



Federal Office  
for Migration  
and Refugees

# Concept for a nation-wide integration course

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# Preliminary remarks

The new Immigration Act came into force on January 1, 2005. As a consequence, the measures designed to facilitate immigrant integration are now—for the first time—regulated by law.

The main thrust of state integration measures and efforts is an integration course consisting of a language course aimed at giving participants a good command of German together with an orientation course in which immigrants learn about the German legal system, history and culture.

First and foremost, the integration course aims to smooth the integration of immigrants into German society by enabling them to participate in German social life and giving them the same opportunities as their fellow citizens. A further aim is to encourage migrants to think positively about their new home by familiarizing them with German culture, history, the political values of the Constitution, the legal system and the political institutions of the democratic constitutional state.

A good command of German and familiarity with the legal and social systems are indispensable if immigrants are to enjoy equal opportunities and participate in the nation's social life. Linguistic competence considerably eases integration into the labor market and forms the foundation for a successful professional career. This is why the integration course seeks to give participants “ausreichende Sprachkenntnisse” (“a sufficient command of the language”—section 43, para. 3 German Residence Act). This is the first level of using a language independently for communication—also known as B1 within the Common European Framework of Reference language assessment scheme. Being conversant with a society's basic values together with knowledge of the legal system, history and culture not to mention its political institutions make it easier for immigrants to settle and cope in their new society and create a means of identification.

The integration course is designed to suit the learning requirements of immigrants who are past school age. In other words, it employs the customary adult education methods in teaching German as a second language. In cases where a specific didactic method and/or higher level of supervision are required, integration courses can be conceived for special target groups (youth integration courses, parent or women's integration courses, integration courses including literacy skills). Basic curricula are elaborated both for the standard integration courses and those designed for specific target groups. Basic curricula serve as a guideline for the teaching institutions and instructors conducting the courses. In addition, they facilitate the development of teaching and study materials, and are an important aspect of quality assurance and development.

In this publication the Federal Office for Migration and Refuges presents its "Concept for a nation-wide integration course" which provided guidelines for the course's formal organization, content, running and quality assurance.



# Integration course

## 1. Scope of the course

The integration courses encompasses a maximum of 630 teaching units (referred to afterwards as units) of 45 minutes per person. It comprises

- a language course of 600 units and
- an orientation course of 30 units.

The language course consists of a basic language course comprising 300 units and a follow-on course also comprising 300 units.

Participants with no previous knowledge of German generally attend all the units in the language course from the first lesson onwards, and benefit from the full contingent of 600 units. Participants can repeat parts of the course at their own expense. Those persons with a knowledge of German, who start the language course at a later stage as a result of their placement test, are still entitled to the full contingent of 600 teaching units should they not achieve the learning target of “an adequate command of German” (B1) quicker. Naturally, they too can, if necessary, repeat certain parts of the course at their own expense.

In individual cases the number of teaching units normally attended to achieve the learning objective (B1 examination) can also be reduced, either

- by students starting the course at a higher level,
- by students attending a course with a faster learning pace or
- by the instructor approving the omission of a unit/part of the course.

For the orientation course, all participants are entitled to attend 30 units.



## 2. Participants

Participants in the language course are immigrants lacking an adequate knowledge of the German language. Those attending the orientation course are either persons who have successfully completed the language course or immigrants, who already have an adequate command of German.

The composition of the course varies tremendously. Participants differ enormously as regards their learning prerequisites, their ability and previous knowledge of German.

The factors that affect participants' individual learning prerequisites are as follows:

- present level of education and previous experience of education
- motivation
- age
- knowledge and ability in their first language and other foreign languages
- socio-cultural background
- sex
- experiences as immigrants
- aim of migration (e.g., joining family members, flight, taking up employment)
- standard of living (standard of accommodation, number of family members, additional burdens—say looking after family members)
- access to the resources of a written culture
- and whether they receive support from an existing infrastructure in Germany (other family members, an ethnic/religious community or established religious institutions).

