

## Subject Curriculum Overview for Academic Year 2022/2023

Subject: German		Subject Leader: Jacqueline Whitton	Year Group: 12	AUTUMN TERM 1
Topic	Key Learning Points		Key Vocabulary	Assessments
<p><b>Introduction to A level</b></p> <p><b>Module 1 Familie im Wandel</b></p> <p><b>Module 3 Jugendkultur</b></p>	<p><b>Note: In Year 12, students study two modules at the same time with different teachers so the order of learning points is only indicative of sequencing</b></p> <ol style="list-style-type: none"> <li>1. Organise German A level folder and use it effectively to categorise and retain work</li> <li>2. Use online material such as Kerboodle audio and Deutsche Welle videos independently to develop listening skills and access current affairs in Germany</li> <li>3. Speak weekly with FLA, learning both general conversation skills and to give opinions on the topics studied this term in German speaking countries.</li> <li>4. Assimilate cultural facts for written/oral work to meet AO4 Cultural Knowledge criteria</li> <li>5. Revisit all present tense – irregular, reflexive, modal and separable/inseparable verbs.</li> <li>6. Revisit perfect tense including irregular verbs and the imperfect tense in a literary text</li> <li>7. Recall key vocab for relationships and discuss problems within the family</li> <li>8. Understand the recent changing roles and expectations for partnerships</li> <li>9. <u>Culture</u>: Name the different type of families and discuss the relevant information about marriages/civil partnerships in Germany, Austria or Switzerland</li> <li>10. Recognise a wide range of connectives and their word order implications</li> <li>11. Recall clothes vocab and discuss fashion as a positive and negative influence on young people including specialist vocab for eating disorders</li> <li>12. Discuss the personal and social importance of music to young people and themselves</li> <li>13. <u>Culture</u>: Research and give a short presentation on a German singer or band</li> <li>14. Debate the advantages and disadvantages of television and its future role</li> <li>15. Understand and use a range of appropriate A level verbs in speaking and writing</li> <li>16. Begin to incorporate high-level structures, such as infinitive constructions and relative pronouns in work to raise the level of language</li> <li>17. Understand how to summarise a listening passage, selecting key information and ideas</li> <li>18. Understand how to summarise a reading passage from a text to meet criteria and length. Know how to lift vocab from text, but also manipulate verbs and use synonyms</li> <li>19. Know how the mark scheme is applied to listening and reading summaries.</li> <li>20. <u>Assessment</u>: Know how to prepare and answer questions on photo cards with FLA</li> </ol> <p><b>Extensions</b></p> <ul style="list-style-type: none"> <li>• Exposure to challenging current, authentic material, music and film</li> <li>• When listening or reading, note extra details to share with class</li> </ul>		<p>The extent of the vocabulary cannot be defined in an exhaustive list. On top of the vocabulary listed in the Student book, students will be encouraged to explore and extend their vocabulary and knowledge through independent reading.</p>	<p><b>Half term 1:</b> Cumulative Listening and Reading Assessments on Module 1 Familie + Module 3 Jugendkultur (both current)</p>





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Subject: German		Subject Leader: Jacqueline Whitton	Year Group: 12	SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>Book and Film studies</b></p>	<ol style="list-style-type: none"> <li>1. Key vocabulary to discuss films and literature in German.</li> <li>2. <u>Culture</u>: Recall key dates and events in German history after 1945 to understand the historical and social context of the book and film</li> <li>3. <u>Culture</u>: Be aware of the main political developments in East Germany and Russia and the effects on everyday life for the citizens of East Berlin, the setting for both book and film.</li> <li>4. Know the general themes in the book and film and then focus on two selected themes for in depth study in year 12</li> <li>5. Know how to organise ideas in a clear structure and show analysis in an A level film/ literary essay using PEA and how this is reflected in the year 12 essay mark scheme.</li> <li>6. Write accurately at length about an aspect of a film and book, analysing a specific theme and expressing personal opinions with justification and evidence (PEA)</li> <li>7. Understand the requirements of formal language and asking questions during the AS speaking exam</li> <li>8. Discuss photo cards freely with the FLA and make references to German/ Austrian and Swiss culture with examples and statistics where appropriate</li> <li>9. Discuss and give opinions spontaneously on topics and a range of contemporary issues</li> <li>10. Formulate a revision plan and organise work in order to prepare for the AS exam</li> <li>11. Summarise a passage to given criteria, based on a range of reading texts and audio</li> <li>12. Transfer information in translations with a high degree of accuracy</li> <li>13. Use exam strategies and understand exam board criteria in order to maximise success</li> <li>14. Know the A level mark schemes for photo cards (speaking), translations into English and German and summaries (listening and reading)</li> <li>15. Know how to revise for the AS end of year exam.</li> </ol> <p><b>Exam skills</b></p> <ol style="list-style-type: none"> <li>15. Understand what the Individual Research Project (IRP) is and its role in the A2 oral exam</li> <li>16. Listen to several previous student IRPs to discuss content and possible IRP themes</li> <li>17. Know the timescale for general topic choice and research and to record sources in IRP booklet</li> </ol> <p><b>IRP</b></p> <p><u>Revision resources:</u> Text book, Grammar workbook, folder notes, Kerboodle (Vocab builder/ Exam pulse)</p>		<p><b>Half term 6:</b> Cumulative exam papers</p> <p>Paper 1 – AS Listening, reading and writing – full paper</p> <p>Paper 2 – AS writing paper – adapted essay titles to match teaching</p>	

