on picture of house	find correct house for various prospective buyers (could use pupils' presentations)	50 wds – <i>Zum Verkauf</i> (describe house for sale)

House Home and Daily Routines

5	Home and daily routine: daily routine	<ul style="list-style-type: none"> daily-routine verbs time phrases question words 	<ul style="list-style-type: none"> reflexive verbs (present) word order with time phrases present as future question forming <p>SKILL: asking present-tense questions</p>	p128 ex3	interviews based on imaginary daily routine of famous person (see W task) – feed back in 3rd person	reading for gist – authentic interviews with famous people	150 wds – <i>Mein Tagesablauf</i> (imaginary daily routine of famous person – see S task)
6	Home and daily routine: helping around the house		<ul style="list-style-type: none"> modal verbs (present) <p>SKILL: talking about things you have / are supposed to do</p>	pair work running dictation	pair work – running dictation	pair work – running dictation	50 wds – <i>Wie hilfst du zu Hause?</i>
7	Food and drink	<ul style="list-style-type: none"> food and drink (compound nouns) 	<ul style="list-style-type: none"> <i>gern, lieber, am liebsten</i> perfect tense <i>ich möchte / hätte gern</i> choosing the correct word for “it” <p>SKILL: saying what you like, prefer and most like to eat and drink</p>	p87 ex3 p34 ex2	class survey on eating habits / requirements restaurant role-plays with complaints	choose menu for guests with various dietary requirements	50 wds – <i>Was isst du gern?</i>
	FOCUS: Use interesting adjectives, intensifiers				ASSESSMENT: Self, family and friends 2 minutes Qs and As		ASSESSMENT: Unseen writing task on family/friends

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and time phrases to extend and improve written work						
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2: Topic Area A – Home and Abroad

	Topic	Vocab	Grammar	Activities			
				Listening Activities suggested from Edexcel GCSE Higher textbook	Speaking	Reading	Writing
1	Weather and climate	<ul style="list-style-type: none"> weather 	<ul style="list-style-type: none"> future tense (focus on 3rd pers. sing.) <p>SKILL: listening to infer meaning</p>	<p>p146 ex3</p> <p>imply weather (talk about activities) + identify correct weather</p>	present a weather forecast (using future tense)	match weather report to countries on a map	
2	Life in the town and rural life	<ul style="list-style-type: none"> places in town / country opinion vocab 	<ul style="list-style-type: none"> accusative adjective endings dual-case prepositions <i>man kann ... / wo man ... kann</i> future tense (all subject pronouns) <p>SKILL: expressing opinions</p>	<p>p133 ex3</p>	prepare 10 questions to ask partner about where they live and where they will live in the future – focus on eliciting opinions	pros and cons of living in various places (answer in German as for Q6)	<p>50 wds – <i>Meine Stadt / mein Dorf</i></p> <p>150 wds – <i>Wohnst du gern in deinem Wohnort?</i></p>
3	Travel, transport and directions	<ul style="list-style-type: none"> means of transport travel / directions 	<ul style="list-style-type: none"> imperative perfect tense revision <p>SKILL: using the imperative</p>	<p>p32 ex2+3</p>	giving directions – record in the style of a sat. nav.	follow series of written directions and select destination from map	150 wds – <i>Eine Reise (past tense)</i>
4	Holidays and tourist information: types of holiday	<ul style="list-style-type: none"> countries / key towns / lakes / rivers holiday activities 	<ul style="list-style-type: none"> revision of <i>gern / lieber / am liebsten</i> Time Manner Place <i>dieser / jeder</i> <p>SKILL: justifying opinions</p>	<p>p27 ex3+4</p>	class survey to establish most / least popular holiday destinations and activities	holiday brochure texts – pick appropriate holiday for various people	50 wds – <i>Wohin fährst du gern in Urlaub und warum?</i>
5	Holidays and tourist information: city breaks and tourist attractions	<ul style="list-style-type: none"> sight-seeing higher level adjectives 	<ul style="list-style-type: none"> revision of present / past / future tenses 	<p>p30 ex2</p> <p>p31 ex3+4</p>	pair work – A gives time phrase, B completes sentence in appropriate tense	research famous German-speaking city on internet e.g. www.germany.travel	<p>50 wds – <i>Eine Sehenswürdigkeit</i></p> <p>150 wds – <i>Welche Stadt hast</i></p>

