

## Subject overview: KS5 German

### Subject Rationale (Intent)

**The MFL department aims for every student to have a strong basis in grammar and memorisation skills and increase their ability to make connections between different areas of study. Throughout all key stages there is a deep desire to enhance the breadth of cultural capital of all students and create truly global citizens.**

In German our primary goal is to turn our students into confident, accurate and independent users of German. However, we also place great importance on developing their capacity for critical thinking and deepening their appreciation of the significant societal changes that have taken place in the German-speaking world over the past 100 years. In year 13 we intend to develop the cultural and cognitive flexibility of our students through their Independent Research Projects which act as an effective springboard for future university study.

The blended learning approach in the MFL curriculum facilitates a high level of challenge for all students be it through differentiated Google Classroom lessons or the use of a plethora of digital platforms, such as Seneca Learning, Memrise or Word Wall. Within lessons, students are pushed through the use of audio-visual resources to stretch their ability to recognise authentic language use. In key stage 5, the onus is on students to learn and develop a deeper understanding of complex grammatical structures independently, for further use in class activities. This form of flipped learning ensures that the highest level of skill can be accessed in lesson time. Flipped learning is also used to push students to develop a greater understanding of current trends in relation to the language and countries being studied, which is key to the speaking exams in year 12 and 13.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills in As and in A2. However in A2 students will also have the opportunity to carry out independent research on an area of their choice.

### Exam Specification

We follow the AQA AS and A2 German course 7661 and 7662. Over the two year course students develop their linguistic skills alongside their understanding of the culture and society of countries where German is spoken.

Students study social and technological change alongside highlights of German-speaking artistic culture, including music and cinema. Students also explore the influence of the past on present-day German-speaking communities

Throughout their studies, they will learn the language in the context of German-speaking countries and the issues and influences which have shaped them.

Students will study a text or a film for AS and will study both for A2.

**YEAR 12**

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching that topic and how does it link to prior learning?)	Main method of assessment
<b>Term 1:1</b>	<p>Familie im Wandel (1)</p> <ul style="list-style-type: none"> <li>• <i>Beziehungen innerhalb der Familie</i></li> <li>• <i>Partnerschaft und Ehe</i></li> <li>• <i>Verschiedene Familienformen</i></li> </ul> <p>Die digitale Welt (2)</p> <ul style="list-style-type: none"> <li>• <i>das Internet</i></li> <li>• <i>Soziale Netzwerke</i></li> <li>• <i>Die Digitalisierung der Gesellschaft</i></li> </ul>	<p>We begin with the familiar topic of family as students have studied this topic at GCSE. However, we also explore the sociological aspects of the changing role of family over time. This is particularly interesting for students to begin their course with as they are quickly drawn to make comparisons between the German-speaking countries and the UK in relation to divorce, adoption, single-parent families, blended families and civil partnerships.</p> <p><i>Die digitale Welt</i> is studied with the second A Level teacher. As a core KS4 topic, students are familiar with the core vocabulary however, we also make use of the topic to explore the moral and ethical roles of technology in German-speaking society and highlight the different rules and regulations relating to cyber protection in the different countries across the German-speaking countries.</p> <p>These themes have been studied at KS3 and 4 but the focus now is far more on the German-speaking world and current trends, laws and social changes. It is imperative that students understand the most recent current trends in German-speaking society.</p> <p>The exam board requires us to teach these compulsory topics to introduce the following grammatical points, themes and skills:</p> <ul style="list-style-type: none"> <li>• 1st and 3rd person</li> <li>• regular verbs, strong irregular verbs</li> <li>• Modal verbs</li> <li>• reflexive verbs</li> <li>• separable verbs</li> <li>• family life</li> <li>• family problems</li> <li>• The changing face of the family unit</li> <li>• The internet and its pros and cons</li> <li>• Tenses</li> <li>• Nominative, accusative, dative and genitive cases and adjective endings</li> <li>• Cases and prepositions</li> </ul>	<p>Listening and summary writing Reading Translation Speaking - photo card and development of extensive examples from the German-speaking world to support the third bullet point in oral cards.</p>
<b>Term 1:2</b>	Jugendkultur (3)	We align the topics of Youth Culture with Fashion and traditions as the topics require that students develop a deeper understanding of the German-speaking countries over time.	Listening and summary writing Reading