Secondly, participants differ in terms of their knowledge of German, and can be divided into:

- Immigrants with no previous knowledge of German—these persons include those whose literacy skills are inadequate or non-existent.
- Immigrants with varying levels of German.
- Immigrants whose knowledge of German is such that they would not benefit from the integration course (Level B1 and above).

### Varying courses according to learning pace

The success of the language course and efficient structure of the integration course will hinge on allowing for the great variations amongst participants. In particular, differences in language level and in participants' individual learning requirements but

also varying degrees of motivation and disparate learning targets call for a course structured to suit individual needs.

Since people learn at different speeds courses will be offered with a slow learning pace, average learning pace and fast learning pace. Courses that progress at a fast pace reach learning target B1 after just 500 units, those that progress at an average rate do so after 600 units. Courses that progress slowly are expected to reach A2 or a higher level after 600 units. Interim goals are also adjusted accordingly. The Federal Office decides on a case-by-case basis and following prior application whether participants are entitled to additional instruction.

Prior to the start of instruction participants can attend an advisory talk to ensure they attend the course best suited to their pace of learning. If this is not feasible students with no or little previous knowledge are automatically assigned to a basic course module. On completion of this they are assigned to course best suited to their pace of learning. Prior to the start of the integration course, language teaching experts will examine whether the class differentiation model described here is suitable for achieving the learning targets in the allotted number of units. In poorly developed regions, it might make sense to abandon the classification model and use a more individual approach with differentiation within each class.

### **Modular course system based on language proficiency**

Depending on the participants' language proficiency at the time of the placement test immigrants are assigned to a specific course module in the basic language course (comprising three modules of 100 units) or the follow-on course. Since participants can be placed in more advanced course modules, immigrants with prior knowledge will attend a different number of teaching units before taking the integration course examination.

Aside from ensuring participants attend the course most suitable for them the modular course system also makes for greater flexibility and transparency in the following respects: firstly, participants can more easily move between courses with different speeds of learning or between part and full-time courses (necessitated by starting work, for instance) or resume or change courses owing to a move or a break. Secondly, a modular structure increases transparency in the learning process, which the Federal Office must account for per person and per unit. The use of a uniform, standardized placement test ensures participants are assigned to the appropriate course or most suitable course module. To this end, a test specially developed by the Goethe Institute will be used.

### Special target groups

Courses for special target groups can be established as early as 2005 provided there is a sufficient number of participants. Such courses might be courses for parents and women, courses for young people (no longer of school age and not engaged in any training scheme, who are below the age of 27) and courses for immigrants with the same professional background.

Persons who must first learn to read and write have 600 units at their disposal to achieve their best possible learning target en route to B1. Special literacy course are foreseen for those with no or poor reading and writing skills.

## 3. Objectives

The language course aims to give immigrants a sufficient command of the German language for their easier integration. Participants attend a basic and follow-on language course leading to Level B1. The Common European Framework of Reference defines this as the first level in the independent use of language.

The orientation course seeks to familiarize immigrants and migrants with the basic values of German society, the legal system, history and culture so they can settle more easily and deal positively with their new situation.

## 4. Content

The integration course comprises a 600-unit language course leading via A1 and A2 to Level B1. On completion of the course immigrants should be so familiar with the language and "living conditions in the Federal Republic of Germany that they can act independently in all matters of everyday life without the assistance of intervention of another person" (section 43, para. 2 German Residence Act). This is why the language course focuses on providing guidance for everyday situations together with the requisite knowledge. The integration course also includes a 30-unit orientation course designed to provide information on the legal system, culture and history in Germany. By way of preparation, these topics should be introduced in the language course.

## 5. Methods

Instruction methods are based on the principles of adult education. The former are characterized by

- the use of teaching and study forms appropriate to adults and which involve participants in the education process as persons to be taken seriously,
- cooperative behavior between all those involved in the course,
- participant-orientation which ensures the needs of participants define and shape the education process and that content is suited to their particular situation, making for practical, meaningful orientation,
- participants assume responsibility for their learning process,
- didactics that structure learning processes so as to enable individual study and take account of autonomous acquisition strategies (empowerment didactics).

