International Advanced Level
Modern Foreign Languages
(German)

Scheme of work
with grammar, structures and suggested resources
Introduction

The following scheme of work provides an overview of the content of the International Advanced Level Modern Foreign Language specifications and shows how the content could be taught as an example approach only. Schools can adapt it to fit their timetabling and staffing arrangements. This scheme of work should be read in conjunction with the Pearson Edexcel IAL German specification.

The scheme of work is based on an allocation of 5 hours per week or 10 hours per fortnight across timetables using a two-week cycle, with teaching divided between two teachers. The scheme of work is based on the assumption that the IAL level will comprise of 35 teaching weeks (or 175 hours) in each year. Provision is made for revision and preparation for the Unit 1 and Unit 2 examinations at the end of Year 1, and for revision and preparation for the Unit 3 and Unit 4 examinations at the end of Year 2. It is possible for the course to be taught as a linear course, with all four units taken at the end of the two year course.

Note that the number of guided learning hours for A level is 360. The total number of guided hours in this scheme of work is 350, which allows time for assessments and examination practice.

Grammar

The IAL specification requires students to develop knowledge of the grammatical structure of the language as detailed in the specification. Many of the grammatical points required will have already been met but will need to be revisited and reinforced during the course. The grammar requirements are outlined in the grammar list in the specification.

Vocabulary

There are no lists of prescribed vocabulary for IAL German. For each of the topics candidates are expected to have knowledge of a wide range of topic-specific vocabulary. Potential sources of vocabulary lists for topic areas are given in the “Resources” section of this scheme of work, but these should not be considered to be either prescriptive or exhaustive. Students should be encouraged to make their own lists of relevant vocabulary for each topic area. A good starting point for these would be the Sample Assessment Material and past examination papers for this specification, text books and texts studied in class.

Skills

The IAL German assessments require the following skills:

- Understand and respond to spoken German in spoken and written language
- Understand and respond to written German in spoken and written language
- Write an extended piece of writing in German responding critically to themes and ideas from the topic, text or film studied (Year 2)
- Discuss, in spoken German, one of the topic areas chosen for the Unit 1 test (Year 1 Unit 1)
- Discuss, in spoken German a chosen issue and further unpredictable issues (Year 2 Unit 3)
- Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.

All of these skills should be practised throughout the course, as appropriate. Teachers will find examples of question types in the Sample Assessment Material and past examination papers and further details of assessment types in the German.
How to use this scheme of work

The prescribed topic areas for IAL MFL and the amount of time allocated to each in this scheme of work are:

**Year 1**
- Topic Area 1 – Youth matters (40 hours)
- Topic Area 2 – Lifestyle, health and fitness (40 hours)
- Topic Area 3 – Environment and travel (40 hours)
- Topic Area 4 – Education and Employment (40 hours)
- Revision and preparation for Unit 1 and Unit 2 exams (15 hours)

**Year 2**
- Topic Area 5 – Technology in the German speaking world (40 hours)
- Topic Area 6 – Society in the German speaking world (40 hours)
- Topic Area 7 – Ethics in the German speaking world (40 hours)
- Study of a topic, text or film (30 hours)
- Revision and preparation for the Unit 3 and Unit 4 exams (25 hours)

The columns in this lesson plan indicate:
- an overview of the time allocated to each topic/subtopic based on 175 teaching hours per year (in addition to the time allowed for exam revision and preparation)
• the grammar and structures to be covered at each point of the course

Why transferable skills?

In recent years, higher education institutions and global employers have consistently identified the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for MFL to ensure they are appropriate. Further information on transferable skills is available on the IAL webpage. These materials, including this scheme of work, will support you in identifying and developing these skills in your students.

Assessment Objectives

AO1 Understand and respond, in speech and writing, to spoken language.
AO2 Understand and respond, in speech and writing, to written language.
AO3 Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
AO4 Respond critically to themes and ideas from selected topics, cultural texts or films.
General Topic Areas

Each of the seven topic areas is divided into a series of sub-topics as detailed below. Topic Areas 1, 2, 3 and 4 are tested in the AS units 1 and 2, all seven topic areas are tested in the A level units 3 and 4. All the topic areas should be studied in the context of the German speaking world.