	<ul style="list-style-type: none"> <li>• <i>Mode und Image</i></li> <li>• <i>Die Bedeutung der Musik für Jugendliche</i> <ul style="list-style-type: none"> <li>• <i>Die Rolle des Fernsehens</i></li> </ul> </li> </ul> <p>Feste und Traditionen (4)</p> <ul style="list-style-type: none"> <li>• <i>Ihre Wurzeln und Ursprünge</i></li> <li>• <i>Ihre soziale und wirtschaftliche Bedeutung</i></li> <li>• <i>Vielfältige Traditionen in verschiedenen Regionen (start topic)</i></li> </ul>	<p>The exam board requires us to teach these compulsory topics to introduce the following grammatical points, themes and skills:</p> <ul style="list-style-type: none"> <li>• Themes: Discuss fashion and the importance of image, talk about different types of music, talk about different types of television programmes and potential future developments.</li> <li>• Explain the roots and origins of festivals in German-speaking countries; the social and economic importance of festivals and traditions in Germany; explore the diversity of festivals and traditions in German-speaking countries.</li> <li>• Future and conditional tense (including modal verbs)</li> <li>• Perfect tense: regular and irregular, <i>sein</i> and <i>haben</i></li> <li>• Word order- subordinating and coordinating conjunctions</li> <li>• Main and sub clauses</li> <li>• TMP rule</li> <li>• Separable and inseparable verbs</li> <li>• Reflexive verbs</li> <li>• Use of the Imperative</li> </ul>	<p>Translation to and from TL. Speaking - photo card and development of extensive examples from the German-Speaking world to support the third bullet point in oral cards.</p>
<p><b>Term 2:1</b></p>	<p>Film : <i>Das Leben der Anderen</i> or <i>Good Bye Lenin</i></p> <ul style="list-style-type: none"> <li>• <i>Charakter</i></li> <li>• <i>Schlüsselszenen</i></li> <li>• <i>Themen und Techniken</i> <ul style="list-style-type: none"> <li>• <i>Botschaft</i></li> </ul> </li> </ul> <p>Kunst und Architektur (5)</p>	<p>We teach the topics of architecture and the film, “<i>Das Leben der Anderen</i>” or “<i>Good Bye Lenin</i>” concurrently as this helps to support the visual appreciation and commentary that students can apply to the backdrop in the film.</p> <p>The exam board requires us to teach these compulsory topics to introduce the following grammatical points, themes and skills:</p> <ul style="list-style-type: none"> <li>• Discuss the influence of art and architecture today; how contemporary architecture and art shape our everyday life.</li> <li>• Discuss and understand developments in art and architecture from</li> </ul>	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the German-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing examination at AS</p>

	<ul style="list-style-type: none"> <li>• <i>Künstler und Architekten</i></li> <li>• <i>Kunst und Architektur im Alltag</i></li> <li>• <i>Vergangenheit, Gegenwart und Zukunft</i></li> </ul>	<p>past to present and into the future.</p> <ul style="list-style-type: none"> <li>• imperfect tense, pluperfect tense</li> <li>• passive voice, comparatives and superlatives</li> <li>• Revisiting cases and adjective endings</li> <li>• Relative clauses</li> <li>• Subjunctive 1 and 2 in indirect speech</li> </ul>	
<b>Term 2:2</b>	<p>Das Berliner Kulturleben damals und heute (6)</p> <ul style="list-style-type: none"> <li>• <i>Berlin – geprägt durch seine Geschichte</i></li> <li>• <i>Theater, Musik und Museen</i></li> <li>• <i>Die Vielfalt der Bevölkerung Berlins</i></li> </ul>	<p>We teach this topic as our final one as it really brings students into present day Germany and encapsulates all of the historical references bound up in the film studied in term 2:1.</p> <p>Heritage will have been broadly seen as part of holidays and tourism at KS4 and as part of enrichment activities at KS3 but the historical significance of Berlin will not have been studied before this point.</p> <p>Berlin is a compulsory component of the AS course and is used as a key to all of the core elements of study be it the arts, history or social issues, movements and trends.</p> <p>Key areas of investigation are:</p> <ul style="list-style-type: none"> <li>• Checkpoint Charlie</li> <li>• The Berlin Wall</li> <li>• Those seeking asylum in the West</li> <li>• The pros and cons of being a cultural hub</li> <li>• The fall of the Berlin Wall</li> <li>• The image and the reality of Berlin</li> <li>• LGBT</li> <li>• Which side is better for tourists - the East or the West?</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• The passive voice- introduced</li> <li>• Infinitive constructions with and without zu</li> </ul>	<p>Listening and summary writing Reading Translation Speaking - photo card and development of extensive examples from the German-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing examination at AS</p>
<b>Term 3:1</b>	<ul style="list-style-type: none"> <li>• Orals and Exam Revision</li> </ul>	<p>Recapitulation of all of the topics and timed skills practice in preparation for the AS papers in June and the speaking exam in May.</p>	<p>Listening and summary writing</p>

