

# Roundwood Park School



## Knowledge Outline for KS5 German

### Aims

The KS5 German curriculum prepares students for the **AQA A level in German** and for **further study/use of the language**. During the course students will:

- 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 German 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.

### Assessment objectives

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.**

# AQA German A Level Scheme of Work: Year 12

	Teacher 1 (2 Hours)	Teacher 2 (2 Hours)	Teacher 3 (1 Hour)
Autumn 1	<b>Aspects of German-speaking society:</b>  <b>The digital world (Die digitale Welt)</b> <ul style="list-style-type: none"> <li>Das Internet</li> <li>Soziale Netzwerke</li> <li>Die Digitalisierung der Gesellschaft</li> </ul>	<b>Aspects of German-speaking society:</b> <b>The changing state of the family (Familie im Wandel)</b> <ul style="list-style-type: none"> <li>Beziehungen innerhalb der Familie</li> <li>Partnerschaft und Ehe</li> <li>Verschiedene Familienformen</li> </ul>	<b>Grammar</b>
Autumn 2	<b>Aspects of German-speaking society:</b>  <b>Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)</b> <ul style="list-style-type: none"> <li>Mode und Image</li> <li>Die Bedeutung der Musik für Jugendliche</li> <li>Die Rolle des Fernsehens</li> </ul>	<b>WORKS: Film</b>  <b>Das Leben der Anderen</b>  <b>FLORIAN HENCKEL von DONNERSMARCK</b>	<b>Grammar</b>
Spring 1	<b>Artistic culture in the German-speaking world</b>  <b>Festivals and traditions (Feste und Traditionen)</b> <ul style="list-style-type: none"> <li>Feste und Traditionen – ihre Wurzeln und Ursprünge</li> <li>Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute</li> <li>Vielfältige Feste und Traditionen in verschiedenen Regionen</li> </ul>		<b>Translation</b>
Spring 2	<b>Artistic culture in the German-speaking world</b>  <b>Art and architecture (Kunst und Architektur)</b> <ul style="list-style-type: none"> <li>Künstler und Architekten</li> <li>Kunst und Architektur im Alltag</li> <li>Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft</li> </ul>		<b>Translation</b>

Summer 1	<b>Multiculturalism in German-speaking society</b>  <b>Integration (Integration)</b> <ul style="list-style-type: none"> <li>• Maßnahmen zur Integration</li> <li>• Hindernisse für die Integration</li> <li>• Die Erfahrungen verschiedener Migrantengruppen</li> </ul>	<b>Artistic culture in the German-speaking world</b>  <b>Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)</b> <ul style="list-style-type: none"> <li>• Berlin – geprägt durch seine Geschichte</li> <li>• Theater, Musik und Museen in Berlin</li> <li>• Die Vielfalt innerhalb der Bevölkerung Berlins</li> </ul>	<b>WORKS: Play</b>  <b>Der Besuch der alten Dame</b>  <b>FRIEDRICH DURRENMATT</b>
Summer 2	<b>Multiculturalism in German-speaking society</b> <b>Racism (Rassismus)</b> <ul style="list-style-type: none"> <li>• Die Opfer des Rassismus</li> <li>• Die Ursprünge des Rassismus</li> <li>• Der Kampf gegen Rassismus</li> </ul>	<b>Multiculturalism in German-speaking society</b>  <b>Immigration (Einwanderung)</b> <ul style="list-style-type: none"> <li>• Die Gründe für Migration</li> <li>• Vor- und Nachteile der Einwanderung</li> <li>• Migrationspolitik</li> </ul>	

Assessments: Year 12		Skills
September:	Target setting & Grammar self- audit	Oral Presentations  Debating  Reported speech  Research using the internet & printed resources  Structuring a written response in German  Essay writing  Making notes whilst listening  Speaking from notes  Different registers  Using synonyms & antonyms  Giving & justifying opinions  Vocabulary building  Structuring extended essays  Using statistics
October:	Core Skills Assessment: grammar learning check	
	Assessment : Famille  Self-assessment & target setting	
November	W: Essay on Bonjour Tristesse	
December	Assessment : Digital word & Fashion and trends	
	Self-assessment & target setting	
January	Grammar Assessment included in internal assessment period (all skills)	
February	2 <sup>nd</sup> February: Consultation Evening	
	Assessment B: L, R, W & Sp	
March	Assessment: Feste und Traditionen	
April	Class & Homework	
May	Assessment: Kunst	
June/July	<b><u>Summer Exam</u></b>	
	R&L: Exam style questions (taken from old spec)	
	S: Stimulus card & discussion	
	W: Essay on Das Leben der Anderen	
<b><u>Informal Formative Assessment:</u></b>  Mini Speaking Assessment contribution to class debates  R & L activity from Textbooks  Folder check  Mini essays (homework & timed in class)  Grammar & vocabulary learning checks		

