



L-Università
ta' Malta

MATSEC
Examinations Board



SEC 16 Syllabus

German

2023

Updated on 24th January 2022

SEC 16 GERMAN

Syllabus Addendum

Mitigating factors for 2023 MATSEC Examinations Session

Changes in Subject Content	<ul style="list-style-type: none">• The Conditional will not be tested.• The possessive case can feature in texts given in the exam but will not be tested.• The simple past can feature in texts and questions keeping in mind that the verbs chosen must be those that candidates are very familiar with.
Changes in Coursework	N/A
Changes in Exam Paper(s)	No Changes

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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

What is the subject? Give a general definition.

The study of languages enriches the mind and provides opportunities and challenges of the rapidly changing world. The **German** syllabus covers and gives equal importance to the four main language skills therefore listening, speaking, reading and writing. The main focus lies on the development of communicative language competences and communicative strategies.

What does a study of the subject entail?

This subject is based on eight learning outcomes. All outcomes are distributed amongst the four skills having a number of criteria covering MQF level 2 and 3. Each scholastic year shall cover various criteria from all MQF levels. SEC German as a foreign language entails the development of the ability to communicate in both speaking and writing. It also requires that learners develop the skill to listen to and understand spoken German and to read and understand different text types.

All tasks including texts and other resources are based on familiar topics as indicated in the list of themes as shown in Appendix 3. They include language that is regularly encountered in learners' immediate environments as well as in situations that are likely to be encountered in areas where the target language is spoken.

How is the subject related to candidates' lives, to Malta, and/or to the world?

The teaching and learning of German as a foreign language is "necessary in light of the political, geographical and historical context of the Maltese Islands and the EU's emphasis on language learning and

multilingualism.” (NCF p. 52). Foreign language study entails learning how to truly communicate and connect with others. The study of a foreign language gives the individual a true opportunity when applying for a job in Malta and abroad. It provides broader access to education and information.

Learning a foreign language means that the individual apart from learning the linguistic component, will be also exposed to new cultures. It gives the opportunity to meet new and interesting people and developing lifelong friendships.

The aspirational programme learning outcomes for this subject are:

At the end of the programme, I can:

1. develop the ability to use the language effectively for purposes of practical communication: this entails the development of the four basic skills and of a sound linguistic competence;
2. develop the ability to use learning strategies (learning how to learn) and to evaluate one’s own learning: this entails fostering positive attitudes towards study, work and leisure;
3. offer insights into culture and civilisation in order to develop linguistic competencies and to foster respect for others;
4. contribute to the cognitive and affective development of the individual and enhance self-esteem;
5. provide enjoyment and develop interest towards German while stimulating one’s intellectual abilities.

List of Learning Outcomes

At the end of the programme, I can:

- LO 1. talk about a familiar subject provided I can prepare beforehand.
- LO 2. express personal opinions and exchange information on familiar subjects and matters related to everyday life.
- LO 3. react to a situation verbally (accept, refuse, agree, disagree, apologise, thank, propose, confirm etc.)
- LO 4. read straightforward factual texts on familiar subjects, identifying gist and extracting specific information.
- LO 5. understand straightforward factual information about familiar subjects provided speech is clearly articulated in a standard accent.
- LO 6. write on a range of familiar subjects.
- LO 7. communicate in writing to ask for and convey information on familiar subjects in emails, notes, messages, etc.
- LO 8. react to a situation in writing (accept, refuse, apologise, thank, propose, confirm etc.)

List of Subject Foci

1. Speaking
2. Writing
3. Listening
4. Reading

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in **GERMAN** at MQF Level 2 or 3. Level 3 is the highest level which can be obtained for this qualification.

Table 1 overleaf refers to the qualification levels on the Malta Qualifications Framework (MQF) with minor modifications to reflect specific **GERMAN** descriptors. These are generic statements that describe the depth and complexity of each MQF level of study and outline the knowledge, skills and competences required to achieve an award at Level 2 or 3 in **GERMAN**.

Knowledge involves the acquisition of basic, factual and theoretical information. Skills involve the application of the acquired knowledge and understanding to different contexts. Competences indicate sufficiency of knowledge and skills that enable someone to act in a wide variety of situations, such as whether one is competent to exercise skills with or without supervision, autonomy or responsibility.

