

## Curriculum Intent

The Ecclesbourne German Department will seek to provide an inspirational, inclusive and coherent knowledge led A Level curriculum that not only allows students to understand and communicate in German, but also fosters a life-long love of the language. To achieve this, we will challenge our students to think and speak authentically by equipping all them with the knowledge and skills to succeed in language learning in the Sixth Form. We will also encourage and inspire students broaden their awareness of German speaking countries. Students will develop an appreciation of the culture and customs in the German speaking world through a wide range of topics that promote curiosity and confidence.

Students will study technological and social change in modern German society. They will study highlights of Germanic culture, including artistic movements in art and architecture and the origin and practices of German festivals. They will learn about the political landscape of the German speaking countries. Students will explore the influence of the past on the life of German speakers today. Throughout their studies, they will learn the language in the context of the German speaking world and issues and influences which have shaped it. Students will study one text and one film and will have the opportunity to carry out independent research on an area of their choice via the Individual Research Project which they begin in Year 13.

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The specification has been designed to be studied over two years. The approach is a focus on how German-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of German-speaking countries. In the second year further aspects of the social background are covered, focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the German world by focusing on young people and their political engagement. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where German is spoken, and their language skills. They will do this by using authentic spoken and written sources in German.

Students study either a play *Der Besuch der alten Dame* or a story *Die Verwandlung* and a film *Goodbye Lenin* which deal with themes such as greed and justice , family relationships and the fall of the Berlin wall respectively.

They must appreciate, analyse and be able to respond critically in writing in German to the works they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (for example, how a director uses sound and camera techniques to present the story). In addition, students following this specification will:

- develop research skills in German, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where German is spoken
- identify a key question or subject of interest and select relevant information in German from a range of authentic sources, including the internet
- use information to illustrate knowledge and understanding of the research subject

- analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.

**Curriculum Implementation**

Year	Term		Content
12	Autumn	Teacher 1	<p><b><u>Familie im Wandel – The changing family</u></b></p> <ul style="list-style-type: none"> <li><b>Beziehungen innerhalb der Familie</b> – relationships within the family</li> <li><b>Partnerschaft und Ehe</b>- Partnership and marriage</li> <li><b>Verschiedene Familienformen</b> – different types of family</li> </ul> <p><b>GRAMMAR</b> An overview and introduction to verbs and tenses The perfect tense word formation</p> <p><b>Prior learning to re-activate</b> present tense verb endings modal verbs identifying the gender of nouns</p> <p><b>GCSE topics</b> on family relations and opinions on relationships, partnerships and marriage.</p>
12	Autumn	Teacher 2	<p><b><u>Die digitale Welt – the digital world</u></b></p> <ul style="list-style-type: none"> <li><b>Das Internet</b> – the internet</li> <li><b>Soziale Netzwerke</b> – social networks</li> <li><b>Die Digitalisierung der Gesellschaft</b> – the digitalisation of society</li> </ul> <p><b>GRAMMAR</b> Using correct word order – inversion, time- manner- place Cases and prepositions Future tense Present tense used for future</p> <p><b>Prior learning to re-activate</b> Other word order rules – verb to end , verb,comma,verb Case table overview prepositions learnt at GCSE and the cases they take</p> <p><b>GCSE topics</b> on technology, social media and mobile phone technology</p>
12	Spring	Teacher 1	<p><b><u>Jugendkultur – Mode, Musik und Fernsehen</u></b> – Youth culture – fashion, music and TV</p>

