

# SCHEME OF WORK – A LEVEL GERMAN

## Introduction to the Edexcel A Level scheme of work

This Edexcel scheme of work provides an overview of the content of the new 2016 A Level in German (9GN0).

This scheme of work is designed to provide teachers with an editable outline of the topic areas, key skills and grammar required by students entering these examinations. It is based on an allocation of 5 hours per week or 9–10 hours across timetables using a two-week cycle, with teaching divided between two teachers. The scheme of work is based on the assumption that the A level will comprise of 37 teaching weeks plus 2 weeks' internal school assessment in year 1 and 32 teaching weeks in year 2.

Please note that this scheme of work shows one of a number of possible approaches and teachers should feel free to adapt it to suit their particular needs.

There is a new focus in the examinations on the social and cultural context of the target language countries through Assessment Objective 4 (see specification for further detail), with which students will need to engage and which will be assessed in both the speaking and written examinations.

### Themes

The schemes of work have been divided by topic. At A level each teacher takes responsibility for one of the themes with one teacher being responsible for the literature or film and the second teacher responsible for the overview of the independent research project. The latter has been introduced at the end of Year 12 in this scheme of work, to enable students to commence their research during the summer break and then the project is revisited by the responsible teacher prior to the final preparation for the speaking examination. Teachers should feel free to adapt this scheme of work to fit their particular needs.

The themes are:

#### **Theme 1: *Gesellschaftliche Entwicklung in Deutschland***

Theme 1 is set in the context of Germany only. This theme covers social issues and trends.

- **Natur und Umwelt**  
*Umweltbewusstsein; Recycling; erneuerbare Energie; nachhaltig leben.*
- **Bildung**  
*Bildungswesen und die Situation von Studenten; Sitzenbleiben, Berufsausbildung.*
- **Die Welt der Arbeit**  
*Das Arbeitsleben in Deutschland und die Arbeitsmoral; deutsche Geschäfte und Industrie.*

## Theme 2: **Politische und künstlerische Kultur im deutschen Sprachraum**

Theme 2 is set in the context of German-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- **Musik** – (künstlerische Kultur)  
*Wandel und Trends; Einfluss der Musik auf die populäre Kultur.*
- **Die Medien** – (politische und künstlerische Kultur)  
*Fernsehen, Digital-, Print- und Onlinemedien; Einfluss auf Gesellschaft und Politik.*
- **Die Rolle von Festen und Traditionen** – (künstlerische Kultur)  
*Feste, Feiern, Sitten, Traditionen.*

## Theme 3: **Immigration und die deutsche multikulturelle Gesellschaft**

Theme 3 is set in the context of Germany only. This theme covers social issues and trends.

- **Die positive Auswirkung von Immigration**  
*Beitrag der Immigranten zur Wirtschaft und Kultur.*
- **Die Herausforderungen von Immigration und Integration**  
*Maßnahmen von Gemeinden und örtlichen Gemeinschaften; Ausgrenzung und Entfremdung aus der Sicht von Immigranten.*
- **Die staatliche und soziale Reaktion zur Immigration**  
*Rechtsextremismus; politische Annäherung an Gastarbeiter, Immigranten und Asylbewerber; die öffentliche Meinung.*

## Theme 4: **Die Wiedervereinigung Deutschlands**

Theme 4 is set in the context of Germany only. This theme covers political culture.

- **Die Gesellschaft in der DDR vor der Wiedervereinigung**  
*Arbeit; Wohnungswesen; kommunistische Prinzipien; das Verhältnis zum Westen.*
- **Ereignisse vor der Wiedervereinigung**  
*Der Zusammenbruch des Kommunismus; der Fall der Berliner Mauer.*
- **Deutschland seit der Wiedervereinigung**  
*Migrations von Ost nach West; Arbeitslosigkeit in der früheren DDR; Auswirkungen auf Schulen in Deutschland.*

## Grammar

The A level specification builds on the work completed at GCSE but requires students to develop a greater working knowledge of the grammatical structure of the language. Many of the grammatical points required will have already been met during Key Stage 3 and Key Stage 4 teaching but will need to be revisited and reinforced during the course. Please see the grammar list in the specification for a list of the grammar requirements.