MQF Level 2	MQF Level 3
<p>Basic factual knowledge of the fields of work or study.</p> <ol style="list-style-type: none">1. Possess good knowledge of the field of work or study;2. Is aware and interprets related information and ideas;3. Understands facts and procedures in the application of basic related tasks and instructions;4. Selects and uses relevant knowledge to accomplish specific actions for self and others.	<p>Knowledge of facts, principles, processes and general concepts in the field of work or study.</p> <ol style="list-style-type: none">1. Understands the relevancy of theoretical knowledge and information related to the field of work or study;2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in the field of work or study;3. Understands facts and procedures in the application of more complex tasks and instructions;4. Selects and uses relevant knowledge acquired on one's own initiative to accomplish specific actions for self and others.

MQF Level 2	MQF Level 3
<p>Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve related routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> 1. Has the ability to demonstrate a range of skills by carrying out a range of complex related tasks within the field of work or study; 2. Communicates basic related information; 3. Ensures related tasks are carried out effectively. 	<p>A range of cognitive and practical skills required to accomplish related tasks and solve related problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> 1. Demonstrates a range of developed skills to carry out more than one complex related task effectively and in unfamiliar and unpredictable contexts; 2. Communicates more complex information; 3. Solves basic related problems by applying basic methods, tools, materials and information given in a restricted learning environment.
<p>Work or study under supervision with some autonomy.</p> <ol style="list-style-type: none"> 1. Applies factual knowledge and practical skills to do some structured tasks; 2. Ensures one acts pro-actively; 3. Carries out related activities under limited supervision and with limited responsibility in a quality controlled context; 4. Acquires and applies basic key competences at this level. 	<p>Take responsibility for completion of related tasks in work or study and adapt own behaviour to circumstances in solving problems.</p> <ol style="list-style-type: none"> 1. Applies knowledge and skills to do some tasks systematically; 2. Adapts own behaviour to circumstances in solving related problems by participating pro-actively in structured learning environments; 3. Uses own initiative with established responsibility and autonomy, but is supervised in quality controlled learning environments; 4. Acquires key competences at this level as a basis for lifelong learning.

Learning Outcomes and Assessment Criteria

Subject Focus: Spoken production	
Learning Outcome 1:	I can talk about a familiar subject provided I can prepare beforehand.
Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.2a I can talk about a prescribed topic, by clearly developing a number of points.	1.3a I can talk about a prescribed topic by presenting ideas in a clear and linear manner. 1.3ai I can talk about a prescribed topic giving details.
1.2b I can give a reason/reasons to explain my opinion about a familiar topic.	1.3b I can justify my views on a familiar topic.
1.2c I can build coherence of most parts of a presentation through sequencing of ideas.	1.3c I can generally ensure coherence through clearly related reference to a familiar topic.

Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.2d I can use simple, often correct phrasal structures.	1.3d I can use generally correct language with some complex phrasal structures.
1.2e I can use high-frequency vocabulary.	1.3e I can use common vocabulary with some varied terms and/or expressions.
1.2f I can talk (with limited support) about past and/or future events and/or situations.	1.3f I can use expressions of time related to the past, present and future in a linear sequence of points.
1.2g I can demonstrate acceptable target-language pronunciation and intonation.	1.3g I can demonstrate generally good target-language pronunciation and intonation.

* Assessment criteria “f” outlined in Learning Outcome 1 (Spoken - Production) are to be applied also to Learning Outcomes 2 and 3 (Spoken – Interaction).

Subject Focus:	Spoken Interaction
Learning Outcome 2:	I can express personal opinions and exchange information on familiar subjects and matters related to everyday life.

Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
2.2a I can maintain simple conversations.	2.3a I can maintain conversations by asking and answering questions. 2.3ai I can, of my own accord, start a conversation by asking questions.
2.2b I can, with prompts, exchange information by asking and answering questions and making suggestions.	2.3b I can exchange information by suggesting alternatives and explain preferences. 2.3bi I can suggest and compare alternatives.
2.2c I can give my opinion about familiar subjects in everyday situations.	2.3c I can give a reason/s for my opinion/s about familiar subjects.
2.2d I can, with prompts, take part in very short social exchanges.	2.3d I take part in social exchanges carried out in clearly articulated speech.

Subject Focus:	Spoken Interaction
Learning Outcome 3:	I can react to a situation verbally (accept, refuse, agree, disagree, apologise, thank, propose, confirm etc.)

Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.2a I can react to a situation by accepting and/or declining by using simple phrases and/or sentences.	3.3a I can react to a situation by accepting and/or declining and giving a justification.
3.2b I can make a proposal in a simple way by making suggestions and/or asking for a reply.	3.3b I can suggest an alternative proposal, giving reasons.
3.2c I can, with prompts, react and express my opinions related to the situation at hand.	3.3c I can briefly justify my reactions related to the situation at hand.
3.2d I can express my feelings and/or opinions, giving reasons.	3.3d I can justify my thoughts/opinions and/or emotions.
3.2e I can compare things and/or people using simple language.	3.3e I can make comparisons between situations and/or events.
3.2f I can agree or disagree with others using fixed phrases.	
3.2g I can ask for clarification if necessary, by using simple questions and/or basic phrases.	3.3g I can ask for further information as necessary by probing the interlocutor.

Subject Focus:	Reading
Learning Outcome 4	I can read straightforward factual texts on familiar subjects, identifying gist and extracting specific information.

Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.2a I can find specific information in text/s.	4.3a I can find information in longer, detailed text/s on familiar topics.
4.2b I can identify others' views / opinions / preferences in text/s.	4.3b I can distinguish between others' views / opinions / preferences in text/s.
	4.3c I can follow the line of argument in a simple text, identifying different points of view.
4.2d I can answer referential questions on text/s.	
4.2e I can identify the main topics/themes in more detailed text/s.	4.3e I can identify the sub topics/themes in text/s.
4.2f I can follow straightforward instructions and/or directions.	4.3f I can follow detailed instructions and/or directions.
	4.3g I can skim briefly through text/s for information.

* Texts in reading may include timetables, postcards, adverts, flyers, brochures, correspondence, online content, articles, recipes, instructions/directions, etc.

Subject Focus:	Listening
Learning Outcome 5:	I can understand straightforward factual information about familiar subjects provided speech is clearly articulated in a standard accent.

Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
5.2a I can identify general information in simple texts provided speech is slowly articulated.	5.3a I can identify the general information of short texts delivered at standard speed.
	5.3b I can follow in outline clearly articulated conversations/talks by other speakers on familiar topics.
5.2c I can identify others' views/opinions/ preferences in text/s.	5.3c I can distinguish between others' views/opinions/preferences in text/s.
5.2d I can identify phrases and connected sentences provided speech is slowly articulated.	5.3d I can identify straightforward factual information provided speech is clearly articulated in a standard accent.
5.2e I can identify basic specific details in simple texts provided speech is clearly and slowly articulated.	5.3e I can identify specific details in short texts delivered at standard speed.
5.2f I can follow straightforward instructions and/or directions.	5.3f I can follow detailed instructions and/or directions.

Subject Focus:	Writing – Production
Learning Outcome 6:	I can write on a range of familiar subjects.

Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
6.2a I can write a short, simple text by using some connected sentences. e.g. 'because', 'then'.	6.3a I can write short cohesive text/texts or paragraph/paragraphs in a linear sequence using a series of connected sentences.
6.2b I can express my opinion giving one reason.	6.3b I can justify my opinion giving more than one reason.
6.2c I can use a limited range of vocabulary specific to the context.	6.3c I can make use of a good range of vocabulary specific to the context.
6.2d I can write simple sentences by spelling most high frequency words and common words.	6.3d I can spell high frequency words and most words.
6.2e I can make use of simple language structures with some control of agreement.	6.3e I can generally make use of language structures with good control of agreement.
6.2f I can make use of basic punctuation. e. g. Comma, exclamation marks.	6.3f I can make use of punctuation which is accurate enough for a text to be followed most of the time.
6.2g I can use grammatical structures with limitations in accuracy.	6.3g I can use generally accurate grammatical structures, which may be complex to some degree.

Subject Focus: Writing – Interaction

Learning Outcome 7:

I can communicate in writing to ask for and convey information on familiar subjects in emails, notes, messages, etc.

Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
7.2a I can express my feelings and/or opinions, giving one reason.	7.3a I can justify my thoughts/opinions and/or emotions, giving more than one reason.
7.2b I can describe briefly an experience/event.	7.3b I can develop relatively brief descriptions/situations moving through a logical sequence of events.
7.2c I can ask for and/or pass on information in written form using connected sentences.	7.3c I can ask and/or answer questions in order to clarify something or to give information in writing.
7.2d I can use vocabulary which is generally appropriate to the task, with some attempt at variety.	7.3d I can use a variety of mostly appropriate vocabulary.
	7.3e I can make use of very limited formal register in my writing.

Subject Focus:	Writing – Interaction
Learning Outcome 8:	I can react to a situation in writing (accept, refuse, apologise, thank, propose, confirm etc.)

Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
8.2a I can make a proposal in a simple way by making suggestions and/or asking for a reply.	8.3a I can suggest an alternative proposal, giving more than one reason.
8.2b I can give a reason for accepting/refusing.	8.3b I can justify my acceptance/refusal.
	8.3c I can express gratitude and/or apology by briefly explaining my thoughts and feelings.
8.2d I can make simple requests for clarification.	8.3d I can check and confirm information.
8.2e I can give/ask for information of immediate relevance with some detail.	8.3e I can give/ask for information about experiences, feelings and/or events with reasonable precision.
	8.3f I can explain and/or describe experiences, feelings and/or events in some detail.
8.2g I can convey basic information about a familiar experience in the past.	8.3g I can recount and/or report information about a past event/situation.

* Assessment criteria “c”, “e”, “f” and “g” outlined in Learning Outcome 6 (Writing – Production) refer to writing communicative texts are to be applied also to Learning Outcomes 7 and 8 (Writing – Interaction)

Scheme of Assessment

School candidates

School candidates shall be assessed by means of two Controlled tests.

The four language skills carry equal weighting, i.e. 25% per skill. The assessment is divided as follows:

Controlled Paper (i): 80% of the total marks (20% per language skill); comprising of two parts: an oral exam and a two-hour exam focussing on Listening, Reading and Writing. All eight Learning Outcomes are addressed in the controlled paper.

Controlled Paper (ii): 20% of the total marks (5% per language skill); comprising of two parts: an oral exam and a one-hour exam focussing on Listening, Reading and Writing. All eight Learning Outcomes are addressed in the controlled paper.

The parameters for the structure of the Controlled paper are outlined in 'Appendix 1 and 2: Controlled Assessment'.

Candidates may take notes throughout all readings, in all coursework and controlled listening tasks.

Appendices

Appendix 1: CONTROLLED ASSESSMENT (I)

Skill	Levels 2-3
	40% Level 2 + 60% Level 3
SPEAKING 25 marks	Duration: 5-7 minutes 5 minutes preparation time for tasks 1, 2, 3 Number of exercises: 3 Task 1 (5 marks) Self-presentation. Candidates to choose 4 questions/prompts from a set of questions/prompts. NO interaction needed; however, prompting may be required. (1 min) Task 2 (10 marks) Personal experience with picture prompt OR Picture comparison. Five prompting questions (past, present and future). Clear Rubric and prompts according to level. (2 min) Task 3 (10 marks) Role play, which may include ‘planning something together’ OR Discussing/answering questions about a topic with or without visual aids. (2-3 min) 3 papers: Examiners’ sheet, Candidates’ paper, Corridor sheet. Each of the 3 parts may include visuals Themes for speaking to be drawn from syllabus list of themes.
LISTENING 25 marks	Duration: 40 minutes Number of words in all texts: 550-700 Number of texts **: 3-4 Number of items: 20-25 ½, 1, 2 marks may be used Person/s conducting the recording may be a native speaker.
READING 25 marks	Duration: 40 minutes Number of tasks: 3-4 Number of words in all texts: 550-700 May contain visuals