**Topic Area 1: Youth matters**

Subtopics:
- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication

**Topic Area 2: Lifestyle, health and fitness**

Subtopics:
- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

**Topic Area 3: Environment and travel**

Subtopics:
- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- Energy, pollution and recycling

**Topic Area 4: Education and employment**

Subtopics:
- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment
Topic Area 5: Technology in the German speaking world

Subtopics:
- Scientific advances
- Technological innovations
- Impact on life and environment

Topic Area 6: Society in the German speaking world

Subtopics:
- Migration
- Equality
- Politics
- Customs

Topic Area 7: Ethics in the German speaking world

Subtopics:
- Beliefs
- Law and order
- Moral issues (e.g. euthanasia, adoption, genetic modification)

IMPORTANT NOTE about the “Suggested areas for study”

Only the Topic Areas (1-7) and the subtopics of these areas (listed above) are prescribed by Pearson for examination. In this scheme of work, the “suggested areas for study” for each subtopic are provided to help teachers identify possible areas to explore further within the subtopics, but are in no way definitive or prescriptive.
### Year 1 (Based on two teachers with 5 hours per fortnight of teaching each)

<table>
<thead>
<tr>
<th>Week</th>
<th>Teacher 1 – Topic Area</th>
<th>Teacher 1 – Grammar and structures</th>
<th>Teacher 2 – Topic Area</th>
<th>Teacher 2 – Grammar and structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–4</td>
<td><strong>Topic Area 1 – Youth Matters</strong></td>
<td><strong>Grammar/structures:</strong></td>
<td><strong>Topic Area 1 – Youth Matters</strong></td>
<td><strong>Grammar/structures:</strong></td>
</tr>
<tr>
<td></td>
<td>Subtopic: Family relationships and friendships</td>
<td>- Gender of nouns</td>
<td><strong>Subtopic:</strong> Peer pressure and role models</td>
<td>- Personal subject pronouns, including man</td>
</tr>
<tr>
<td></td>
<td>Suggested areas for study:</td>
<td>- Singular and plural of nouns</td>
<td><strong>Suggested</strong> areas for study:</td>
<td>- Modes of address (i.e. du, ihr, Sie)</td>
</tr>
<tr>
<td></td>
<td>- Different types of family units</td>
<td>- Definite, indefinite and partitive articles including kein</td>
<td>- Peer pressure in relation to music and fashion</td>
<td>- Present tense of verbs, modal verbs, principal irregular verbs (sein, haben, wissen etc), reflexive verbs</td>
</tr>
<tr>
<td></td>
<td>- Relationships within the family</td>
<td>- Co-ordinating conjunctions (e.g. und, oder, aber, denn)</td>
<td>- Peer pressure in relation to behaviour and habits</td>
<td>- Use of vocabulary suggesting negativity (e.g. nicht, nie)</td>
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<td></td>
<td>- The influence of family on a young person’s decisions</td>
<td>- Subordinating conjunctions affecting word order (e.g. weil, dass, wenn, als, obwohl, bis, da etc)</td>
<td>- How to deal with peer pressure</td>
<td>- Main clause word order including inversion</td>
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<td></td>
<td>- Differences between generations</td>
<td>- Discourse markers (e.g. im Gegenteil, in der Tat)</td>
<td>- Pop stars, celebrities and sportspeople as role models</td>
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<td></td>
<td>- Attitudes to marriage and relationships</td>
<td>- Fillers (e.g. zum Beispiel, also, gut, wohl, ja, nun, nicht wahr)</td>
<td>- Family and friends as role models</td>
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<td></td>
<td>- The importance of friendship</td>
<td>- The Case System: the nominative and accusative as subject and object</td>
<td>- Why young people need and how they choose role models</td>
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<td></td>
<td>- What makes a good friend</td>
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<tr>
<td>5–8</td>
<td><strong>Topic Area 1 – Youth Matters</strong></td>
<td><strong>Grammar/structures:</strong></td>
<td><strong>Topic Area 1 – Youth Matters</strong></td>
<td><strong>Grammar/structures:</strong></td>
</tr>
<tr>
<td></td>
<td>Subtopic: Music and Fashion</td>
<td>- Simple prepositions using the Accusative (e.g. bis, durch für, gegen, ohne um, entlang)</td>
<td><strong>Subtopic:</strong> Technology and communication</td>
<td>- Imperative mood of verbs, including wir form</td>
</tr>
<tr>
<td></td>
<td>Suggested areas for study:</td>
<td>- Simple prepositions using the Dative (e.g. aus, außer, bei, mit)</td>
<td><strong>Suggested</strong> areas for study:</td>
<td>- Future tense of verbs using werden</td>
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<td></td>
<td></td>
<td></td>
<td>- Verbs followed by an infinitive (with or without zu)</td>
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</tbody>
</table>
### Topic Area 2 – Lifestyle, Health and Fitness

