

German

Revision tips for Edexcel (9-1)



Bishop Wordsworth's
School

Effective Revision

To be effective, revision must be:

- **Active** - always work with a pen and paper, note down key vocabulary and test yourself. Don't just sit down and read the textbook for a set period. Focus on tasks, not time. If you just read notes you'll only retain about 10% of the information.
- **Organised** - always ask yourself at the start of a study session "What do I want to have completed in this session?" Have a plan for what you want to cover by the end of the week. Try and organise your German revision into the following topic areas:

Topic Areas

School

School subjects
Clothes
Looking ahead
School day&rules
German schools
Exchanges and trips
Success and achievement

Leisure

Reading
Music
Film &TV
Sport
Festivals

Relationships

Friendships
Relationships
Weekend activities
Role models
Childhood

House & Home

Home
Food & drink
Greetings
Daily routine
German meals
Social media
Technology

Travel

Forms of transport
Booking hotels
Buying tickets
Accommodation
Directions
Ordering food
Shopping
Problems

Holidays

Holiday destinations
The weather
Types of holidays
Holiday experiences

Holiday plans
My town

Work

Jobs
CV
Interviews
Dream jobs
Languages

Environment & Events

Festivals and events
Sporting events
Advantages
&disadvantages
Music events
Environment
International & local campaigns

Grammar

Grammar	Example	Page	√
Genders & Cases	der, die, das, den, des, dem	201-202	
Possessive adjectives	mein (my), dein (your), sein (his, its), ihr (her its, their), unser (our) and ihr (your polite)	202	
Prepositions	<i>With the accusative:</i> durch, für, gegen, ohne, um, wieder, entlang <i>With the dative:</i> aus, außer, bei, mit, nach, seit, von, zu, gegenüber <i>With the accusative or dative (depending on movement):</i> an, auf, hinter, in, neben, über, unter, vor, zwischen	202-203	
Adjectives	Adjective endings depend on the gender and the case of the noun.	203-204	
Comparatives	Add –er to an adjective in German, e.g cooler or kreativer, to say that something is cooler or more creative.	204	
Superlatives	Add –st or –est to an adjective, e.g. längst or interessantest to say that something is ‘the longest’ or ‘the most interesting’.	204	
Time phrases	Manchmal, oft, nie, ab und zu, dann und wann, letztes Jahr usw.	205	
Intensifiers	Use words to add emphasis! Ein bisschen, ein wenig, einfach, ganz, gar nicht, kaum, sehr, total usw.	205	
Pronouns	Ich, mich, mir Du, dich, dir Er, ihn, ihm usw....	206	
Relative pronouns	These mean ‘that’, ‘which’ or ‘who’. Relative clauses send the verb to the end: <i>Das ist die Band, die ich gestern gesehen habe.</i> That is the band that I saw yesterday.	206	
Modal verbs	Können, mögen, müssen, sollen, wollen, dürfen These normally need another verb to complete the meaning. This verb is sent to the end of the clause. Ich darf mit meinen Freunden nach London fahren.	207	
Tenses	Present, perfect, imperfect, future, pluperfect, conditional.	208-209	
Time-Manner-Place	If there are several adverbs or adverbial phrases, they must be in this order. <i>Wir fahren jeden Tag mit dem Rad durch die Stadt</i> – Every day we cycle through town.	210	
Coordinating conjunctions	These do not change the word order! Und, aber, oder, denn	210	
Subordinate clauses	These words send the verb to the end of the clause: als, damit, dass, ob, obwohl, während, wenn, weil	210	
Passive Voice			

Getting started

- **Where?** Find a fixed place to study (a particular desk/room at home, a spot in the library, etc.) that becomes firmly associated in your mind with productive work. All the equipment and materials you need should be within reach, and the room should be well lit and ventilated, but not too comfortable! Turn your room into a positive learning environment. Keep books and notes on the desk to a minimum and decorate your walls with colourful notes and key vocab. Music is fine as long as it helps you to study and blocks out distracting noises. The very best sound to study to is thought to be that of Baroque composers or Mozart.
- **When?** It's impossible to 'cram' for a languages exam! 'Little and often' is the best policy when it comes to German revision. You will work out a system that suits you, but many people find that three 30-40 minute sessions of German revision per day is more effective than doing 2-3 hours at a time. For example, you could start off by learning some vocabulary in the morning, do some listening before lunch and a few reading exercises in the afternoon. However, the most important thing is that you're concentrating and working hard!
- **What and how?** Remember that it's all about being active and *focused on tasks, not time!* Know at the start of a session what you want to have completed by the end of the period. Make the tasks specific and realistic, not vague and large.