	Topic	Vocab	Grammar	Activities		el/de/index.html	<i>du schon besucht?</i> (to include all three tenses)
			SKILL: switching between tenses		presentation on a famous city (see reading activity)		
6	Holidays and tourist information: problems/solutions	<ul style="list-style-type: none"> holiday problems (hotels / travel / restaurants / illness) 	<ul style="list-style-type: none"> revision of modals (present) revision of imperatives SKILL: suggesting solutions to a problem	p37 ex3 L / S pair work	L / S pair work: A describes problem B suggests solution (using modals and imperatives)	holiday nightmares – match problems with solutions	150 wds – <i>Ein Urlaub</i> (to include a problem and solution)
7	Services (e.g. telephone, bank, post office)	<ul style="list-style-type: none"> places and services (focus on synonyms) 	<ul style="list-style-type: none"> modal verbs – present and imperfect SKILL: improvised role-plays	matching scenario to correct place (e.g. May 2008 L Q6-10)	role-plays – with partner, turn over picture cards and improvise conversation	read scenario and suggest service required	
8	Customs, religion and traditions in a German-speaking country	<ul style="list-style-type: none"> vocab specific to Christmas / Easter / carnaval / Oktoberfest etc. 	<ul style="list-style-type: none"> use of <i>man / einen / einem</i> SKILL: using the impersonal subject pronoun (<i>man</i>)	pair work - running dictation p39 ex4	pair work – running dictation	pair work – running dictation	pair work – running dictation (focus on specific vocabulary)
	FOCUS: expressing and justifying opinions					ASSESSMENT: Q6 style reading on a holiday	ASSESSMENT: past paper holiday question – bullet points to encourage use of past, present and future

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3: Topic Area B – Education and Employment

	Topic	Vocab	Grammar	Activities			
				Listening Activities suggested from Edexcel GCSE Higher textbook	Speaking	Reading	Writing
1	Childhood	<ul style="list-style-type: none"> toys / games characteristics 	<ul style="list-style-type: none"> imperfect (<i>hatte / war / modals</i>) pluperfect <i>nachdem</i> clauses SKILL: comparing now and then		pair work – comparing then and now: A: <i>als ich jünger war ...</i> B: <i>aber jetzt ...</i>		50 wds: <i>Was für ein Kind warst du?</i>
2	School life and routine – school day	<ul style="list-style-type: none"> school types school subjects adjectives 	<ul style="list-style-type: none"> 12 and 24 hour clock comparative adjectives SKILL: making comparisons	p48 ex2+3	interviews about school subjects	logic puzzle – complete timetable based on info on a German school day	50 wds – <i>Was lernst du gern in der Schule?</i>
3	School life and routine – my school	<ul style="list-style-type: none"> buildings, rooms and facilities 	<ul style="list-style-type: none"> B WUFDOGE prepositions with accusative adjective endings <i>wo man ... kann / soll / darf</i> SKILL: forming correct adjective endings	pair work running dictation – focus on adjective endings	pair work running dictation – focus on adjective endings	Q6-style task based on a German school	pair work running dictation – focus on adjective endings 50 wds – <i>Meine Schule</i>
4	School life and routine – school rules	<ul style="list-style-type: none"> school rules 	<ul style="list-style-type: none"> modals (<i>man darf / darf nicht</i>) conditional <i>wenn</i> clauses SKILL: using the conditional after “if”	p52 ex4 p53 ex 6+7 p56 ex 3	pair work cards – turn over a school rule and give opinion (to include subordinate clause)	comparison of rules in British and German schools	150 wds – <i>Meine ideale Schule</i> (focus on <i>wenn</i> clauses – <i>Wenn ich Schuldirektor wäre, würde ich ...</i>)
5	School life and routine – uniform	<ul style="list-style-type: none"> clothes colours / patterns 	<ul style="list-style-type: none"> adjective revision – comparatives and adjective endings SKILL: improving written	p55 ex3+5	presentation on uniform based on a picture	texts on pros and cons of uniform	50 wds – <i>Schuluniform: pro oder kontra?</i> (check partner's work – spot errors) 150 wds – <i>Meine Schule</i>