Teachers co-teaching AS and A level groups together may wish to cover all the AS grammar in the first year but engage in more thorough practice, particularly of the new more advanced grammatical structures not covered at GCSE, in year 2. Teachers may also wish to use the literature and film element of the course to illustrate certain grammatical points – please see the free support guides on approaches to teaching film and literature for further information.

### **A level skills – themes**

The skills foci are:

- response to spoken text in writing, showing understanding of the main points, gist and detail
- response to written text in writing and speaking, showing understanding of the main points, gist and detail
- summary of a written text in speaking (Theme 1)
- summary of a spoken text in writing
- translation into and from German
- discussion on a theme showing knowledge and understanding of the target language context and culture
- expressing viewpoints and justifying opinions
- developing an argument and reaching a logical conclusion.

In addition, students need to be able to analyse aspects of culture and present their independent research project in the speaking examination.

### **A level skills – literature/film**

In the study of the literary text/film, students will also need to develop the following skills:

- **critically** analysing the work
- evaluating the form or techniques used in the work
- presenting and justifying viewpoints
- developing logical arguments to persuade
- relating the work to key concepts, issues and the social context
- writing a critical response.

Teachers will need to consider these key skills in the light of the work studied.

This scheme of work proposes that teacher 2 commences the study of the second work at the end of Year 12 which will allow students to undertake some independent work during the summer break.

### **Independent research project**

This scheme of work proposes that teacher 1 introduces the research project prior to the summer break to students. This will enable students to review material available around their areas of interest during the summer break. The project is then revisited during weeks 7 and 15 in Year 13 to enable the teacher to review the work in progress. Further time is allocated to the project in the revision period at the end of Year 13. Details regarding permissible teacher input are to be found in the specification.

**YEAR 1**

<b>Week w/c</b>	<b>Teacher 1 – Topic Area</b>	<b>Teacher 1 – Grammar/Skills</b>	<b>Teacher 2 – Topic area</b>	<b>Teacher 2 – Grammar/Skills</b>
<b>1</b>	<b>Introduction to the course</b> and assessment of students' knowledge through bridging material			
5.9.16	German speaking towns/countries (Zeitgeist, Orientierung)		Famous German people (Zeitgeist, Orientierung)	
<b>2–9</b>	<b>Theme 1 – Gesellschaftliche Entwicklung in Deutschland</b>		<b>Theme 2 – Politische und künstlerische Kultur im deutschen Sprachraum</b>	
<b>2+3</b>	<i>Natur und Umwelt</i> • <i>Umweltbewusstsein</i>	<b>Grammar/skill focus</b>	<i>Musik - Wandel und Trends</i>	<b>Grammar/skill focus</b>
<b>2</b> 12.9.16	<i>Wetter und Klima</i>	<b>Nouns - Gender, present tense</b> <b>Reading and responding</b>		Auxiliary verbs <b>Present and future</b> tense
hw	<i>Answer questions on text, vocab learning</i>			
<b>3</b> 19.9.16	<i>Umweltverschmutzung</i>	<b>Nouns - Plural forms, present tense</b>		Subject pronouns Listening and responding
hw	<i>Oral presentation on 1 environmental problem</i>			
<b>4+5</b>	• <i>Recycling</i>			
<b>4</b> 26.9.16	<i>Wie können wir helfen?</i>	<b>Cases after prepositions</b> Definite and indefinite determiners Possessive pronouns		
hw	<i>Translation, vocab</i>			
<b>5</b> 3.10.16	<i>Recycling in Deutschland</i>	<b>All cases</b> Introduction to translation into English		
hw	<i>Ppt on recycling in Germany</i>	Prepare cases poster for using throughout course		
<b>6+7</b>	• <i>Erneuerbare Energie</i>		• <i>Einfluss der Musik auf die populäre Kultur</i>	
<b>6</b> 10.10.16	<i>Atomkraft</i>	Prepositions – fixed case <b>Essay structure</b>		<b>Perfect tense</b> of verbs.
hw	<i>Essay on nuclear power</i>			
<b>7</b> 17.10.16	<i>Erneuerbare Energie</i>	<b>Review cases</b> Summarising a spoken text in written language		Introduction to translation into German
hw	<i>Rewrite essay</i>			
<b>8+9</b>	• <i>Nachhaltig leben</i>			
<b>8</b> 31.10.16	<i>Passivhäuser</i>	<b>Dual case prepositions</b>		
hw	<i>Summarise text</i>			
<b>9</b>	<i>Klimaschutzprojekte</i>	<b>Tenses recognition</b>		