Vocabulary

- You should aim to learn 5 words per day. Choose from the Minimum Core Vocabulary List on the GDrive.
- It's best to spend 10-20 minutes in the morning revising them, then ask a friend or family member to test you on them at lunchtime or the end of the day.
- Make a list of all the words you find most difficult to remember and return to these every couple of days.
- Write the words out and colour-code them (masculine nouns, feminine nouns, neutral nouns, plural nouns, verbs, adjectives, other words). Write them on Post-It notes (German on one side, English on the other) and stick them around the house.
- Remember to revise how the words **sound**, not just how it looks. Use www.dict.cc or www.leo.org to check the pronunciation. Just type in the word and click on the speaker icon.
- If you're a visual learner, try making a mind-map for each topic area or sub-topic. Do this without your vocabulary list/dictionary first, and then allow yourself 2 minutes to look at your vocabulary list before adding to it.

Useful Vocabulary Websites

- Languages Online <http://www.languagesonline.org.uk/>

Online Dictionaries

look up individual words for pronunciation guidance and meaning.

- **Leo**www.leo.org
- **Dict**www.dict.cc

Listening

- Completing past exam papers is the best way to revise for this exam. Past AQA, OCR and Edexcel Certificate papers are all available on the ODrive and online.
- Build up your listening stamina! Start with one listening exercise, then build up to three or four per revision session
- Look at the question. What's the topic? Which words can you expect to come up? How could the examiner try and catch you out?
- Numbers can be tricky. Listen out for ages, dates, times and prices and note them down.
- Always listen to a passage at least twice before committing to an answer. Try and repeat sentences to yourself more slowly so the words sink in.
- Look at the transcript (if available) and write down any vocabulary you didn't recognise. Add these words to your vocabulary list.
- Try listening to German radio for 5 minutes (increasing this with time) and make notes in English. Do this with a friend and compare what you've written!

Useful Listening Websites

Past Papers

AQA

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/german-2660/past-papers-and-mark-schemes>

OCR

<http://www.ocr.org.uk/qualifications/gcse-german-j731-j031-j131-from-2012/>

EDEXCEL CERTIFICATE

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/edexcel-certificate-german.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials>

Reading & Listening Questions

- **BBC Bitesize** - <http://www.bbc.co.uk/schools/gcsebitesize/german/>

GCSE-style Listening and Reading questions that you can mark online. Do the Foundation as well as the Higher activities. The Grammar section is useful for those annoying little words (try *Pronouns* and *When, where and how much*)

- **Gut!**<http://gut.languageskills.co.uk/index.html>

<http://gut.languageskills.co.uk/index.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

- **Languages Online** <http://www.languagesonline.org.uk/>

A variety of exercises. Grammar and topic units are good for a challenge!

German Radio

- **Radio**www.listenlive.eu/germany.html

Comprehensive list of stations streaming online.

Reading

- Look at the question first. What's the topic? Which words can you expect to come up? How could the examiner try and catch you out?
- Read the passage carefully. Identify key words, then look for those tricky little words that can change the meaning of a sentence.
- Find the verbs. What tense are they in? Is the writer talking about the present (ich **spiele**), past (ich **habe gegessen** , ich **aß**), future (Ich **werde essen**) or a possibility (Ich **würde essen**, ich **möchte essen**)?
- If you're reading a series of statements by several people, and the question asks you to write the name of one of the people, try writing a brief summary of what each person has said in English.
- Check your work thoroughly and write down any vocabulary you didn't recognise.

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<http://www.aqa.org.uk/subjects/languages/as-and-a-level/german-2660/past-papers-and-mark-schemes>

OCR

<http://www.ocr.org.uk/qualifications/gcse-german-j731-j031-j131-from-2012/>

EDEXCEL CERTIFICATE

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gces-and-edexcel-certificates/edexcel-certificate-german.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials>

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Speaking

Task 1 – Roleplay

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers. The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal register relevant to the scenario.

The task is set in the register that the student is required to use, so students should use that register in their responses.

Scenarios require an exchange of information. Some scenarios are transactional in nature. The scenario will not be based on the Theme International and global dimension as this Theme lends itself better to the picture-based task and the conversation.

Candidate card

The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol ‘?’) and where an unpredictable question is posed to them by the teacher (indicated by the symbol ‘!’). Students have access to this during their preparation time to help in preparing for the assessment.

The candidate cards each contain instructions in English and the task in German. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding each bullet point.

At the Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense (or they may also use a conditional tense if it is more natural to do so) and respond to one question set in a past tense.

Task 2 – Picture discussion

The assessment scenario is based on any of the topics. The topic is allocated by Pearson at the time of assessment.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different time frames.

Each task opens with the teacher asking the first question which is based on the picture. The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

At the Higher tier, students are provided with a picture and five bullets in German to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Students are allowed to ask for questions to be repeated. Students have access to this during their preparation time.

Task 3 - Conversation

The conversation is based on any two themes and is in two parts. For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. This part of the conversation may focus on one or more topics from within the selected theme. Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes

Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for tasks 1 and 2.

The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated. Students are permitted to make notes (up to a maximum of one side of A4 for both tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task.

Students must return their notes to the teacher before commencing task 3 (conversation). The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Writing

The assessment time is 1 hour and 20 minutes in length.

The paper consists of two questions and one translation from English into German.

Students must answer all questions.

Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register

Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register.

Question 3 is the translation question. Students are required to translate a short paragraph from English into German. The individual sentences are ordered by increasing level of difficulty.