**Subtopic:** Food and Diet  
**Suggested areas for study:**
- Different types of food and meals
- Food as a reflection of culture
- The importance of food in society
- The advantages and disadvantages of different diets (e.g. vegetarian diets, the Mediterranean diet)
- What is a balanced diet?
- The importance of knowing how to cook

**Grammar/structures:**
- Interrogative forms of verbs
- Interrogative pronouns (e.g. wer, was)
- Interrogative adjective (welcher)
- Interrogative adverbs (including wieviel, wie, wann, wo, warum)
- Inversion of verbs in interrogation, including with nouns

### Topic Area 2 – Lifestyle, Health and Fitness

**Subtopic:** Sport and Exercise  
**Suggested areas for study:**
- Different types of and the popularity of different types of sport and exercise
- How to encourage people to take exercise and to play sport
- Should sport be compulsory at school?
- The importance of the Olympic Games and other major sporting events
- Would you like to be a professional

**Grammar/structures:**
- Cardinal numbers
- Ordinal numbers
- Numerals in expressions of time and date
- Perfect tense of verbs (including those using *sein* verbs)
- Verb forms used as adjectives (e.g. erleichtert, geschieden, entschlossen)
### Topic Area 2 – Lifestyle, Health and Fitness

**Subtopic:** Health issues

**Suggested areas for study:**
- Major health issues in society
- The health service
- How can we help those with health issues?
- What is a healthy lifestyle?
- Is sleep important?
- The work/life balance

**Grammar/structures:**
- Demonstrative adjectives (*dieser* etc.)
- Indefinite adjectives (including *jeder, jener, solcher, andere*)
- Possessive adjectives (*mein* etc.)
- Exclamatory adjectives (*was für ... !* etc.)
- Agreement of adjectives in the nominative and accusative after *der, dieser, jeder, welcher, solcher* (gender and number)

**Topic Area 2 – Lifestyle, Health and Fitness**

**Subtopic:** Urban and rural life

**Suggested areas for study:**
- The advantages and disadvantages of life in a town or city
- The advantages and disadvantages of life in the countryside
- Urban migration
- Issues facing rural communities
- Megapolis – can a city be too big?

**Grammar/structures:**
- Comparative and superlative of adverbs
- Imperfect tense of verbs

### Topic Area 3 – Environment and travel

**Subtopic:** Tourism, travel and transport

**Suggested areas for study:**
- The advantages, disadvantages and popularity of different types of transport
- Public transport
- The importance of travel
- Different types of tourism
- The impact of tourism on a community

**Grammar/structures:**
- The Case System: The Dative
- Direct object accusative pronouns
- Indirect object dative pronouns (e.g. *ihm, ihr, ihnen*)
- Position and order of object pronouns: Accusative before Dative (e.g. *er hat es ihr gesagt*)
- Position of object nouns: Dative before Accusative (e.g. *er hat dem Mann das Buch gegeben.*)

**Topic Area 3 – Environment and travel**

**Subtopic:** Natural disasters and weather

**Suggested areas for study:**
- Different types of natural disasters
- Case study of the consequences of a natural disaster
- Can we manage natural disasters?
- Different types of weather
- The effects of different types of