7.11.16		Summarising a written text in speech		
<b>hw</b>	<i>Translation focus on tenses</i>			
10–15	<b>Literary text/Film</b>		<b>Theme 2 – Politische und künstlerische Kultur im deutschen Sprachraum</b>	
	Der Vorleser		<i>Die Medien</i>	
<b>10</b> 14.11.16	Historic background	Adverbs of time and word order of adverbs (TMP) <b>translation</b>	• <i>Fernsehen</i>	Word order – coordinate conjunctions
<b>hw</b>	Reading + exercises			
<b>11</b> 21.11.16	Reading	<b>Tenses + translation</b>	• <i>Digital</i>	Expressing a point of view
<b>hw</b>	reading+ exercises			
<b>12</b> 28.11.16	Reading, Main characters	Comparative and superlative forms of adjectives	• <i>Print</i>	Word order – basic subordinate conjunctions
<b>hw</b>	Summarising chapters			
<b>13</b> 5.12.16	Reading, Other characters	Evaluating the form or techniques	• <i>Onlinemedien</i>	Justifying opinions
<b>hw</b>	Summarising chapters			
<b>14</b> 12.12.16	Development	<b>Adjective endings</b>	• <i>Einfluss auf Gesellschaft und Politik</i>	<b>Simple past tense</b>
<b>hw</b>	Summarising chapters			
<b>15</b> 19.12.16	Watch film	Presenting and justifying viewpoints	•	Developing an argument
<b>hw</b>	essay			
16–21	<b>Literary text/Film</b>		<b>Theme 1 – Gesellschaftliche Entwicklung in Deutschland</b>	
	Der Vorleser		<i>Bildung</i>	
<b>16</b> 9.1.17	Atmosphere, language	<b>Word order</b> of intensifiers and position of <i>nicht</i>	<i>Bildungswesen und die Situation von Studenten</i>	Modal verbs in present and simple past
<b>hw</b>	summary			
<b>17</b> 16.1.17	Key issues	Analysing form and technique		Reaching a logical conclusion
<b>hw</b>	Paragraphs on key issues			
<b>18</b> 23.1.17	Social context	<b>Tenses</b> Evaluating the work in context of key concepts, issues and the social	• <i>Sitzenbleiben</i>	<b>Conditional tense</b>

		context		
<b>hw</b>	essay			
<b>19</b> 30.1.17	Author, motive	<b>Forming questions</b> using interrogative adverbs and pronouns	•	Discussing a topic showing links to the target language culture and social context
<b>hw</b>	summary			
<b>20</b> 6.2.17	Character development compared to historic timeline	<b>Relative pronouns</b>	• <i>Berufsausbildung</i>	Conditional tense Use <b>of simple subjunctive</b> forms of auxiliary verbs in conditional sentences
<b>hw</b>	essay			
<b>21</b> 20.2.16	Overview all aspects	Writing an analytical response	•	Developing logical arguments to persuade
<b>hw</b>	Complete folders on all aspects of the book			
22–28	<b>Theme 2 – Politische und künstlerische Kultur im deutschen Sprachraum</b>		<b>Theme 1 – Gesellschaftliche Entwicklung in Deutschland</b>	
	<i>Die Rolle von Festen und Traditionen</i>		<i>Die Welt der Arbeit</i>	
<b>22</b> 27.2.17	<i>festivals</i>	<b>Separable verbs</b>	<i>Arbeitsleben in Deutschland und die Arbeitsmoral</i>	<b>Pluperfect tense</b>
<b>hw</b>	<i>Presentation, oral, only prompt cards allowed</i>			
<b>23</b> 6.3.17	<i>CTG, peer assessment, improve</i>	<b>Tenses</b> Revisiting summarising skills		Revisiting translation English to German
<b>hw</b>	<i>translation</i>			
<b>24</b> 13.3.17	<i>traditions</i>	Inseparable verbs		
<b>hw</b>	<i>Vocab learning, translation</i>			
<b>25</b> 20.3.17	<i>CTG, peer assessment, improve</i>	<b>passive</b>	• <i>Deutsche Geschäfte und Industrien</i>	<b>Passive with werden – present and simple past</b>
<b>hw</b>	<i>translation</i>			
<b>26</b> 27.3.17	<i>Art – architecture, film,</i>	Revisiting translation from German into English	•	Analysing the cultural context in speech
	<i>Present a German artist, prompt cards only</i>			
27–32	<b>Revision + exam</b>		<b>Revision + exam</b>	