			accuracy				
6	Work / careers – professions	<ul style="list-style-type: none"> jobs associated verbs qualities 	<ul style="list-style-type: none"> <i>sollen / wollen</i> (ein guter Arzt soll... / nach der Schule will ich ...) <i>weil / obwohl</i> revision <p>SKILL: linking personality traits to jobs</p>	p104 ex2	describe and identify job	Q6 style task on advantages / disadvantages of a particular job	50wds – <i>Was willst du werden?</i>
7	Work / careers – part-time jobs	<ul style="list-style-type: none"> money time phrases 	<ul style="list-style-type: none"> <i>weil</i> with modals (<i>weil ich gern draußen arbeiten will</i>) <i>um...zu...</i> clauses <p>SKILL: coping with more complex word order</p>	p106 ex2	class survey about part-time / weekend jobs	read results of a survey (could use speaking activity survey if suitable) and create summary	50 wds – <i>Hast du einen Nebenjob?</i>
8	Work / careers – work experience	<ul style="list-style-type: none"> work places work activities / tasks 	<ul style="list-style-type: none"> revision of imperfect modals <i>weil</i> with different tenses inverted subordinate clauses (verb, verb) <p>SKILL: structuring simple arguments (advantages and disadvantages)</p>	p109 ex3+4	work experience feedback – agree questions as class and all ask one person – report back in 3rd person	accounts of three varied work experiences – list advantages and disadvantages	150 wds – <i>Mein Arbeitspraktikum</i>
9	Work / careers – interviews and future plans	<ul style="list-style-type: none"> CV categories 	<ul style="list-style-type: none"> conditional with <i>gern</i> <p>SKILL: saying what you would like to do</p>	p110 ex3	interviews for a holiday job	job adverts – match with applicants	150 wds – <i>Ein Bewerbungsbrief</i>
	FOCUS: subordinate clauses (complex word order)			ASSESSMENT: p118 part 1 complete table of advantages and disadvantages of job in German SKILL: preparing for			ASSESSMENT: 150 wds – <i>Eine Schule für alle</i> (bullet points to encourage use of comparisons and modal verbs)

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				harder listening tasks			
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4: Topic Area D – The modern world and the environment