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### How parents can support learning in the subject this academic year

- Provide a quiet place to work with good internet access where possible.
- Show an interest in the German, Swiss and Austrian cultural topics and current affairs studied at A level and share any personal knowledge and experiences of the German speaking countries culture and history

### Recommended Reading

- Use online language learning apps or websites to expand and practice A level vocabulary: Quizlet.com / Memrise / Kerboodle
- Watch Deutsche Welle videos and news footage to keep up with current affairs
- Undertake research for presentations and IRP on google.de rather than rely on English websites
- Listen to any German music, watch German films on Netflix to enjoy learning the language.

### Points to note

#### Year 12 German Sequencing Rationale

**Autumn 1:** The priority at the start of A level German is to bridge the learning from year 11, establish good study skills and build student confidence, especially in speaking. The first lessons offer a brief introduction to the three German speaking countries, covering geographical and historical facts and provide a basis for cultural understanding. Students study two modules each half term and topics are familiar from GCSE, but the focus at A level is on the social aspects. In the first module Family, this means looking at different types of modern family and partnerships and in Youth Culture, considering the negative pressures on youth from television and fashion. and tense spotting. GCSE grammar is revisited and built upon throughout the term, starting with present tense verbs, connectives and word order and the perfect tense. The new reading and listening summary skills are taught explicitly before the first assessments and practised regularly with authentic audio and texts.

**Autumn 2:** Study of the Digital World includes cyber-mobbing and the importance of social media in everyday life, where students learn to interpret statistics and prepare a presentation about internet and social media use in Germany. The Festivals module explores the origins and traditions of a range of festivals in Germany, Austria and Switzerland, but also considers the social and economic importance of Christmas and big regional festivals such as Carnival and Oktoberfest. Translation alarm bells are used to identify and discuss challenging aspects of translating into German such as verb agreement and tense spotting. Students look at a literary text to recall the imperfect tense, which is used regularly at A level to tell stories of traditions and recount events. They also learn a new tense, the passive, later in the term. End of unit assessments have been created to test all A level skills, including photo cards, but enabling students to achieve and move on in the language with confidence.

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**Spring:** The first term extended GCSE topic areas to introduce A level vocabulary and skills. Students have learnt how to deal with longer, complex texts and audio, summarise and translate, and speak about topics in depth. They are now ready to move onto new sophisticated topic areas such as Art and Architecture and Berlin, expanding their cultural knowledge and building on giving personal reactions and opinions. In Art and Architecture, students have an overview of art history in Germany, Austria and Switzerland and look at the influence and role of art and architecture today. They will meet new vocabulary specific to the figurative arts, which they then use in personal research to give a presentation about an architect of their choice. The Berlin module looks at the unique political history of Berlin to understand how historic events have shaped the city today and provides essential historical background for our study of a chosen A level German book and film. We begin with its cultural founder, Frederick the Great and then look at the influence of two world wars, a divided Europe and Berlin since its rebirth as the capital city of an economically strong Germany. Students study the important role played by culture in Berlin, including one of its most influential playwrights, Berthold Brecht. Finally, we look at the incredible diversity of Berlin's population and how this contributes to the culture of the city. GCSE grammar is retrieved and extended throughout this module with a review of word order, use of comparatives and superlatives to enrich descriptions and discussion, and the pluperfect tense to describe events that had happened in the past. The four cases are considered in depth practising how they affect articles, personal pronouns, possessive adjectives and adjective endings in turn. Students continue to strive for increased grammatical accuracy in translation and improvement in the A level skills of summarising and discussing photo cards orally.

**Summer:** The summer term concentrates on three very important areas of A level German. Students start to study the chosen film and book for the written exam in A2 and we launch the Individual Research Project (IRP) for discussion in the oral exam in A2. The summer term also allows time for some structured exam revision and preparation for the UCAS prediction exam later in the term. The film and book are taught by different teachers to allow specialism and the introduction of both in year 12 focuses on the historical and social contexts of book and film and some of the main themes. Students learn key vocabulary to discuss character, plot and film techniques as well as useful phrases to discuss both. We teach students how to approach an A level literary and film essay using the PEA structure and work on essay plans in class with them. End of year exam revision for an adapted AS paper, covers all skills with particular emphasis on summaries as new skills and translations as the most discerning. Photo card practice is developed with the FLA throughout the term and assessed as part of the AS exam. Finally, the IRP is launched in the final half term with a guidance booklet and listening to previous student examples. This launch enables students to begin research in a chosen wider topic area over the summer holidays, keeping a record in their IRP booklet of websites and ideas.