**Grammar/structures:**
- Use of vor + dative (ago)
- Present and imperfect tense use with *seit*
- Position of objects (e.g. pronoun before noun *er hat es dem Mann gesagt.*)
| 21-24 20 hours | **Topic Area 3 – Environment and travel**  
**Subtopic**: Climate change and its impact  
**Suggested** areas for study:  
- What is climate change?  
- The causes of climate change  
- The effect of climate change on communities  
- The effect of climate change on the planet  
- Can we manage and/or control climate change? | **Grammar/structures:**  
- Agreement of adjectives after *mein* etc.  
- Agreement of adjectives after other nouns  
- Agreement of adjectives after adjective  
- Agreement of adjectives after *diesem* etc.  
- Agreement of adjectives after *dieses* etc.  
- Agreement of adjectives after *dieser* etc.  
- Agreement of adjectives after *diese* etc.  
- Agreement of adjectives after *dieses* etc.  | **Topic Area 3 – Environment and travel**  
**Subtopic**: Energy, pollution and recycling  
**Suggested** areas for study:  
- Different types of energy (e.g. renewable energy / fossil fuels / nuclear energy)  
- The future of energy  
- The causes and consequences of pollution  
- How can we reduce pollution?  
- The importance and impact of recycling  
- Schemes to encourage recycling | **Grammar/structures:**  
- Reflexive pronouns e.g. *sich*  
- Disjunctive or emphatic pronouns as subject or object (e.g. *ich selber*, etc.)  
- Quantifiers (e.g. *besonders, kaum, recht, sehr, wenn, ziemlich*)  
- Weak nouns (e.g. *Herr, Junge, Mensch* etc)  
- Impersonal verbs (e.g. *es gibt, es geht, es scheint, es gelingt, es gefällt, es fehlt*)  
- Perfect infinitive  
- Passive voice in the present tense |
| 25-28 20 hours | **Topic Area 4 – Education and employment**  
**Subtopic**: Education systems and types of schooling  
**Suggested** areas for study:  
- Different subjects and programmes of study  
- Different types of school  
- The baccalaureate and other exams | **Grammar/structures:**  
- The Accusative and Dative with certain prepositions to show movement or position (e.g. *an, auf, hinter, in, neben, über, unter, vor, zwischen* etc)  
- Simple relative pronouns (e.g. *der, die, das, welcher etc, was*)  
- Demonstrative pronouns | **Topic Area 4 – Education and employment**  
**Subtopic**: Pupil/student life  
**Suggested** areas for study:  
- Issues at school (e.g. subject choices, homework, uniform, discipline)  
- Extra-curricular opportunities | **Grammar/structures:**  
- Subjunctive mood in the present tense  
- Common uses of the subjunctive mood  
- Imperfect subjunctive of *mögen* and *können* |
| 29-32  
| 20 hours | **Topic Area 4 – Education and employment** |
| **Subtopic**: Volunteering and internships |
| **Suggested** areas for study: |
| - Different types of volunteering and volunteer organisations |
| - The benefits of volunteering |
| - Should everybody be encouraged to volunteer? |
| - A case study of a voluntary organisation |
| - The advantages of internships |
| - Different types of internships |

| 29-32  
| 20 hours | **Grammar/structures:** |
| - The Case System: The Genitive |
| - The Genitive with certain prepositions (e.g. statt, während, wegen, trotz, um... willen etc) |
| - Adverbs of time and place affecting word order |
| - Common adverbial phrases |

| 33-35  
| 15 hours | **Revision and preparation for Unit 1 and Unit 2 exams** |

| Topic Area 4 – Education and employment |
| **Subtopic**: Jobs and unemployment |
| **Suggested** areas for study: |
| - Opportunities for employment |
| - Comparing different types of jobs and workplaces |
| - How to find employment |
| - The causes and consequences of unemployment |
| - How to solve the problem of unemployment |