6	Environmental issues – at home	<ul style="list-style-type: none"> basic environmental vocab 	<ul style="list-style-type: none"> infinitive clauses <i>man sollte / könnte</i> <p>SKILL: recognising synonyms and antonyms to develop reading skills</p>	<p>p148 ex4 p155 ex5+6</p>	group survey – what did / do / should they do for the environment?	find synonyms and antonyms in a text on environmentally friendly / unfriendly families	50 wds – <i>Wie grün bist du?</i>
7	Environmental issues – global problems	<ul style="list-style-type: none"> global issues campaigning 	<ul style="list-style-type: none"> GRAMMAR: prepositions with genitive <p>SKILL: breaking down compound nouns to aid comprehension</p>	<p>p150 ex3 p151 ex5 Listening activities – compound nouns suggested from Edexcel GCSE Higher textbook</p>	picture of an environmental issue – 1 min presentation of problem and solution – in pairs	<p>Activities</p> <p>environmental statistics – multiple choice Reading</p>	150 wds – <i>Umweltprobleme</i> Writing
8	Environmental issues – transport	<ul style="list-style-type: none"> means of transport fuel / pollution different media associated verbs 	<ul style="list-style-type: none"> superlative adjectives (<i>das billigste / beste Verkehrsmittel</i>) possessive adjectives "invisible" conjunctions (<i>und, aber, oder, denn</i>) <p>SKILL: using superlative adjectives</p>	<p>p133 ex4 p6 ex2</p>	Qs and As on transport used to school / on holiday / at weekends feed back on reading task – focus on using correct possessive adjectives	categorise 30 statements into environmentally friendly / unfriendly written tasks and complete grid to discover most used media	50 wds – <i>Fährst du umweltfreundlich?</i>
1	The media – introduction	<ul style="list-style-type: none"> social issues 	<ul style="list-style-type: none"> conditional <p>SKILL: using the correct possessive adjective</p>	<p>p76 ex3</p>	pairwork - pictures of current issues (from reading task) – 2 mins play short excerpts of different types of picture and then pass music – pupils give brief reactions / opinions	read each others' written tasks and complete grid to discover most used media	150 wds – <i>Welche Medien benutzt deine Familie?</i>
9	Current affairs and social issues	<ul style="list-style-type: none"> reading materials music genres and terms 	<ul style="list-style-type: none"> <i>man / einen / einem</i> inverting conjunctions (<i>dennoch, erstens ...</i>) <p>SKILL: developing reading strategies to cope with more complex texts</p>	<p>p10 ex1+2</p>	pairwork - pictures of current issues (from reading task) – 2 mins play short excerpts of different types of picture and then pass music – pupils give brief reactions / opinions	match texts about young people helping in the community to match descriptions of pictures / groups / pieces to friends / family	50 wds – <i>Was könnte man machen, um anderen zu helfen?</i> 50 wds – <i>Was für Musik hörst du?</i>
2	The media – music, radio, reading	<ul style="list-style-type: none"> TV programmes film types 	<ul style="list-style-type: none"> impersonal verbs (<i>es gefällt mir / es geht um / es ist mir wichtig</i>) personal pronouns in the dative case 	<p>ASSESSMENT p15 ex4 p44</p>	group work – plan an evening activity from a TV guide – each given a different personality	write texts about young people helping in the community to match descriptions of pictures / groups / pieces to friends / family	50 wds – <i>Stehst du dem fern?</i> ASSESSMENT! choice of 10 written tasks – one media based, one environment based
3	The media – TV and film (invisible/subordinating/inverting)	<ul style="list-style-type: none"> new media vocab 	<ul style="list-style-type: none"> separable verbs in different tenses and in subordinate clauses more subordinating conjunctions (<i>damit, als ob ...</i>) <p>SKILL: recognising and using subordinating conjunctions</p>	<p>p9 ex3</p>	group work – take one sentence (containing sep. verb) and each put it in a different tense	identify different tenses within a text create a Venn diagram of the uses of various new media	50 wds – <i>Mein Handy</i>
4	The media – information and communication technology	<ul style="list-style-type: none"> higher level opinion vocab ways of expressing pros and cons 	<ul style="list-style-type: none"> recap of all three types of conjunctions <p>SKILL: using higher level vocab to express opinions</p>	<p>p19 ex3 p182 ex1+2</p>	presentation on one type of media and its advantages – class votes for best media	match advantages and disadvantages to appropriate media	150 wds – <i>Die neuen Medien – immer etwas Positives?</i> (to use all three types of conjunctions)
5	The media – new versus traditional	<p>ALWAYS LEARNING</p>		<p>PEARSON</p>			

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Topic Area E – Social activities, fitness and health

