

Tarporley Sixth Form College



German A Level

Programme of Study

Exam Board: AQA

100% Examination

Paper 1: 50%

Paper 2: 20%

Paper 3: 30%

NAME:

TARGET
GRADE

ASPIRATIONAL
GRADE

The 'Helicopter overview' of German A Level

Paper 1:
Listening,
reading and
writing

Aspects of German-speaking
society

Artistic culture in the German
speaking world

Multiculturalism in German
speaking society

Aspects of political life in German
speaking society

Grammar

Paper 3:
Speaking

Part 1: Individual research project
Part 2: One of the four themes from
Paper 1

Paper 2: Writing

Your Assessment Objectives:



AO1 Listening	<p>Understand and respond:</p> <ul style="list-style-type: none"> •• in speech to spoken language including face-to-face interaction •• in writing to spoken language drawn from a variety of sources.
AO2 Reading	<p>AO2: Understand and respond:</p> <ul style="list-style-type: none"> •• in speech to written language drawn from a variety of sources •• in writing to written language drawn from a variety of sources.
AO3 Language	<p>AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.</p>
AO4 Knowledge	<p>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.</p>

Your Key Topics over the Course:

Aspects of German-speaking society	
Students may study all sub-themes in relation to any German-speaking country or countries.	
The changing state of the family (Familie im Wandel)	<ul style="list-style-type: none"> •• Beziehungen innerhalb der Familie •• Partnerschaft und Ehe •• Verschiedene Familienformen
The digital world (Die digitale Welt)	<ul style="list-style-type: none"> •• Das Internet •• Soziale Netzwerke •• Die Digitalisierung der Gesellschaft
<ul style="list-style-type: none"> •• Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen) 	<ul style="list-style-type: none"> •• Mode und Image •• Die Bedeutung der Musik für Jugendliche •• Die Rolle des Fernsehens

<h3>Artistic culture in the German speaking world</h3> <p>Students may study sub-themes Festivals and traditions and Art and architecture in relation to any German-speaking country or countries. Students must study The cultural life of Berlin in relation to Berlin.</p>	
Festivals and traditions (Feste und Traditionen)	<ul style="list-style-type: none"> •• Feste und Traditionen – ihre Wurzeln und Ursprünge •• Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute •• Vielfältige Feste und Traditionen in verschiedenen Regionen
Art and architecture (Kunst und Architektur)	<ul style="list-style-type: none"> •• Künstler und Architekten •• Kunst und Architektur im Alltag •• Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft
Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)	<ul style="list-style-type: none"> •• Berlin – geprägt durch seine Geschichte •• Theater, Musik und Museen in Berlin •• Die Vielfalt innerhalb der Bevölkerung Berlins
<h3>Multiculturalism in German-speaking society</h3> <p>Students may study all the sub-themes in relation to any German-speaking country or countries.</p>	
Immigration (Einwanderung)	<ul style="list-style-type: none"> •• Die Gründe für Migration •• Vor- und Nachteile der Einwanderung •• Migrationspolitik
Racism (Rassismus)	<ul style="list-style-type: none"> •• Die Opfer des Rassismus •• Die Ursprünge des Rassismus •• Der Kampf gegen Rassismus
Integration (Integration)	<ul style="list-style-type: none"> •• Maßnahmen zur Integration •• Hindernisse für die Integration •• Die Erfahrungen verschiedener Migrantengruppen
<h3>3.2.2 Aspects of political life in the German-speaking world</h3> <p>Students may study Politics and youth in relation to any German-speaking country or countries. Students must study the sub-themes Germany and the EU and German re-unification and its consequences in relation to Germany.</p>	
Germany and the European Union (Deutschland und die Europäische Union)	<ul style="list-style-type: none"> •• Die Rolle Deutschlands in Europa •• Vor- und Nachteile der EU für Deutschland •• Die Auswirkungen der EU-Erweiterung auf Deutschland



Politics and youth (Die Politik und die Jugend)	<ul style="list-style-type: none"> • Politisches Engagement Jugendlicher • Schwerpunkte der Jugendpolitik • Werte und Ideale
German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)	<ul style="list-style-type: none"> • Friedliche Revolution in der DDR • Die Wiedervereinigung – Wunsch und Wirklichkeit • Alte und neue Bundesländer – Kultur und Identität

How your course is structured:

Year 12	Assessments
<ul style="list-style-type: none"> • The changing state of the family (Familie im Wandel) • Festivals and traditions (Feste und Traditionen) • The digital world (Die digitale Welt) 	Assessment 1: Full AS past paper Assessment 2: Translation task: the changing state of the family Assessment 3: Summary task: The digital world
Christmas	Holidays
<ul style="list-style-type: none"> • Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen) • Art and architecture (Kunst und Architektur) • Die Verwandlung 	Assessment 1: Full AS past paper with essay question on youth culture Assessment 2: Speaking: stimulus card on art and architecture Assessment 3: Die Verwandlung essays
Easter	Holidays
<ul style="list-style-type: none"> • Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute) • Good Bye Lenin 	Assessment 1: Full AS past paper Assessment 2: Good Bye Lenin essays
Summer	Holidays