			<ul style="list-style-type: none"> <li>• <b>Mode und Image</b> – Fashion and image</li> <li>• <b>Die Bedeutung der Musik für Jugendliche</b> – the meaning of music for young people</li> <li>• <b>Die Rolle des Fernsehens</b> – the role of TV</li> </ul> <p><b>GRAMMAR</b> Pronouns verbs and cases Imperative</p> <p><b>Prior learning to re-activate</b> The perfect tense Compound tenses</p> <p><b>GCSE topics</b> on The World of Work, jobs, ambitions and future plans and plans for further study or employment and work abroad.</p>
12	Spring	Teacher 2	<p><b><u>Feste und Traditionen</u></b> – Festivals and traditions</p> <ul style="list-style-type: none"> <li>• <b>Feste und Traditionen – ihre Wurzeln und Ursprünge</b> – Roots and origins of festivals and traditions</li> <li>• <b>Feste und Traditionen- ihre soziale und wirtschaftliche Bedeutung</b> – social and financial meaning of festivals and traditions</li> <li>• <b>Vielfältige Traditionen in verschiedenen Regionen</b> – traditions in different regions of the German speaking world</li> </ul> <p><b>GRAMMAR</b> Passive voice separable and inseparable verbs reflexive verbs</p> <p><b>Prior learning to re-activate</b> the verb werden – to become formation of past participles common separable and inseparable verbs at GCSE common reflexive verbs at GCSE</p> <p><b>GCSE topics</b> on festivals and traditions</p>
12	Summer	Teacher 1	<p><b><u>Kunst und Architektur</u></b> – art and architecture</p> <ul style="list-style-type: none"> <li>• <b>Künstler und Architekten</b> – Artists and architecture</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Kunst und Architektur im Alltag</b> - Art and architecture in everyday life</li> <li>• <b>Kunst und Architektur – Vergangenheit, Gegenwart und Zukunft</b> - Art and architecture of the past , the present and the future</li> </ul> <p><b>GRAMMAR</b> word order in subordinate clauses comparatives and superlatives The pluperfect tense</p> <p><b>Prior learning to re-activate</b> imperfect Formation of the past participle Irregular comparative adjectives recap and extension of subordinate conjunctions</p>
12	Summer	Teacher 2	<p><b><u>Das Berliner Kulturleben damals und heute- Berlin culture in the past and today</u></b></p> <ul style="list-style-type: none"> <li>• <b>Berlin geprägt durch seine Geschichte</b> – Berlin characterised by its culture</li> <li>• <b>Theater, Musik und Museen in Berlin</b> – Theatre , music and museums in Berlin</li> <li>• <b>Die Vielfalt innerhalb der Bevölkerung Berlins</b> – the diversity of Berlin’s population</li> </ul> <p><b>FILM: Goodbye Lenin</b></p> <p><b>GRAMMAR</b> Adjectival endings Infinitive constructions with and without ‘zu’ Imperfect tense in conditional clauses</p> <p><b>Prior learning to re-activate</b> Recap of attributive adjectives from GCSE Infinitives Imperfect tense of haben/ sein and modal verbs</p>
13	Autumn	Teacher 1	<p><b><u>LAUNCH OF THE INDIVIDUAL RESEARCH PROJECT</u></b></p> <p><b><u>Einwanderung – immigration</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Einwanderung – Immigration</u></b></li> <li>• <b>Die Gründe für Migration-</b> the reasons for migration</li> <li>• <b>Vor und Nachteile der Einwanderung</b> – the advantages and disadvantages of immigration</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Migrationspolitik</b> – migration policy</li> </ul> <p><b>GRAMMAR</b> weak masculine nouns Complex adjectival phrases Review of adjectival endings</p> <p><b>Prior learning to re-activate</b> Cases adjectival endings</p> <p><b>Integration</b> – integration</p> <ul style="list-style-type: none"> <li>• <b>Maßnahmen zur Integration</b> – steps towards integration</li> <li>• <b>Hindernisse zur Integration</b> – the barriers to integration</li> <li>• <b>Die Erfahrungen verschiedener Integrationsgruppen</b> – the experiences of different migrant groups</li> </ul> <p><b>GRAMMAR</b> Possessive and interrogative adjectives The subjunctive for reported speech Word order</p> <p><b>Prior learning to re-activate</b> Question words Using the present tense to report Word order rules</p>
13	Autumn	Teacher 2	<p><b><u>LITERATURE: Der Besuch der alten Dame/ Die Verwandlung</u></b></p> <p>Students study themes and characterisation. They are taught how to structure an essay and the language needed to write on the play/story at this level.</p>
13	Spring	Teacher 1	<p><b><u>Die Wiedervereinigung und ihre Folgen</u></b> – Reunification and its consequences</p> <ul style="list-style-type: none"> <li>• <b>Friedliche Revolution in der DDR</b> – peaceful revolution in the GDR</li> <li>• <b>Die Wiedervereinigung- Wunsch und Wirklichkeit</b> – Reunification – desire and reality</li> <li>• <b>Alte und neue Bundesländer – Kultur und Identität</b> – Old and new states – culture and identity</li> </ul> <p><b>GRAMMAR</b> Pluperfect subjunctive in the conditional- (If I had done ...then I would have ...)</p>

			<p>Case review Conditional with pluperfect and imperfect subjunctive used together</p> <p><b>Prior learning to reactivate</b> Conditional present – If I were..., then I would) Imperfect tense Pluperfect tense Uses of cases in German and the role of different nouns in the sentence</p>
13	Spring	Teacher 2	<p><b><u>Deutschland und die Europäische Union</u></b> – Germany and the European Union</p> <ul style="list-style-type: none"> <li>• <b>Die Rolle Deutschlands in Europa</b> – the role of Germany in the EU</li> <li>• <b>Vor- und Nachteile der EU für Deutschland</b> – Advantages and disadvantages of the EU for Germany</li> <li>• <b>Die Auswirkungen der EU- Erweiterung auf Deutschland</b> – the effect of EU expansion on Germany</li> </ul> <p><b>GRAMMAR</b> Perfect, Imperfect and pluperfect tenses The use of <i>da</i> + prepositions The future perfect tense</p> <p><b>Prior Learning to re-activate</b> Formation of the imperfect Recap of prepositions the verb werden .....</p> <p><b><u>Die Politik und die Jugend-</u></b> Politics and youth</p> <ul style="list-style-type: none"> <li>• <b>Politisches Engagement Jugendlicher</b> – Young people and their political involvement</li> <li>• <b>Schwerpunkte der Jugendpolitik</b> – the political priorities of Young people</li> <li>• <b>Werte und Ideale</b> – values and ideals</li> </ul> <p><b>GRAMMAR</b> The Passive voice Modal particles ( small words used to emphasise or give expression ) Variations of Word order for emphasis</p>
13	Summer	5	Preparation for speaking tests/ Revision Programme