Participant-orientation means being guided by participants' wishes, interests and needs in the education process. Participants are involved in the practical planning of the course and selection of topics, methods and media. They play a role in shaping the course. Practical application assumes the content is easier to learn if it is relevant to the respective situation of participants and they can apply what they have learned on a daily basis. Participant responsibility implies the willingness to become actively involved in group-oriented and individual learning processes but also committing oneself to making an appropriate effort in order to acquire a good command of the German language.

Empowerment didactics assumes there is no single perfect method suited to every student and every learning constellation but that the instructor organizes a process, which enables every participant to learn according to his individual abilities and needs. Consequently, the instructor must be capable of encouraging and organizing this individual learning—also within the group. At the start of the course the instructor develops an individual syllabus for each participant that will allow them to achieve integration course objectives and records it in writing. By means of differentiation within each class these syllabuses are adapted and advanced to suit individual learning progress.

## 6. Placement test

Immigrants entitled to participate in an integration course and who are not capable of basic oral communication and are therefore required by the Aliens Authority to attend such a course start from the first module of the basic language course. These participants are not required to take the placement test.

Immigrants entitled to participate in an integration course and who already have some knowledge of the German language take a placement test prior to starting the course in order to determine the most suitable course module for them to start from. The test in question is the German Placement Test for Immigrants (Deutsch für Zugewanderte: Einstufungstest). Those immigrants with no or poor literacy skills attend special courses where they can acquire or improve these skills.

If the results of a placement test suggest an immigrant has language skills that cannot be further improved by the course, in other words, this person's language ability is presumably higher than B1, then this person is no longer entitled to attend the language course, but can instead take the language examination **Zertifikat Deutsch**. Immigrants with more advanced language skills are however still entitled to attend the orientation course. Those immigrants who do not achieve Level B1 are assigned to the follow-on language course.

### **Test description: German for Immigrants: Placement Test**

The placement test consists of two sections: an interview with 14 questions on education and professional qualifications and a written section with 50 tasks.

Arranged in order of increasing difficulty, the questions test the knowledge of written German. The written test encompasses the levels A1 through to B1. It comprises contextual tasks on vocabulary, grammar and reading comprehension.

### Test result and course allocation

A maximum of 50 points are possible in the written part of the test. After assessment of the tests students are allocated to a course according to the following point system:

| Number of points | Course level /course module | No. of teaching units |
|------------------|-----------------------------|-----------------------|
| 0 to 13          | basic module 1              | 0 to 100 units        |
| 14 to 26         | basic module 2              | 101 to 200 units      |
| 27 to 40         | basic module 3              | 201 to 300 units      |
| 41 to 49         | follow-on language course   | 301 to 600 units      |

Students who gain between 0 and 40 points in the test are placed in module 1 to 3 of the basic course as indicated in the chart.

Those gaining 40 to 49 points are assigned to the follow-on course. In order to assess the ability of these students more accurately, the tester takes the result of the interview into account and recommends the most suitable of the three follow-on modules.

Should the result of the written section of the placement test (50 points) and the interview suggest a student has a language level of B1, he is not entitled to participate in the language course. However, he can take the **Zertifikat Deutsch** language exam and is entitled to attend the orientation course. If a student fails the examination, he is entitled to attend the follow-on language course.

## 7. Final examination

On completion of the integration courses participants take a final examination. The examination consists of two components: a language examination (**Zertifikat Deutsch**) equivalent to Level B1 under the Common European Framework of Reference language assessment scheme and an orientation course dealing with the German legal system, history and culture. The examination tests the topics and information taught in the course. Those immigrants who have applied for naturalization or right of settlement can take the final examination without having to attend the language course. The examination serves as proof that they satisfy the conditions attached to right of residence.

# A. Basic language course

## 1. Scope of the course

The basic language course comprises 300 units and consists of three modules of 100 units each. Persons with no or little knowledge of German begin with the basic module (100 units) in which no distinctions are made regarding pace of learning. This is followed by modules 2 and 3, which gradually lead to Level A2 of the Framework.

For students capable of learning more quickly there is a basic language course comprising 250 units.