			<p>Reading Translation Speaking - photo card and development of extensive examples from the German-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing examination at AS</p>
<p><b>Term 3:2</b></p>	<p>Start literary text - <i>Der Besuch der alten Dame</i> by Dürrenmatt</p> <p>Preparation for the IRP</p>	<p>In the second phase of this term we intend to introduce students to their first literary text. Whilst extracts have been used at KS4 pupils will never have read a book in German before.</p> <p>Students will be expected to research the writer of the text and his background as this will also complement the work done on <i>Der Besuch der alten Dame</i> or <i>Good Bye Lenin</i> and establish a deeper understanding of German history across a period of time.</p> <p>Literary texts and action research projects have not been part of the KS3 or 4 curriculum in languages and are hence seen for the first time at KS5.</p> <p>A series of action research tutorials will be offered to enable students to begin the process of determining their preferred research project for their speaking assessment in A2.</p> <p>This research will form part of their flipped learning over the summer holiday of year 12 into year 13.</p> <p>The action research is to be supported through practice research on a German artist / architect e.g. Bauhaus, Hundertwasser, Paul Klee or open-ended questions like: Who is the German Banksy? Or recent trends in architecture in DÖS - e.g. <i>ökologische Bauten, moderne Gebäude in Düsseldorf-Restaurierung von Plattenbauten / Fachwerkhäusern</i></p>	<p>Evaluation of IRP research and approval of titles by the examination board.</p>

**YEAR 13**

<b>Term</b>	<b>Topic sequence (What are you teaching?)</b>	<b>Topic sequence rationale (Why are you teaching that topic and how does it link to prior learning?)</b>	<b>Main method of assessment</b>
<b>Term 1:1</b>	<p>Einwanderung (1)</p> <ul style="list-style-type: none"> <li>● <i>Die Gründe für die Migration</i></li> <li>● <i>Vor- und Nachteile der Einwanderung</i></li> <li>● <i>Migrationspolitik</i></li> </ul> <p>Complete literary text - <i>Der Vorleser</i> by Bernhard Schlink</p> <ul style="list-style-type: none"> <li>● Main and secondary characters</li> <li>● Relationships</li> <li>● Historical background</li> <li>● Vergangenheitsbewältigung</li> <li>● Main themes</li> <li>● Leitmotive</li> <li>● Stylistic means</li> <li>● The reception of the book</li> </ul>	<p>In year 13 we ensure that the text is studied first as this then enables students to practice writing on the text from the very start of the year.</p> <p>The first A Level teacher teaches the topic of immigration, and integration as we feel that it is the most useful way to contextualise the past by referring to present day Germany and the significant ways in which Merkel has endeavoured to create a different future legacy for Germany.</p> <p>All of the units we teach are compulsory with the exception of the film and book options where we have a selection from which to choose.</p> <p>Themes - why people migrate and the advantages and disadvantages of immigration for the immigrants and the country of destination. Examine issues affecting a country's migration policies, with particular reference to current migration issues in German-speaking countries. Discuss the impact of racism on its victims.</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Complex adjectival phrases and adjective endings- revisited</li> <li>● Nominative, accusative, dative and genitive cases revisited</li> <li>● Prepositions with cases and dual case prepositions revisited</li> <li>● Weak masculine nouns</li> <li>● Perfect and imperfect tenses- revisited with a focus on vowel changes and strong verbs in the imperfect tense</li> <li>● Passive voice- revisited</li> </ul>	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the German-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing examination at A2</p> <p>IRP review</p>
<b>Term 1:2</b>	<p>Integration (2)</p> <ul style="list-style-type: none"> <li>● <i>Maßnahmen zur Integration</i></li> <li>● <i>Hindernisse für die Integration</i></li> <li>● <i>Die Erfahrungen verschiedener Migrantengruppen</i></li> </ul>	<p>Integration and racism are placed in the second half of term one to enable students to move from the philosophical arguments for and against migration to the tangible, actual realities of immigration, integration and racism.</p> <p>Themes :</p> <ul style="list-style-type: none"> <li>● How does the German government promote integration of refugees and migrants?</li> <li>● Discuss elements which prevent integration</li> <li>● Discuss and compare positive and negative experiences of migrants</li> </ul>	<p>Listening and summary writing Reading Translation Speaking - photo card and development of extensive examples from the German-</p>