**How you are assessed**

<b>Paper 1: Listening, reading and writing</b>
What's assessed <ul style="list-style-type: none"> <li>• Aspects of German speaking society</li> <li>• Artistic culture in the German speaking world</li> <li>• Multiculturalism in German speaking society</li> <li>• Aspects of political life in German speaking society</li> <li>• Grammar</li> </ul>
How it's assessed • Written exam: 2 hours 30 minutes • 100 marks • 50 % of A-level

<b>Paper 2: Writing</b>
What's assessed <ul style="list-style-type: none"> <li>• One text and one film or two texts from the list set in the specification • Grammar</li> </ul>
How it's assessed <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 80 marks in total</li> <li>• 20 % of A-level</li> </ul>

<b>Paper 3: Speaking</b>
What's assessed <ul style="list-style-type: none"> <li>• Individual research project</li> <li>• One of four themes ie Aspects of Germanic society or Artistic culture in the German speaking world or Multiculturalism in Germanic society or Aspects of political life in German society</li> </ul>
How it's assessed <ul style="list-style-type: none"> <li>• Oral exam: 21 – 23 minutes (including 5 minutes preparation time)</li> <li>• 60 marks in total • 30 % of A-level</li> </ul>

**Assessment Objectives**

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level German specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond: • in speech to spoken language including face-to-face interaction • in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond: • in speech to written language drawn from a variety of sources • in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

**Enrichment – How can you deepen your understanding of German?**

***Additional films that you could watch from the A Level Specification.***

- **Das Leben der Anderen** Florian Henckel von Donnersmarck (2006)
- **Die fetten Jahre sind vorbei** Hans Weingartner (2005)
- **Almanya – Willkommen in Deutschland** Yasemin Samdereli (2011)
- **Sophie Scholl – Die letzten Tage** Marc Rothemund (2005)
- **Lola rennt** Tom Tykwer (1998)

***Additional films/series that you could watch***

***Deutschland 83, 86 and 89***

***Channel 4 on demand***

***Das Boot***

***Amazon Prime***

***Willkommen bei den Hartmanns  
(Welcome to Germany)***

***Amazon Prime***

***Lola Rennt***

***Almanya – Willkommen in Deutschland***

***Additional texts that you could read from the A Level Specification.***

- Heinrich Böll **Die verlorene Ehre der Katharina Blum**
- Bertolt Brecht **Mutter Courage und ihre Kinder**
- Friedrich Dürrenmatt **Der Besuch der alten Dame**
- Max Frisch **Andorra**
- Heinrich Heine **Gedichte – Buch der Lieder**
- Jana Hensel **Zonenkinder**
- Franz Kafka **Die Verwandlung**
- Wladimir Kaminer **Russendisko**
- Siegfried Lenz **Fundbüro**
- Bernhard Schlink **Der Vorleser**

***Websites that you could use to practise your grammar skills.***

[www.german.net](http://www.german.net)

[www.nthuleen.com](http://www.nthuleen.com)

***Websites and apps that you can download and use to keep up to date with current affairs in the German speaking world.***

[www.dw.com](http://www.dw.com)

[www.spiegel.de](http://www.spiegel.de)

**Impact**

What skills will the study of German teach you?

The A Level course in German encourages students to do the following:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken



- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study.
  - equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.
  - develop their capacity for critical and analytical thinking through the language of study.
  - develop as independent researchers through the language of study.

### **What will you know and understand from your study of German?**

Students following this specification will develop their language knowledge, understanding and skills by:

- using language spontaneously to initiate communication
- asking and answering questions
- expressing thoughts and feelings
- presenting viewpoints
- developing arguments
- persuading, analysing and evaluating in speech and writing, including interaction with speakers of German.
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expressions
- using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies

- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage from German into English
- translating an unseen passage from English into German.

### **Where next – how can German support your future?**

Languages at Ecclesbourne are taught with a view to encouraging you to further study at university.

A German degree courses will enable you to further improve proficiency and understanding and can be paired with the study of an additional language including French, Spanish, Italian and Russian. As part of your university course, you may be offered the exciting opportunity of a period of study or work abroad. Often, a year abroad is crucial to cultivating a stronger grasp of the language, developing independence and strengthening interpersonal skills, all of which will be attractive to prospective employers.

Other subjects that could complement a languages degree are other humanities and arts subjects such as English literature or language, history or politics. However, there is no definitive list of subjects that could be studied alongside languages. Those who study languages are able to move into a number of different sectors due to the transferable skills acquired. One of the more popular careers is teaching, whether this is teaching your chosen language or teaching English as a second language. Another common career path that language graduates will follow is translation and interpretation. However, these are not the only career options open to those who study languages.

Other industries that welcome language graduates are the media, business, economics, public relations, finance, banking, tourism, consulting or working internationally with a charity or as part of a business that trades internationally. The communication skills acquired during a languages degree are highly sought after by many employers and can be applied across many sectors.