	<p>Number of items: 20-25</p> <p>½, 1, 2 marks may be used</p> <p>In each task there may be more than one text.</p>
<p>READING and LISTENING question typologies</p>	<p>Type of questions for READING and LISTENING may include the following close-ended items (one item is equivalent to one answer):</p> <ol style="list-style-type: none"> 1. Multiple choice questions with 3 options to choose from; 2. Matching; 3. Sequencing; 4. Choosing the correct sentences which contain information present in the text/picture. Distractors should total one less than the number of correct sentences required. 5. Single words or phrases in answers. 6. Fill in grid. 7. True/False and referential answer to justify. Justification can be in multiple choice or one-word answer (1 item). Applies to READING ONLY. <p>Multiple question typologies may be used in one task. An example can be provided for each of the typologies in the exam. Tasks may contain distractors.</p>
<p>WRITING 25 marks</p>	<p>Duration: 40 minutes</p> <p>Task 1 – 40-60 (rubric to provide 3 points) *</p> <p>Task 2 – 100-130 (rubric to provide 4 points)*</p> <p>Total range of words: 140-190</p> <p>Number of tasks: 2</p> <p>Both tasks should be communicative (sms, letter, chat/dialogue, email, write/reply to an invitation, review, instructions/directions, announcement, advert etc.)</p> <p>* Unless rubric states otherwise, candidates may opt to follow or to develop their own points as long as task is addressed.</p> <p>1 title only for each task</p>

READING/LISTENING Controlled papers distribution – TYPE 1

Level 2-3

Total marks 25

Number of items: 20-25

Number of tasks: 3

Task 1 –Level 2 40% (10)

Task 2 –Level 3 30% (7)

Task 3 –Level 3 30% (8)

OR

READING/LISTENING Controlled papers distribution – TYPE 2

Level 2-3

Total marks 25

Number of items: 20-25

Number of tasks: 4

Task 1 –Level 2 20% (5)

Task 2 –Level 2 20% (5)

Task 3 –Level 3 30% (7)

Task 4 –Level 3 30% (8)

Appendix 2: CONTROLLED ASSESSMENT (II)

Skill	Levels 2-3
	40% Level 2 + 60% Level 3
SPEAKING 10 marks	Duration: 2-3 minutes 2 minutes preparation time for task 4 Number of exercises: 1 3 papers: Examiners' sheet, Candidates' paper, Corridor sheet. May include visuals Themes for speaking to be drawn from syllabus list of themes. Tasks 1-3 will be the same as the Controlled Paper (i). Controlled Paper (ii) will have an added Task in their Controlled Spoken Assessment: Task 4 (10 marks) Task 4 will be one from the below but will not be the same type already set for the main paper: Personal experience with picture prompt OR Picture comparison. Five prompting questions (past and present). Clear Rubric and prompts according to level. OR Role play , which may include 'planning something together' OR Discussing/answering questions about a topic with or without visual aids. (2-3 min)
LISTENING 10 marks	Duration: 20 minutes Number of words: 275-350 Number of texts** : 2 (10marks) Number of items: 10-14 Extra Task 1 – 4 marks each Extra Task 2 – 6 marks each Same exercise bank as reading ½, 1, 2 marks may be used Person/s conducting the recording may be a native speaker.
READING 10 marks	Duration: 20 minutes Number of tasks: 2 (10marks)

	<p>Number of items: 10-14 Number of words in all texts: 275-350</p> <p>At least one with visuals</p> <p>Extra Task 1 – 4 marks each Extra Task 2 – 6 marks each</p> <p>½, 1, 2 marks may be used</p> <p>In each task there may be more than one text.</p>
<p>READING and LISTENING question typologies</p>	<p>Type of questions for READING and LISTENING may include the following close-ended items (one item is equivalent to one answer):</p> <ol style="list-style-type: none"> 1. Multiple choice questions with 3 options to choose from; 2. Matching; 3. Sequencing; 4. Choosing the correct sentences which contain information present in the text/picture. Distractors should total one less than the number of correct sentences required. 5. Single words or phrases in answers. 6. Fill in grid. 7. *True/False and referential answer to justify. Justification can be in multiple choice or one-word answer (1 item) applies to READING ONLY <p>Multiple question typologies may be used in one task. An example can be provided for each of the typologies in the exam. Tasks may contain distractors.</p>
<p>WRITING 10 marks</p>	<p>Duration: 20 minutes Task 3 Number of words: 90-120 words Number of tasks: 1</p> <p>Task should be communicative (letter, chat, email, write/reply to an invitation, review, instructions/directions, announcement, advert) 1 title only for each task</p>

Appendix 3: Themes

Sociocultural knowledge is to be embedded in teaching and learning. Candidates will **not** be assessed on cultural content knowledge.