<p>| Grammar/structures: |
| - Subjunctive mood in the perfect tense |
| - The Genitive to show possession and after certain prepositions |
| - Indefinite pronouns (jemand, niemand) |
| - Possessive pronouns (meiner, meine, meins) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Teacher 1 – Topic Area</th>
<th>Teacher 1 – Grammar and structures / Skills</th>
<th>Teacher 2 – Topic Area</th>
<th>Teacher 2 – Grammar and structures</th>
</tr>
</thead>
</table>
| 1–12 30 hours | Study of topic, text or film | **Skills:** Preparation for writing the essay based on a topic, text or film for Unit 4: Section C | **Topic Area 5 – Technology in the German speaking world** | **Grammar/structures:** Prepositions used figuratively with a verb (e.g. *denken an + acc, beruhen auf + dat*)  
Passive state e.g. *die Tür ist geöffnet*  
Konjunktiv 2 (imperfect subjunctive of sein, haben and modals)  
Quantifiers |
| 7–10 10 hours | **Topic Area 5 – Technology in the German speaking world** | **Subtopic:** Scientific advances  
**Suggested areas for study:**  
- Advances in medicine  
- Space exploration and technology  
- The future of transport  
- Housing of the future | **Subtopic:** Technological innovations  
**Suggested areas for study:**  
- Satellite technology  
- The work of technological innovators  
- The future of the internet and digital technology | **Grammar/structures:** Acronyms used as nouns (e.g. *die DDR, der DFB, die NATO, die DB, die CDU, die AfD*)  
More advanced prepositions (e.g. *unterhalb, oberhalb, binnen, außerhalb*) |
| 13–16 10 hours | **Topic Area 6 – Society in the German speaking world**  
**Subtopic:** Migration  
**Suggested areas for study:**  
- Reasons for migration  
- Issues arising as a result of migration | **Grammar/structures:** Relative pronouns used in the Dative and accusative and with wo- (e.g. *dem, denen, dessen, deren, womit, wovon* etc)  
Tense use with *seit* | **Topic Area 5 – Technology in the German speaking world**  
**Subtopic:** Impact on life and environment  
**Suggested areas for study:**  
- The impact of technology on the individual at home and at work | **Grammar/structures:** Strong or Group 3 adjectival endings after words and without a marker (e.g. *mit viel netter Hilfe, bei schlechtem Wetter* etc) |
<table>
<thead>
<tr>
<th>Topic Area 6 – Society in the German speaking world</th>
<th>Grammar/structures:</th>
<th>17-20 10 hours</th>
<th>Topic Area 6 – Society in the German speaking world</th>
<th>Grammar/structures:</th>
<th>17-20 10 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtopic: Equality</td>
<td>- Dependent infinitives (e.g. machen lassen)</td>
<td></td>
<td>Subtopic: Politics</td>
<td>- Future perfect tense of verbs</td>
<td></td>
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<tr>
<td>Suggested areas for study:</td>
<td>- Tenses of the passive voice other than present</td>
<td></td>
<td>Suggested areas for study:</td>
<td>- Conditional perfect tense of verbs</td>
<td></td>
</tr>
<tr>
<td>• The history of equal rights</td>
<td>- Translation of could, should have etc (e.g. hätte machen müssen)</td>
<td></td>
<td>• The political system of a German speaking country / countries</td>
<td></td>
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<tr>
<td>• Current and changing attitudes to equality</td>
<td></td>
<td></td>
<td>• A career in politics</td>
<td>- Subordinating conjunctions als ob, nachdem, bevor</td>
<td></td>
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<tr>
<td>• Do men and women have different roles in society?</td>
<td></td>
<td></td>
<td>• Study of a famous political figure</td>
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<tr>
<td>• Do “men’s jobs” and “women’s jobs” exist?</td>
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<td>• Are young people interested in politics</td>
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<tr>
<td>• A case study of the fight for equal rights</td>
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<td></td>
<td>• Is it important to vote?</td>
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<tr>
<td>21-24 10 hours</td>
<td>Perfect tense of modal verbs (e.g. er hat gehen wollen)</td>
<td>21-26 15 hours</td>
<td>Topic Area 7 – Ethics in the German speaking world</td>
<td>Interrogative adverbs (e.g. weshalb, woher, woran, woraus, worüber, daran, daraus, darüber etc)</td>
<td></td>
</tr>
<tr>
<td>Subtopic: Customs</td>
<td>- Future and conditional perfect (e.g. ich werde gemacht haben, er würde gelesen haben etc)</td>
<td></td>
<td>Suggested areas for study:</td>
<td>The subjunctive with wenn (e.g. wenn er Zeit hätte, wenn du jünger wärest ..etc)</td>
<td></td>
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<tr>
<td>Suggested areas for study:</td>
<td></td>
<td></td>
<td>• Spirituality</td>
<td></td>
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<tr>
<td>• Traditions and customs in a German speaking country / countries</td>
<td></td>
<td></td>
<td>• Religion</td>
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<tr>
<td>• Reasons for and the origins of customs</td>
<td></td>
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<td>• The place of spirituality and religion in society</td>
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<td>• Changing attitudes to traditional customs</td>
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<td>• Superstition</td>
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<tr>
<td>21-24 10 hours</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Topic Area 7 – Ethics in the German speaking world</th>
<th>Grammar/structures:</th>
<th>Time</th>
<th>Topic Area 7 – Ethics in the German speaking world</th>
<th>Grammar/structures:</th>
</tr>
</thead>
</table>
| 25-30 15 hours | The importance of customs in a community | Pluperfect subjunctive in conditional clauses  
Inversion after adverbs (e.g. vielleicht)  
Impersonal verb constructions (es geht um..., es handelt sich um..., es kommt auf.. an etc) | 27-30 10 hours | Suggested areas for study: | Indirect speech and use of the subjunctive  
Word order in indirect speech (e.g. er sagte, er sei...) |
| | **Subtopic:** Law and order | | | **Subtopic:** Moral issues | |
| | **Suggested areas for study:** | | | **Suggested areas for study:** | |
| | - Systems of law and order  
- Reasons for criminal behaviour  
- Measures to reduce crime and reoffending  
- Prison and alternatives to prison | | | - Ethical issues related to medicine  
- Cloning  
- The arguments surrounding GM crops  
- Wealth and poverty  
- Homelessness |
| | **Grammar/structures:** | | | **Grammar/structures:** | |
| | - Pluperfect subjunctive in conditional clauses  
- Inversion after adverbs (e.g. vielleicht)  
- Impersonal verb constructions (es geht um..., es handelt sich um..., es kommt auf.. an etc) | | | - Indirect speech and use of the subjunctive  
- Word order in indirect speech (e.g. er sagte, er sei...) |
| 31-35 25 hours | Revision and preparation for Unit 3 and Unit 4 exams (including revision of Topic Areas 1 – 4 and the grammar and structures covered in Year 1) | | | | |
Suggested Resources

