

Subject:	German
-----------------	--------

Teachers:	Mrs L Payne Miss A Rosbach Miss R Crevis
------------------	--

Exam Board:	AQA
--------------------	-----

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation		
We are following the AQA A-level course in German, as its course content most closely matches teachers' skills, specialisms and experience. Students following this course will have an excellent preparation for continued language study at university or for advanced level communication. The course covers aspects of German culture and society as well as literature and film study alongside advanced grammar practice.		
Examination Information		Facilitating Subject?
Examined end of Year 13 by two written examination papers and a Non-Examination Assessment in speaking		Yes
Impact of Prior Learning from KS4		
A high grade at GCSE is essential and will have provided students with a good grounding in all skills – listening, speaking, reading, writing and translating, as well as a very good standard of grammar and a wide vocabulary.		
Summer work on grammar, ensures thorough knowledge of all pronouns, irregular verbs in all tenses, adjectival agreements and possessive adjectives. Recording regular reading, listening, film and news watching and research on a German-speaking country will prepare students for the research and linguistic skills necessary to achieve a good grade at Advanced Level German		
Equipment Required for this course		
<ul style="list-style-type: none"> • Standard classroom stationery • Own lined paper • A good (not 'pocket') German-English dictionary, eg Collins • Internet access to the online subscription of 'Boost Learning' and e-book 		
Curriculum Implementation – Areas of Focus Year 12		
Autumn Term	Spring Term	Summer Term
Depending on teachers' timetabling and calendar commitments, these topics may be taught in a different order but will still be covered by the end of year 12 examination		
<ul style="list-style-type: none"> • Introduction to the course and transition – grammar & vocabulary • The changing family – couples, parenting, grandparents' role, problems • Cybersociety – technology developments, mobile phones, dangers of technology, internet users, addiction • Youth culture including music, fashion and image and TV. • Festivals and traditions in German-speaking countries 	<ul style="list-style-type: none"> • German art and architecture, looking at particular famous artists and architects. <ul style="list-style-type: none"> • Complete festivals and tradition and youth culture. • The cultural life in Berlin – current day and from the past • Examination skills – Speaking, literary texts, grammar 	<ul style="list-style-type: none"> • Examination skills – translation, summarising, grammar • Examination – AS level focussing on topics taught • Study of film Goodbye Lenin • Germany and the EU (A level topic) • Introduce idea of IRP (individual research project) for oral to work on over summer

Subject:	German
-----------------	--------

Teachers:	Mrs L Payne Miss A Rosbach Miss R Crevis
------------------	--

Exam Board:	AQA
--------------------	-----

Curriculum Implementation – Areas of Focus Year 13		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Study of “Der Vorleser” by Bernhard Schlink • Immigration, integration • Begin preparations for mock examinations in January • Reunification of Germany 	<ul style="list-style-type: none"> • Mock examination, including part mock oral. • Review of performance post-mock examination • Racism • Politics and young people • Continuation of der Vorleser finish by Feb half term? 	<ul style="list-style-type: none"> • Oral examination • Revision for exam of film and text
Impact / Outcomes		
<p>Learning will be assessed throughout the course by:</p> <ul style="list-style-type: none"> • Weekly vocabulary tests to ensure that topic-specific words, phrases and idioms are embedded. • Regular translations, summaries and essays will be set and marked. • More formal assessment in examination weeks set by school, eg end of year examination in Year 12 and Mock examination in Year 13 will reflect the papers of the real examination in that students will sit papers similar to those expected, but where possible containing material covered in the course so far. • Detailed feedback and advice is given after each assessment. 		
Homework / Self Study		
<p>Types of homework found in A-level course and how independent study time should be used.</p> <ul style="list-style-type: none"> • Weekly vocabulary learning (see DJBranson’s sets on Quizlet) • Regular grammar exercises • Reading comprehension tasks • Listening comprehension tasks • Preparation for a speaking presentation on research on an aspect of the course. • Preparation for an individual speaking assessment • Wider research and reading appropriate to the topics covered. • Weekly news reading and/or listening 		
Ways to support learning		
<ul style="list-style-type: none"> • We currently have a subscription to Boost Learning which supports the course and contains many additional practice activities in each skill are available for students to access. • Students may wish to purchase German AQA A-level Revision and Practice Workbooks for Themes 1 & 2, and for Themes 3 & 4 by Hodder Education, which contain many examination-style activities, grammar practice in all the topics covered. 		

Subject:	German
-----------------	--------

Teachers:	Mrs L Payne Miss A Rosbach Miss R Crevis
------------------	--

Exam Board:	AQA
--------------------	-----

Field Work / Extension / Enrichment Opportunities	
<ul style="list-style-type: none"> Some students have organised work experience in a German-speaking country as well as their own visits, which is a very helpful way of improving spoken German and understanding of the culture. Students have had an opportunity to work with an assistant in the autumn and summer terms. 	
Inclusion	Inclusion within KS5 Curriculum
<ul style="list-style-type: none"> Teachers follow student passports to ensure that the needs of all students with SEND are met. Work is enlarged to the necessary size for visually impaired students. Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> Environment: Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments. Resources: Individual whiteboards are available A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport. Displays: They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution. Multi-sensory approaches: Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning. Assessments: Teachers are live-speakers when students sit listening assessments and examinations. Reviewing progress: Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.
Next Steps	
<p>A single or joint honours Modern Foreign Languages degree or joint with a non-language subject (e.g a science). Most universities consider the research and communication skills used and practised in A-level German to be a useful basis for any degree or further study, particularly for Arts subjects and engineering. The ability to speak, write and understand a foreign language at a high level is considered by most employers to be an important employability skill.</p>	

For more information, contact Mrs L Payne, Miss R Crevis or Ms A. Rosbach