Year 13	Assessments
<ul style="list-style-type: none"> • Good Bye Lenin • Multiculturalism in German speaking society: immigration, racism and integration 	Assessment 1: Good Bye Lenin essays Assessment 2: Listening and reading summary tasks on multiculturalism in German speaking society Assessment 3: Translation tasks on multiculturalism in German speaking society
Christmas	Holidays
<ul style="list-style-type: none"> • Aspects of political life in the German speaking world 	Assessment 1: Paper 2 essays Assessment 2: Full A Level past papers
Easter	Holidays
<ul style="list-style-type: none"> • Topic revision/Exam technique 	
Summer	Holidays

Key grammar to learn:

Nouns	Gender Singular and plural forms Case marking on nouns Weak masculine nouns
Determiners	Definite article Indefinite article, including <i>kein</i> Demonstratives, including <i>der/die/das</i> Possessives Other determiners (eg <i>alle, viel/viele, welcher</i>)
Pronouns	Personal pronouns Reflexive pronouns Relative pronouns Demonstrative pronouns Possessive pronouns Indefinite pronouns (eg <i>jemand</i>) Interrogative pronouns (eg <i>wer</i>)
Adjectives	Adjective endings Comparative and superlative Adjectives with the dative (eg <i>es ist mir klar</i>) Adjectives with prepositions (eg <i>stolz auf</i>)
Adverbs and adverbials	Time

	Place Direction (eg <i>hin, heraus</i>) Manner Degree (eg <i>sehr</i>) Interrogative (eg <i>wann, warum</i>) Comparative and superlative Numbers and fractions Clock time, days of the week, months
Model particles/discourse markers	eg <i>ja, doch, wohl</i>
Verbs	Principal parts of weak, strong and irregular verbs Reflexive verbs Separable/inseparable Auxiliary verbs (<i>haben, sein, werden</i>) Use of <i>haben</i> , or <i>sein</i> in the perfect Modal verbs (<i>dürfen, können, mögen, müssen, sollen, wollen</i>): present and imperfect Tenses; imperfect subjunctive of <i>mögen</i> and <i>können</i> Infinitive constructions (<i>um...zu, ohne...zu</i> , verbs with <i>zu</i>) Infinitive constructions (<i>lassen</i> and <i>sich lassen</i> with infinitive)
Tense, voice and mood	present •• past (ie simple past/imperfect) •• perfect •• perfect (modal verbs) •• pluperfect •• future •• future perfect •• conditional •• conditional perfect •• passive with <i>warden/passive with sein</i> •• imperative •• subjunctive in conditional clauses (past) •• subjunctive in conditional clauses (pluperfect) •• subjunctive in indirect speech •• conditional sentence with omitted <i>wenn</i> , eg <i>Hätte ich mehr Zeit gehabt, wäre das nicht passiert</i> (R)
Prepositions	Fixed case and dual case Prepositional adverbs (<i>da(r)+preposition</i> , eg <i>darauf</i>)
Conjunctions	Coordinating Subordinating
The case system	The subject and the finite verb Accusative objects Dative objects

	Prepositional objects The use of the nominative case with copular verbs (eg <i>sein, werden, bleiben</i>)
Clause structure and word order	Main clause word order Questions and commands Position of pronouns Position of adverbials Position of <i>nicht</i> Word order variation to change emphasis Subordinate clauses introduced by a conjunction (eg <i>dass, obwohl</i>) Use of the prepositional adverb (<i>da(r)</i> + preposition, eg <i>darauf</i>) to anticipate <i>dass</i> clauses and dependent infinitive clauses (R)
Word formation	Compound nouns Forming nouns from verbs Forming nouns from adjectives Forming verbs from nouns Forming verbs from adjectives Separable and inseparable verb prefixes

Literary texts and films

Texts
<ul style="list-style-type: none"> • Heinrich Böll <i>Die verlorene Ehre der Katharina Blum</i> • Bertolt Brecht <i>Mutter Courage und ihre Kinder</i> • Friedrich Dürrenmatt <i>Der Besuch der alten Dame</i> • Max Frisch <i>Andorra</i> • Heinrich Heine <i>Gedichte – Buch der Lieder</i> • Jana Hensel <i>Zonenkinder</i> • Franz Kafka <i>Die Verwandlung</i> • Wladimir Kaminer <i>Russendisko</i> • Siegfried Lenz <i>Fundbüro</i> • Bernhard Schlink <i>Der Vorleser</i>
Films
<ul style="list-style-type: none"> • <i>Good bye, Lenin!</i> Wolfgang Becker (2003) • <i>Das Leben der Anderen</i> Florian Henckel von Donnersmarck (2006) • <i>Die fetten Jahre sind vorbei</i> Hans Weingartner (2005) • <i>Almanya – Willkommen in Deutschland</i> Yasemin Samdereli (2011) • <i>Sophie Scholl – Die letzten Tage</i> Marc Rothemund (2005) • <i>Lola rennt</i> Tom Tykwer (1998)

Top Study Tips:

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Interesting news articles to support your independent study

Have two Lever Arch Folders – one for each teacher

Use file divides to organise each topic. File your notes carefully each week – remember to date classwork so you remember the sequence of each lesson. This will make revision easier.

Add new vocab to memrise/quizlet at the end of each week

Type up class notes and add to them.

This is a great way to consolidate your knowledge, commit things to memory and make your knowledge deeper.

Keep revisiting work and topics

Don't simply file away and forget. Routinely to go over last term / year's work.

Read news articles in German each week and use these to practise summary tasks and translation