The following text books and websites contain useful texts and teaching resources:

Textbooks and online courses

Edexcel German for A level Students’ Book – Hodder ([www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)) Edexcel A level German (includes AS) ([www.hoddereducation.co.uk](http://www.hoddereducation.co.uk))

Zeitgeist – Oxford ([http://global.oup.com/academic](http://global.oup.com/academic))

Grammar and vocabulary

Wort für Wort - [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)

Useful Websites

*Websites for sources of texts etc. on A level topics:*

[www.languageresources.co.uk](http://www.languageresources.co.uk)
[www.sueddeutschezeitung.de](http://www.sueddeutschezeitung.de)
[www.bild.de](http://www.bild.de)
[www.rbb-online.de](http://www.rbb-online.de)
[www.zdf.de](http://www.zdf.de)
[www.dw.com](http://www.dw.com)
[www.wort.lu](http://www.wort.lu)
[www.krone.at](http://www.krone.at)
[www.nzz.ch](http://www.nzz.ch)
[www.my.na](http://www.my.na)
[www.srf.ch](http://www.srf.ch)
[www.orf.at](http://www.orf.at)
[https://www.helles-koepfchen.de/](https://www.helles-koepfchen.de/)
[http://www.nachrichtenfuerkinder.de/nachrichten/](http://www.nachrichtenfuerkinder.de/nachrichten/)
[http://www1.wdr.de/kinder/radio/kiraka/index.html](http://www1.wdr.de/kinder/radio/kiraka/index.html)
Websites for sources of grammar teaching and practice, and vocabulary practice:

www.german.net
www.alevelgerman.com/
www.deutschdrang.com
www.thestudentroom.co.uk/revision/german/a-level/as-german-grammar-and-vocab-exam-tips
www.tes.com/teaching-resources
www.goethe.de/en/spr/ueb.html
www.conjuguemos.com/activities/german/vocabulary/1
https://zigzageducation.co.uk/

Teaching topics, texts and film

www.zigzageducation.co.uk/ - material for teaching Geography and History topics
www.germanteacher.net
Modern Languages Study Guides : Der Besuch der Alten Dame: Literature study guides for A/AS German
www.dolanguages.com - material including “Die fetten Jahre sind vorbei”, „Almany“ and “Fundbüro”
www.cinepacks.co.uk – material including “Barbara”, “Berlin 36”, “Die fetten Jahre sind vorbei” and “Die Fälscher”
https://www.leeds.ac.uk/arts/download/3065/teaching_german_film... – material including „Zonenkinder“

NB: Correct at time of writing, but these publishers are adding new titles to the material they produce, so check for updates