## 2. Participants

All immigrants who gain less than 41 points in the placement test are assigned to the basic language course. They are deemed to have a language ability below Level A2.

## 3. Objectives

The aim of the basic language course is that after 300 or 250 (for students who learn at a quicker pace) units, participants will have acquired language competency the Framework defines as A2.

Those who attain Level A2 are considered to have elementary practical language skills. More specifically, such students can:

- understand sentences and frequently employed expressions that occur in areas directly relevant to everyday situations. This includes talking about yourself and your family, shopping, work, direct environment, timetables, ads, brochures and simple announcements.
- The student can make himself understood in simple, routine situations requiring a simple, direct exchange of information on familiar things (e.g. asking for directions, their home, a café, their current activity).
- Participants can use simple language to describe where they come from, their training or job, their immediate surroundings and things related to direct needs.

Listening, reading, speaking, and writing skills are equally developed and integrated in the interests of achieving the afore-mentioned objective.

In terms of these four categories, participants should on completion of the basic language course be able to ...

- ... understand individual sentences, the most-commonly used words and the essential content of short, clear and simple messages—which are important for him (listening skills)
- ...read and understand short, simple texts and personal letters, and detect specific, predictable information in simple, everyday texts (reading skills).
- ... use several, short sentences and simple language to describe his immediate environment; make himself understood in routine, everyday situations through the simple exchange of information on familiar topics; establish contact through a brief conversation (speaking/interaction skills).
- ... write short, simple notes and messages; write a simple, personal letter (writing skills).

## 4. Content

The main aim of the basic language course is to give participants greater linguistic independence. This is achieved by giving course participants the basics they need to cope with typical, everyday situations and play an active role in their immediate surroundings. The language tools this requires are a command of

- vocabulary
- grammar
- topics/situations/language action patterns.

The tools that participants of the basic language course (Level A1 and A2) should acquire are defined in detail by the Framework and in the “Start Deutsch z”— examination goals and stock-taking.

The topics to be covered in the basic language course, some of which are dealt with in varying detail for Level A1 and Level A2, refer to the key areas of everyday life.

The following topics are addressed:

1. Self/social contacts
2. Home



3. Shopping/commerce/consumption
4. Eating and drinking
5. Places
6. Human body/health
7. Everyday
8. Services/offices/authorities
9. Work and profession
10. Education/training/learning
11. Mobility and traffic
12. Leisure
13. Nature and environment

## 5. Methods

Methods must cater to the situation of adult learners and take into account the basic aspects involved in acquiring a second language. The choice of methods is determined by learning objectives and learning content; in addition, a key role is played by the various aspects influencing the target group (socio-cultural factors, sex, age, attitude towards learning, previous knowledge, mother tongue proficiency etc.). As the instructor chooses the method(s), this person assumes great importance as the creator of the instruction process. Consequently, the instructor must dispose of a broad range of working, social and practice methods.

Basically lessons should be firmly action-oriented (simulation, role play), meet the target group's communicative needs (equal treatment to all communicative skills, use of special didactic, but also authentic teaching and learning materials) and have an intercultural gearing.

### **The basic aspects of second language acquisition: external factors**

Impetus and motivation to learn a second language are influenced by:

- Social and professional integration
- Communicative needs and necessities
- Residence status
- Cultural disposition and education in the family (also in educational establishments)
- Attitude to target language and German environment
- Attitude to first language (including social prestige of first language) and ability to speak several languages

- Access to second language
- Input of second language (quality, quantity, affective attendant circumstances etc.)
- Communicative opportunities (including home milieu, opportunities for meeting others, use of media)

#### **The basic aspects of second language acquisition: internal factors**

- Knowledge about language/s
- Level achieved in the first language (word formation, acquisition of written language etc.)
- Experience of language acquisition
- Language learning strategies

Given the large number of factors influencing the learning process the instructor must be highly experienced and skilled regarding methods and didactics. Consequently, the Federal Office will require all instructors who do not have a qualification in German as a foreign language or second language to gain such a qualification.