	Topic	Vocab	Grammar	Activities			
				Listening activities suggested from the Edexcel GCSE Higher Textbook	Speaking	Reading	Writing
1	Special occasions	<ul style="list-style-type: none"> parties special days 	<ul style="list-style-type: none"> revision of modals SKILL: develop confidence in using modal verbs	p138 ex2+3	pair work – plan party (<i>man muss / wir sollen</i>)	match accounts of parties to occasion	50 wds – <i>Eine Party</i>
2	Accident, injuries, common ailments and health issues – healthy lifestyle	<ul style="list-style-type: none"> fitness tricky words (<i>kaum, fast, noch nie ...</i>) 	<ul style="list-style-type: none"> infinitives with or without <i>zu</i> SKILL: spotting key small words in listening and reading questions	p89 ex4	interviews on sport	categorise lifestyle statements as healthy or unhealthy (include lots of <i>kaum / fast / noch nie</i> etc.)	50 wds – <i>Bist du gesund?</i>
3	Accident, injuries, common ailments and health issues – injuries and illness	<ul style="list-style-type: none"> parts of the body illnesses / injuries / treatments 	<ul style="list-style-type: none"> <i>seit</i> and <i>vor</i> modals revise adjective endings SKILL: using the correct tense with <i>seit</i>	p90 ex2	patient / doctor role plays	identify tenses and cases within a text match ailments with treatments	50 wds – <i>Ein Unfall</i>
4	Accident, injuries, common ailments and health issues – stress	<ul style="list-style-type: none"> causes and effects of stress 	<ul style="list-style-type: none"> conditional (<i>an deiner Stelle würde ich ...</i>) impersonal verbs (<i>es ist mir wichtig, ... zu ...</i>) SKILL: giving advice	p92 ex4 p74 ex 3	turn over problem cards – give advice	problem pages	150 wds – <i>Fühlst du dich gestresst?</i>

5	Accident, injuries, common ailments and health issues – smoking, alcohol, drugs	<ul style="list-style-type: none"> drugs consequences of taking drugs / smoking 	<ul style="list-style-type: none"> higher level opinions <p>SKILL: agreeing or disagreeing with an opinion</p>	<p>p94 ex3 p95 ex7 p97 ex3</p>	group work – allocate personalities – each explains why they do / don't smoke / drink / take drugs	reading for gist – focus on compounds and cognates	50 wds – <i>Warum rauchst du (nicht)?</i>
6	Hobbies, interests, sports and exercise – hobbies and interests	<ul style="list-style-type: none"> hobbies time phrases (frequency) numbers / percentages / fractions 	<ul style="list-style-type: none"> word order revision of present tense <p>SKILL: understanding numbers and statistics</p>	p164 ex2	pair work – <i>seit wann / wie oft</i> questions – focus on time phrases and giving extended answers	pair work – categorise information on popular hobbies (choose own categories)	50 wds – <i>Meine Hobbys</i>
7	Hobbies, interests, sports and exercise – last weekend	<ul style="list-style-type: none"> past tense time phrases 	<ul style="list-style-type: none"> revision of past tenses revision of question words <p>SKILL: developing ability to switch from tense to tense</p>	p167 ex3	pair work – interviews about last weekend	Q6-style task based on an account of previous weekend	150 wds – <i>Mein Wochenende</i> (bullet points to encourage use of all tenses and of opinions)
8	Hobbies, interests, sports and exercise – sport	<ul style="list-style-type: none"> sports – traditional and trend sports sports equipment 	<ul style="list-style-type: none"> revision of future and conditional tenses <p>SKILL: reading for gist</p>	p169 ex4	“Taboo” – team game. Pick a card which gives you a sport to describe but bans the use of certain words	match descriptions of various sports to the correct sport Q6-style task based on a trend sport	50 wds – <i>Wie wichtig ist Sport für dich?</i>
9	Shopping and money matters	<ul style="list-style-type: none"> money shops 	<ul style="list-style-type: none"> wann/als/wenn <p>SKILL: choosing the right word for „when“</p>	<p>p171 ex3 p173 ex4 p175 ex4+5</p>	class survey on pocket money	gap-fill – choose correct „when“ word	50 wds – <i>Einkaufen</i>
	FOCUS: revision of all tenses					ASSESSMENT: Q6 style task – a new shopping centre	ASSESSMENT: <ul style="list-style-type: none"> choice of two – one based on youth problems, one based on free-timepart

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