1. Greetings:

- different greetings according to the degree of formality which characterises the relationship
- different greetings according to the time of day
- different greetings according to the medium of communication e.g. face-to-face exchange, telephone, email, letter...
- asking someone how they are doing

2. Myself and others:

- talking about myself, family, friends and pets
- saying who they are, spelling their name
- address and contact number
- birth date / place of birth / age
- nationality and where they come from / live
- immediate family members and other relatives
- relative's occupations
- likes and dislikes e.g. their own and their relatives'
- description of people e.g. physically and character-wise
- personal relations e.g. friend, boy/girl-friend, acquaintance, other people they know

3. Leisure, hobbies and interests:

- free time, hobbies, leisure interests, and entertainment
- relationship with music, cinema, TV, online entertainment, sports, reading, attending youth groups
- express interests and preferences

4. Time and calendar:

- daily life routines, at home and at school
- traditions and habits on special occasions like feasts and celebrations
- events in the present and in the past
- telling and asking the time
- climate and weather conditions, weather forecast
- days of the week, months of the year, and seasons

5. Places (My immediate environment):

- type of dwelling – a house/ an apartment/ a building, etc and its surroundings such as a garden ...
- different rooms within the house/ building
- different places in a town/village - places of interest, entertainment e.g. cinema, restaurants and shops. Ask and give directions
- the school environment and its surroundings

- different activities at school level including a variety of subjects to study or other activities which take place within
- natural environment e.g. mountains, sea-side, country-side ...

6. Environmental awareness:

- understand and refer to environmental problems in basic terms
e.g. measures that can be taken to safeguard the environment, environmental awareness e.g. pollution, protection of living things ...

7. Travel:

- means of transport to holiday destinations
- experiences about holidays
- different lodgings such as hotels, hostels, camping sites ...
- services which can be offered by an establishment such as breakfast, dinner, types of rooms
- holiday activities

8. Food and drink:

- various types of foods associated with different meals of the day
- in a café, restaurant, grocery, supermarket ...
- food and beverages preferences
- basic vocabulary related to quantities, weights and measures

9. Healthy living/ lifestyle:

- personal health
- how a person feels physically e.g. tired, sick, hungry, in pain ...
- at the doctor's / pharmacy
- healthy lifestyle e.g. food, physical exercise, fitness ...

10. Use of Media and Technology:

- media e.g. magazines, social media, internet ...
- devices such as laptops, mobiles, tablets ...
- purposes and frequency of use of media and technology

11. Shops and shopping:

- weights, measures and sizes
- money and prices
- information on opening hours, special offers ...

12. Work and Job related matters:

- future profession and job-preferences
- part time jobs, pocket money, 'Praktikum' ...
- work location, frequency, schedules, work environment ...

Appendix 4: Glossary

LO 2

2.2a I can, maintain simple conversations.

*with prompts in level 2 means that conversation carries on with the help of the interlocutor.

LO 3

3.2a I can react to a situation by accepting and/or declining by using simple phrases and/or sentences.

*with prompts in level 2 refers to: is able to continue conversation with the help of the interlocutor.

Appendix 5: Language Content**Language Content**

- Nouns: Singular and Plural (all Genders)
- Question Words
- Ordinal and Cardinal Numbers
- The Negative Form *nicht*
- The Nominative, the Accusative and the Dative Case:
Articles (Definite/indefinite Article and in the Negative Form)
Personal, Possessive and Demonstrative Pronouns
- Prepositions taking Accusative, Dative and Two-way Prepositions
- Adjectives in the Comparative and Superlative Form
- Adjective Endings in the Nominative, Accusative and Dative Case (Definite/Indefinite Article)
- The Imperative Form (Singular and Plural, Friendly and Polite Form)
- The Present Tense of all types of verbs (Regular and Irregular Verbs) including Inseparable, Separable, Reflexive and Modal Verbs
- The Present Perfect of all types of verbs (Regular and Irregular Verbs) including Inseparable, Separable and Reflexive Verbs.

- Simple Past of the most commonly used verbs (Regular and Irregular Verbs) including Inseparable, Separable, Reflexive and Modal Verbs
- Verbs followed by Prepositions
- Verbs followed by the Dative Case
- Word Order in a main clause and in a question
- Position of expressions of Time, Manner and Place
- The Coordinating Conjunctions and the correct Word Order: *und, oder, sondern, aber and denn*
- The Subordinating Conjunctions and the correct Word Order: *als, wenn, bevor, weil, bis, seitdem, damit, dass, da, obwohl, um ... zu and während*