## **6. Intermediate tests**

On completion of the basic language course comprising 300 or 250 units, participants will take an intermediate test. It is also feasible to hold an intermediate test after 150 or 125 units. This test serves as an indication to participants and course instructor alike on the standard achieved to date, but also learning strategy and progress.

To this end, two tests developed by the Goethe Institute may be used: “Start Deutsch 1-z”—for Level A1 and “Start Deutsch 2-z” for Level A2. As the tests have not been officially approved they are to serve as model tests.

## B. Follow-on language course

### 1. Scope of the course

The follow-on language course covers 300 teaching units and comprises three modules of 100 units each which lead gradually to Level B1 as defined by the Framework. For students capable of learning at a faster pace the course comprises 250 units.

### 2. Participants

Participants of the follow-on language course have either completed the basic language course or already have A2 language competency as defined by the Framework and are therefore assigned directly to this more advanced course.

### 3. Objectives

It is the aim of the follow-on language course that participants—who already have a basic language knowledge defined as Level A2—can acquire knowledge and competence defined as Level B1. The course is 300 units, or 250 for those capable of learning at a faster pace.

Level B1 describes the first level of independent language use. It implies that students have the following skills:

- Participants can understand the main points when clear, standard language is used, and when conversation revolves around familiar topics from the area of work, school, leisure etc.
- Participants can cope with most of the everyday situations encountered in Germany.
- Participants can express themselves simply and coherently on familiar topics such as family and job, but also on matters of personal interest .
- Participants can report on experiences and events, describe aims and desires and give short explanations or reasons for plans and intentions.

Listening, reading, speaking, and writing skills are equally developed and integrated in the interests of achieving the afore-mentioned objective.

In terms of these four categories, participants should on completion of the follow-on language course be able to ...

- ... understand the main points when familiar things are discussed in clear, standard language; understand the main information in radio and TV broadcasts on current events and on topics relating to his work or interests provided the persons speak relatively slowly and clearly (listening skills).
- ... understand texts primarily featuring very common everyday, official or occupational language, as well as private letters that tell of events, feelings and wishes (reading skills).
- ... speak in simple, coherent sentences to describe experiences and events or talk about his hopes, dreams and aims; cope with the majority of everyday situations; participate in talks without preparation about topics familiar or interesting to him, or related to his everyday activities—such as family and work (speaking/interaction skills).
- ... write simple, coherent texts about subjects familiar or of personal interest to him; write personal letters that tell of his experiences and impressions (writing skills).

## 4. Content

In the follow-on language course, immigrants' ability to use language independently is further developed and consolidated. The language tools this requires are a command of:

- vocabulary
- grammar
- topics/situations/language action patterns

The tools that participants of the follow-on language course (Level B1) should acquire are defined in detail by the Framework and in the **Zertifikat Deutsch**—examination goals and stock-taking. The following topics are dealt with again—in greater depth:

1. Self/social contacts
2. Home
3. Shopping/commerce/consumption
4. Eating and drinking
5. Places
6. Human body/health
7. Everyday
8. Services/offices/authorities

- 9. Work and profession
- 10. Education/training/learning
- 11. Mobility and traffic
- 12. Leisure
- 13. Nature and environment

The range of topics in the follow-on language course is complemented by the following three areas:

- 14. Media/modern information technologies
- 15. Society/state/international organizations
- 16. Relationship to other peoples, cultures and ideologies

## 5. Methods

The methods used in the follow-on language course correspond to those employed in the basic language course. Additional language instruction can also take the form of project work inside or outside the classroom and under the supervision of the course instructor, provided it takes place within the allotted number of hours. The course organizer can also arrange job-oriented practical training which gives students the opportunity to use the language they have learned. This is not included in the time allotted for the course. If the course is interrupted the Federal Office should be consulted.

## 6. Practice examination

In order to specifically prepare participants for the final language examination a practice examination is conducted towards the end of the course. This allows participants to once again assess their own performance and standard; they are familiarized with the examination procedure and gain practice in task solving. The practice examination forms part of the real examination and is also known as a model examination.

# C. Orientation course

## 1. Scope of the course

The orientation course comprises 30 units.