	<p>Rassismus (3)</p> <ul style="list-style-type: none"> <li>• <i>Die Opfer des Rassismus</i></li> <li>• <i>Die Ursprünge des Rassismus</i></li> <li>• <i>Der Kampf gegen Rassismus</i></li> </ul> <p>Preparation for the IRP</p>	<p>and refugees in Germany, with reference to recent immigration and the experiences of recent migrants from Syria</p> <ul style="list-style-type: none"> <li>• Discuss origins of racism and how people fight against it</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Use possessive and interrogative adjectives / pronouns-revisited</li> <li>• Modal verbs, reflexive verbs, separable verbs- revisited</li> <li>• Word order and subordinate clauses revisited</li> <li>• Revision of subjunctive in reported speech</li> <li>• Pluperfect-revisited</li> </ul> <p>Refinement of action research project - checking scope of title and progress.</p>	<p>speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing examination at A2</p> <p>IRP review</p>
<p><b>Term 2:1</b></p>	<p>Deutschland und die Europäische Union (4)</p> <ul style="list-style-type: none"> <li>• <i>Die Rolle Deutschlands in Europa</i></li> <li>• <i>Vor- und Nachteile der EU für Deutschland</i></li> <li>• <i>Die Auswirkungen der EU-Erweiterung für Deutschland</i></li> </ul> <p>Die Wiedervereinigung und ihre Folgen (6)</p> <ul style="list-style-type: none"> <li>• <i>Friedliche Revolution in der DDR</i></li> <li>• <i>Die Wiedervereinigung - Wunsch und Wirklichkeit</i></li> <li>• <i>Alte und neue Bundesländer - Kultur und Identität</i></li> </ul>	<p>We have adopted a chronological approach to our themes and hence have left the European Union and political engagement to the second term. Students need to appreciate a range of historical contexts particular to Germany in order to measure the relative success of modern day German politics.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• Discuss how the EU has evolved and Germany's role within it</li> <li>• Discuss advantages and disadvantages of the EU for Germany</li> <li>• Understand the impact of EU expansion for Germany</li> <li>• understand these topics in the light of recent developments (Brexit) and potential future developments</li> <li>• Discuss the events and developments which led to German reunification</li> <li>• contrast the desired and actual outcomes of reunification</li> <li>• Understand the culture and identity of the old and new federal states; how unified does Germany feel, 30 years on?</li> </ul> <p>Grammar:</p> <p>Use the future perfect tense-introduced Use da(r) + preposition- introduced Past subjunctive- introduced Imperfect and pluperfect subjunctive- introduced</p>	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the German-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing</p> <p>IRP review</p>
<p><b>Term 2:2</b></p>	<p>Die Politik und die Jugend (5)</p> <ul style="list-style-type: none"> <li>• <i>Politisches Engagement</i></li> </ul>	<p>Themes:</p> <ul style="list-style-type: none"> <li>• How and to what extent do young people engage in politics?</li> <li>• Discuss priorities for youth politics in Germany.</li> </ul>	<p>Listening and summary writing Reading</p>

	<p><i>Jugendlicher</i></p> <ul style="list-style-type: none"> <li>• <i>Schwerpunkte der Jugendpolitik</i></li> <li>• <i>Werte und Ideale</i></li> </ul> <p>Film and literary text revision</p>	<ul style="list-style-type: none"> <li>• Discuss the priorities for young people and the role of pressure groups.</li> </ul> <p>This topic involves significant recapitulation of AS topics:</p> <ul style="list-style-type: none"> <li>- Familie</li> <li>- Die digitale Welt</li> <li>- Jugendkultur</li> <li>- Feste und Traditionen</li> <li>- Kunst und Architektur</li> <li>- Das Berliner Kulturleben</li> </ul>	<p>Translation Speaking - photo card and development of extensive examples from the German-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing IRP Practice</p>	
<b>Term 3:1</b>	<ul style="list-style-type: none"> <li>• Orals and Exam Revision</li> </ul>	<p>Recapitulation of all of the topics and timed skills practice in preparation for the A2 papers in June and the speaking exam in May.</p>	<p>Listening and summary writing Reading Translation Speaking - photo card and development of extensive examples from the German-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing</p>	
<b>Term 3:2</b>	Public exams	Public exams	Public exams	Public exams