# AQA German A Level Scheme of Work Year 13

	Teacher 1 (2 Hours)	Teacher 2 (1 Hour)	Teacher 3 (1 hour)	Independent Study (1 hour)
Autumn 1	<b>Aspects of political life in the German-speaking world</b> <b>Politics and youth (Die Politik und die Jugend)</b> <ul style="list-style-type: none"> <li>• Politisches Engagement Jugendlicher</li> <li>• Schwerpunkte der Jugendpolitik</li> <li>• Werte und Ideale</li> </ul>	Aspects of political life in the German-speaking world <b>Germany and the European Union</b> (Deutschland und die Europäische Union) <ul style="list-style-type: none"> <li>• Die Rolle Deutschlands in Europa</li> <li>• Vor- und Nachteile der EU für Deutschland</li> <li>• Die Auswirkungen der EU-Erweiterung auf Deutschland</li> </ul>	<b>WORKS: Play</b>  <b>Der Besuch der alten Dame</b>  <b>FRIEDRICH DURRENMATT</b>	<b>Independent Research Project:</b>  <i>“Students must identify a subject or a key question which is of interest to them and which related to a country or countries where German is spoken. They must select relevant information in German from a range of sources including the internet. The aim of the research project is to develop research skills.</i>  <i>Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their finding, in order to present and discuss them in the speaking assessment.</i>  <i>Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.</i>  <i>Students.....should each choose a different subject for their research....”</i>
Autumn 2	<b>Aspects of political life in the German-speaking world</b> <b>German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)</b> <ul style="list-style-type: none"> <li>• Friedliche Revolution in der DDR</li> <li>• Die Wiedervereinigung – Wunsch und Wirklichkeit</li> <li>• Alte und neue Bundesländer – Kultur und Identität</li> </ul>			
Spring 1	<b>Revision and Topic Top-up</b>  <b>Skills Development : Listening &amp; Reading</b>	<b>Revision and Topic Top-up</b>  <b>Skills Development : Writing &amp; Speaking</b>	<b>Revision and Topic Top-up</b>  <b>Skills Development : Writing &amp; Speaking</b>	
Spring 2	<b>Revision and Topic Top-up</b>  <b>Skills Development : Listening &amp; Reading</b>	<b>Revision and Topic Top-up</b>  <b>Skills Development : Writing &amp; Speaking</b>	<b>Revision and Topic Top-up</b>  <b>Skills Development : Writing &amp; Speaking</b>	

Assessment Opportunities Year 13 - TBC		Skills
September:	Target setting & Grammar self- audit	
October:	Draft presentation of Individual Research Project	
	Mini- résumé & Assessment	
	Self-assessment & target setting	
November	Mock Exam	
December	Assessment	
	Self-assessment & target setting	
January	Grammar Assessment/self -audit	
February	Mock 2: L, R, W & Sp	
March	Assessment:	
April	Class & Homework	<p>Oral Presentations</p> <p>Debating</p> <p>Reported speech</p> <p>Research using the internet &amp; printed resources</p> <p>Structuring a written response in German</p> <p>Essay writing</p> <p>Making notes whilst listening</p> <p>Speaking from notes</p> <p>Different registers</p> <p>Using synonyms &amp; antonyms</p> <p>Giving &amp; justifying opinions</p> <p>Vocabulary building</p> <p>Structuring extended essays</p> <p>Using statistics</p>
May	Mock 3: L, R, W & Sp	
June	<b><u>A Level Exam</u></b>	
	<b><u>Paper 1:</u></b> Listening, Reading & Writing 2hours 30 mins 50%	
	<b><u>Paper 2:</u></b> Writing (Film/Play) 2 hours 20%	
	<b><u>Paper 3:</u></b> Speaking 21-23 mins 30%	