## 2. Participants

Those persons who participate in the orientation course are immigrants who have completed the language course or immigrants who already have a sufficient knowledge of the German language and were not required to attend the language course.

## 3. Objectives

### **Develop an understanding of the German State**

Most immigrants come to Germany with specific experiences of the state in their land of origin. A key aim of the orientation course is to familiarize them with the special features of the German state (federalism, welfare state, party system). Another important aim is to develop an understanding of the institutional framework in which immigrants operate (Aliens Authority, municipal authorities) and enabling them to form a judgment on the political processes in the country that is their new home.

### **Develop a positive attitude towards the German State**

Providing information on basic values of German society, the nation's political and legal systems should encourage immigrants to view the German state positively, and enable them to better identify themselves with it.

### **Provide information on their rights and duties as residents and citizens**

Being aware of their rights of appeal is an important criterion for the integration of immigrants. Simultaneously, it must be understood that every citizen also has duties towards the general public.

**Develop the ability to inform oneself (method competence)**

Naturally, the orientation course cannot possibly provide comprehensive knowledge. Consequently, it is crucial that immigrants develop the ability to acquire information independently.

**Enable participation in social life (ability to act)**

Immigrants will only be able to become involved in the country's social life if they are familiar with the customs and way of life and their background (basic values and outlook) and can deal with them.

**Acquisition of intercultural competence**

This ability is important for all citizens but all the more so for immigrants, as—unlike those who have lived here longer—they are confronted with the necessity to operate in a foreign cultural context on a daily basis. There is no question of their renouncing their own cultural identity; rather they should become intercultural.

**4. Content**

The aim is to provide participants with a basic knowledge of the German legal system, history and culture. Special emphasis is to be placed on familiarizing immigrants with Germany's values as a democratic state and the principles of the constitutional state, as well as equal opportunities, tolerance and freedom of worship.

**Basic knowledge****Legal system**

- State structure of the Federal Republic of Germany; democracy; political influence; electoral law; standing of the federal states and communities
- Constitutional state
- Welfare state principle
- Basic rights
- Duties of citizens

**History**

- Birth and development of the Federal Republic of Germany

#### Culture

- Image of people
- Concept of time
- Rule orientation
- Religious diversity

#### **Additional information**

This basic information can be supplemented by the following, optional subjects:

#### Legal system

- Europe
- Social market economy

#### History

- European integration
- Reunification
- History of migration in Germany
- Regional history

