

GCSE German: PERSONALISED LEARNING CHECKLIST

| | Red | Amber | Green | Revised Tick <input checked="" type="checkbox"/> |
|---|-----|-------|-------|---|
| Area of Study: Theme 1 – Identity and Culture | | | | |
| 1. Me, my family and friends: <ul style="list-style-type: none"> Relationships with family and friends Marriage/partnership | | | | |
| 2. Free-time activities: <ul style="list-style-type: none"> Music Cinema and TV Food and eating out Shopping | | | | |
| 3. Technology in everyday life: <ul style="list-style-type: none"> Social media Mobile technology | | | | |
| <i>I am most confident with the following topic/topics:</i> | | | | |
| <i>I have struggled most with the following topic/topics:</i> | | | | |
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| Area of Study: Theme 2 – Education and Future Employment | | | | |
| 1. My studies <ul style="list-style-type: none"> School subjects Describing teachers | | | | |
| 2. Life at school/college <ul style="list-style-type: none"> School system School rules Lunch / break My school friends School clubs / activities | | | | |
| 3. Education post-16 <ul style="list-style-type: none"> Work Experience Apprenticeships University life | | | | |
| 4. Career choices and ambitions <ul style="list-style-type: none"> Jobs / Careers Future plans Ideal lifestyle | | | | |

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| Area of Study: Theme 3 – Local, National and International Global Areas of Interest | | | | |
| 1. Travel and tourism <ul style="list-style-type: none"> • Names of countries / cities • Transport • Describing a holiday (diff. tenses) • Comparing types of accommodation • Camping • Holiday activities • Accidents / complaints | | | | |
| 2. Home, town/neighbourhood, region <ul style="list-style-type: none"> • Describing my home • Places in town | | | | |
| 3. Social issues <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living | | | | |
| 4. Global issues <ul style="list-style-type: none"> • The environment • Poverty/homelessness | | | | |
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| <p>The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier. GCSE students will be expected to have acquired knowledge and understanding of German grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required. Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.</p> | | | | |
| Area of Study: Core Structures - FOUNDATION PAPER | | | | |
| 3.3.1.1 Nouns gender singular and plural forms, including genitive singular and dative plural weak nouns; nominative and accusative singular (Herr, Junge, Mensch, Name) (R) adjectives used as nouns (ein Deutscher) | | | | |
| 3.3.1.2 Articles Definite and indefinite kein | | | | |
| 3.3.1.3 Adjectives Adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives Adjectival endings after <i>etwas, nichts, viel, wenig, alles</i> (R) Comparative and superlative, including common irregular forms (<i>besser, hoher, naher</i>) Demonstrative (<i>dieser, jeder</i>) Possessive Interrogative (<i>welcher</i>) | | | | |
| 3.3.1.4 Adverbs comparative and superlative, including common irregular forms (<i>besser, lieber, mehr</i>) interrogative (<i>wann, warum, wo, wie, viel</i>) adverbs of time and place (<i>manchmal, oft, hier, dort</i>) common adverbial phrases (<i>ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich</i>) | | | | |
| 3.3.1.5 Quantifiers/intensifiers <i>sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen</i> | | | | |
| 3.3.1.6 Pronouns personal, including <i>man</i> reflexive: accusative reflexive: dative (R) relative: nominative relative: other cases (R) and use of <i>was</i> (R) indefinite: <i>jemand, niemand</i> interrogative: <i>wer, was, was für</i> interrogative: <i>wen, wem</i> (R) | | | | |

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| 3.3.2.1 Nouns weak nouns | | | | |
| 3.3.2.2 Adjectives adjectival endings after <i>etwas, nichts, viel, wenig, alles</i> | | | | |
| 3.3.2.3 Pronouns reflexive: dative relative: all cases, and use of <i>was</i> interrogative: <i>wen, wem</i> | | | | |
| 3.3.2.4 Verbs mode of address: <i>ihr</i> impersonal infinitive constructions (<i>ohne...zu...; um...zu...</i>); verbs with <i>zu...</i> eg <i>beginnen, hoffen, versuchen</i> modal: imperfect subjunctive of <i>können, sollen</i> Tenses: <ul style="list-style-type: none"> •• imperfect/simple past of common verbs •• future •• conditional: <i>würde</i> with infinitive •• pluperfect •• imperfect subjunctive in conditional clauses: <i>haben</i> and <i>sein</i>. | | | | |
| 3.3.2.5 Prepositions with genitive (most common eg <i>außerhalb, statt, trotz, während, wegen</i>) | | | | |
| 3.3.2.6 Conjunctions coordinating and subordinating | | | | |
| 3.3.2.7 Time use of <i>seit</i> with imperfect tense | | | | |
| <i>I am most confident with the following topic/topics:</i> | | | | |
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