	preparation		preparation	
<b>27</b> 18.4.16	<b>Revision Klima</b>	<b>All tenses translation</b>	•	
<b>hw</b>	<i>essay</i>			
<b>28</b> 24.4.16	<b>Revision Recycling</b>	<b>Cases translation</b>	•	
<b>hw</b>	<i>essay</i>			
<b>29</b> 2.5.17	<b>Revision literary text</b>			
<b>30</b> 9.5.17	<b>Speaking cards from assessment material</b>			
<b>31</b> 15.5.17	<b>Speaking cards from assessment material</b>			
<b>32</b> 22.5.17	<b>Speaking cards from assessment material</b>			
<b>33–35</b>	<b>Internal examinations</b>			
<b>33</b> 19.6.17	<b>exams</b>		<b>exams</b>	
<b>34</b> 26.6.17	<b>exams</b>		<b>exams</b>	
<b>35</b> 3.7.17	<b>exams</b>		<b>exams</b>	
<b>36–39</b>	<b>Research project – introduction</b>		<b>Literary text/Film</b>	
	<ul style="list-style-type: none"> <li>• Methodology of research</li> <li>• Selecting appropriate resources</li> <li>• Referencing resources</li> <li>• Developing a research question/ statement</li> </ul>			<b>Skills focus:</b> Key concepts and issues Cultural and social context of the work
<b>36</b> 10.7.17	Choose individual topics, research			
<b>hw</b>	research			
<b>37</b> 17.7.17	Divide into subtopics			
<b>hw</b>	Research, write			



YEAR 2				
Week	Teacher 1 – Topic area	Teacher 1 – Grammar/Skills	Teacher 2 – Topic area	Teacher 2 – Grammar/Skills
1–6	<b>Theme 3 – Immigration und die deutsche multikulturelle Gesellschaft</b>		<b>Literary text/Film</b>	
	<i>Die positive Auswirkung von Immigration</i> <ul style="list-style-type: none"> <li>• <i>Beitrag der Immigranten zur Wirtschaft und Kultur</i></li> </ul>	<b>Grammar:</b> Indefinite pronouns Demonstrative pronouns Other determiners – revision of cases <b>Skills focus:</b> Reading and responding	Work 2	<b>Skills focus:</b> Critical analysis of form and technique Critical analysis of themes and cultural and social context Writing an analytical response Accuracy of language
7	Research project – Review 1	<b>Focus:</b> Review of progress Focusing the question/statement The RP3 form requirements Critical analysis as a skill		
T1 8–14 T2 8–15	<b>Theme 3 – Immigration und die deutsche multikulturelle Gesellschaft</b>		<b>Theme 4 – Die Wiedervereinigung Deutschlands</b>	
	<i>Die Herausforderungen von Immigration und Integration</i> <ul style="list-style-type: none"> <li>• <i>Maßnahmen von Gemeinden und örtlichen Gemeinschaften</i></li> </ul>	<b>Grammar:</b> Compound nouns, including nouns from other parts of speech, e.g. adjectival nouns Weak masculine nouns <b>Skills focus:</b> Listening and responding	<i>Die Gesellschaft in der DDR vor der Wiedervereinigung</i> <ul style="list-style-type: none"> <li>• <i>Arbeit</i></li> </ul>	<b>Grammar:</b> Revision of modal verbs Perfect tense – modal verbs <b>Skills focus:</b> Summary of spoken text in writing
	<ul style="list-style-type: none"> <li>• <i>Ausgrenzung und Entfremdung aus der Sicht von Immigranten</i></li> </ul>	<b>Grammar:</b> Adjectives taking dative Adjectives taking prepositions	<ul style="list-style-type: none"> <li>• <i>Wohnungswesen</i></li> </ul>	<b>Grammar:</b> Separable and inseparable prefixes
			<ul style="list-style-type: none"> <li>• <i>kommunistische Prinzipien</i></li> </ul>	<b>Grammar:</b> Reflexive pronouns and reflexive verbs <b>Skills focus:</b> Translation into English
15	Research project –	<b>Focus:</b>	<ul style="list-style-type: none"> <li>• <i>das Verhältnis</i></li> </ul>	<b>Grammar:</b>