#### Culture

- Cultural and regional diversity
- Division of home and work spheres
- Symbols



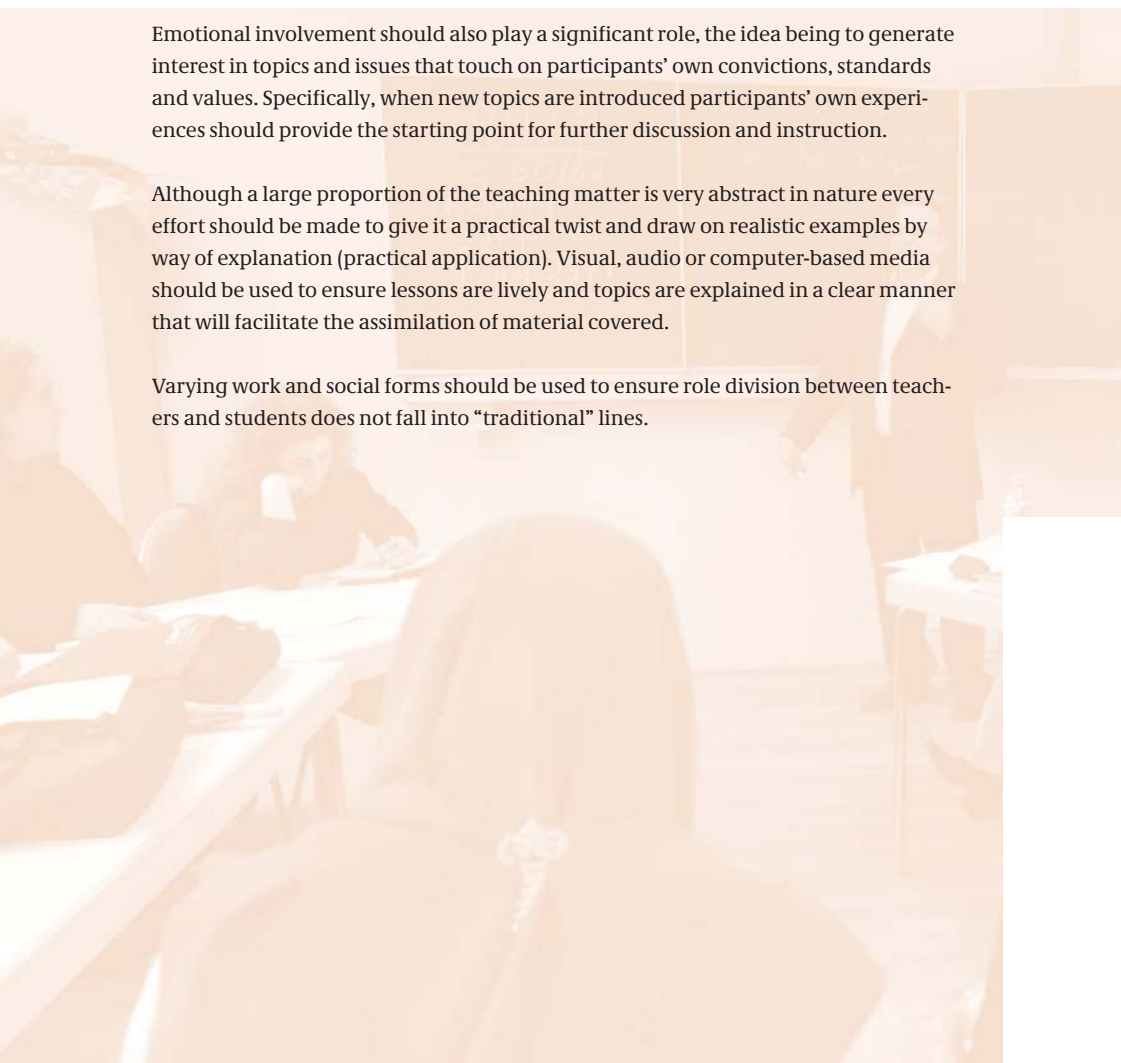
## 5. Methods

Basically, the same adult education methods are to be used for the orientation course as for the basic and follow-on language courses. Given the aims and content matter of the orientation course, lessons should place a firm emphasis on discussion and reflection.

Emotional involvement should also play a significant role, the idea being to generate interest in topics and issues that touch on participants' own convictions, standards and values. Specifically, when new topics are introduced participants' own experiences should provide the starting point for further discussion and instruction.

Although a large proportion of the teaching matter is very abstract in nature every effort should be made to give it a practical twist and draw on realistic examples by way of explanation (practical application). Visual, audio or computer-based media should be used to ensure lessons are lively and topics are explained in a clear manner that will facilitate the assimilation of material covered.

Varying work and social forms should be used to ensure role division between teachers and students does not fall into "traditional" lines.





# Final examination

## 1. Participants

Those persons that take the final examination have typically completed the integration course. It is also possible to take the language examination **Zertifikat Deutsch** without attending the language course. However, only those persons who have attended the orientation course can also take the corresponding examination.

## 2. Aim of the examination

In passing the examination participants demonstrate they have achieved the learning objectives of the integration course. In terms of language competence, passing the examination means a language level of B1 as defined by the Framework. Those that pass the examination also prove they have achieved the learning targets of the orientation course.

## 3. Content

The final examination comprises two sections: the first section consists of a language examination: **Zertifikat Deutsch** is equivalent to Level B1 as defined by the Framework. The second section is a test on the material covered in the orientation course.

The organizer can offer the latter as an oral or written test. The main criterion is that it contain questions from the three areas of basic knowledge (German legal system, history and culture).

## 4. Conducting the final examination

The final examination is conducted by an authorized institution. In special circumstances non-licensed institutions can conduct the examination in cooperation with a licensed institution.

Following the final examination the educational institution issues all participants with a certificate stating the grade they achieved in the **Zertifikat Deutsch** exam and orientation course respectively. A pass in **Zertifikat Deutsch** is awarded to all those who gain a 60 percent mark in the written and oral examinations. Those that do not gain a pass in **Zertifikat Deutsch** receive a detailed, written record of how they performed in the individual exam sections. This includes detailed information on the following skills: reading comprehension, language elements (grammar), listening comprehension, written expression and speaking.

### Examination description: **Zertifikat Deutsch**

The examination is divided into a written and an oral section. In both cases active and passive skills are tested in the form of “scenarios”. These indicate a candidate’s linguistic and communicative ability to handle various communicative tasks in various linguistic areas of activity and on a range of different topics.

#### Examination sections:

Written section (150 minutes):

- Reading comprehension (general comprehension, detailed comprehension, selective comprehension)
- Language elements
- Listening comprehension (general comprehension, detailed comprehension, selective comprehension)
- Written expression (letter)

Oral section (candidates tested in pairs, 15 minutes):

- Establishing contact
- Conversation on a (given) topic
- Jointly solving a (given) task

#### Failure in the final examination

Those that do not pass the final examination can repeat the entire exam or failed section at their own cost.

# III

## Academic supervision

In the interests of quality assurance and advancement, an academic supervision system is foreseen. The Federal Office can draw on external experts to this end. Academic supervision serves:

- to evaluate the efficiency and duration of integration,
- to evaluate and assess whether the learning objectives can be achieved within the allotted number of hours, and
- to ensure the quality and advancement of the integration course.

Academic supervision and assessment will also include testing special methods or innovative approaches. These can be tried as part of project work in courses selected by the Federal Office. This holds in particular for courses with specific target groups (Experimentation clause).



# Appendix

## Appendix 1—Diagram: Scope and Objectives of the Integration Course

| INTEGRATION COURSE (630 units) |           |            |                           |           |            |                                    |  |  |
|--------------------------------|-----------|------------|---------------------------|-----------|------------|------------------------------------|--|--|
| BASIC LANGUAGE COURSE          |           |            | FOLLOW-ON LANGUAGE COURSE |           |            | ORIENTATION COURSE                 |  |  |
| 100 units                      | 100 units | 100 units  | 100 units                 | 100 units | 100 units  | Legal system<br>Culture<br>History |  |  |
|                                |           | Aim:<br>A2 |                           |           | Aim:<br>B1 | + Aim:<br>Orientation course test  |  |  |
|                                | 300 units |            |                           | 300 units |            | 30 units                           |  |  |

## Appendix 2—Diagram: integration course (language course)— Three part course system

### Type A: Fast learning pace

| BASIC LANGUAGE COURSE |           |                            | FOLLOW-ON LANGUAGE COURSE |                            |
|-----------------------|-----------|----------------------------|---------------------------|----------------------------|
| 100 units             | 100 units | 100 units                  | 100 units                 | 100 units                  |
|                       |           | Aim: A2 after<br>250 units |                           | Aim: B1 after<br>500 units |

### Type B: Average learning pace

| BASIC LANGUAGE COURSE |           |                            | FOLLOW-ON LANGUAGE COURSE |           |                            |
|-----------------------|-----------|----------------------------|---------------------------|-----------|----------------------------|
| 100 units             | 100 units | 100 units                  | 100 units                 | 100 units | 100 units                  |
|                       |           | Aim: A2 after<br>300 units |                           |           | Aim: B1 after<br>600 units |

### Type C: Slow learning pace

| BASIC LANGUAGE COURSE |           |                            | FOLLOW-ON LANGUAGE COURSE |           |                            |                                      |
|-----------------------|-----------|----------------------------|---------------------------|-----------|----------------------------|--------------------------------------|
| 100 units             | 100 units | 100 units                  | 100 units                 | 100 units | 100 units                  | can be con-<br>tinued at<br>own cost |
|                       |           | Aim: A1 after<br>300 units |                           |           | Aim: A2 after<br>600 units | B1                                   |

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