	Review 2	Review of progress Refining the question/statement Completing the RP3 form Presentation skills	<i>zum Westen</i>	Verbs taking the dative <b>Infinitive constructions with zu and lassen</b> <b>Skills focus:</b> Translation into German
16–21	<b>Theme 3 – Immigration und die deutsche multikulturelle Gesellschaft</b>		<b>Theme 4 – Die Wiedervereinigung Deutschlands</b>	
	<i>Die Staatliche und soziale Reaktion zur Immigration</i> • <i>Rechtsextremismus</i>	<b>Grammar:</b> Word order of accusative and dative nouns/pronouns <b>Skills focus:</b> Cultural analysis in speaking	<i>Ereignisse vor der Wiedervereinigung</i> • <i>Der Zusammenbruch des Kommunismus</i>	<b>Grammar:</b> <b>Future perfect</b> <b>Skills focus:</b> Expressing opinions and justifying points of view
	• <i>Politische Annäherung an Gastarbeiter</i>	<b>Grammar:</b> Word order variation to change emphasis Modal particles		
	• <i>Immigranten und Asylbewerber</i>	<b>Grammar:</b> Complex adjectival phrases	• <i>Der Fall der Berliner Mauer</i>	<b>Grammar:</b> Revision of passive <b>Passive with sein</b> <b>Skills focus:</b> Developing a persuasive argument.
	• <i>Die öffentliche Meinung</i>	<b>Grammar:</b> Prepositional adverb <i>da</i> to anticipate a following clause		
22–28	<b>Revision + review</b>		<b>Theme 4 – Die Wiedervereinigung Deutschlands</b>	
	• Revision and review of research project	• Review of IRP • Completion of RP3	<i>Deutschland seit der Wiedervereinigung</i> • <i>Migration von Ost nach West</i>	<b>Grammar:</b> <b>Subjunctive in indirect speech</b> <b>Skills focus:</b> Using arguments to reach a logical conclusion
	• Revision of Y12 book/film	<b>Skills focus:</b> • Critical analysis of issues and themes • Critical analysis of social and cultural context	• <i>Arbeitslosigkeit in der früheren DDR</i>	<b>Grammar:</b> Revision of conditional tense Use of simple subjunctive forms of <i>können</i> and <i>mögen</i> in conditional sentences

				Conditional sentences with omitted <i>wenn</i>
	<ul style="list-style-type: none"> <li>Revision of Y12 topics</li> </ul>	<b>Skills focus:</b> Listening/Reading skills Analysis of themes in speech, relating them to social and cultural context	<ul style="list-style-type: none"> <li><i>Auswirkungen auf Schulen in Deutschland</i></li> </ul>	<b>Grammar:</b> Conditional perfect Pluperfect subjunctive in conditional sentences
29–32	<b>Revision + exam preparation</b>		<b>Revision + exam preparation</b>	