

A2 German scheme of work (based on AQA and the Nelson Thornes textbook)

On top of the A2 topics, *two different cultural topics* will be taught by each of the two A2 German teachers. It is necessary to teach two as *candidates will be examined on both cultural topics as part of the Unit 4 oral exam and must answer one written question on one of the two cultural topics as part of the Unit 3 exam paper*. Each teacher will have an individual approach to teaching the cultural topic of their choice following the AQA guidelines. Unit 10 in the AQA Nelson Thornes A2 German textbook covers certain aspects of the five possible cultural topic areas as set out in the specifications but is not exhaustive. It aims to provide guidance and a sense of direction to students and to equip them with the skills necessary to carry out their own research effectively. The A2 teachers will supplement largely with their own teaching materials to support students. The cultural topics taught might vary from year to year, depending on the students' interests in the culture of the German-speaking countries. The online resource www.kerboodle.com provides detailed materials and resources for teachers and students. In addition, an A2 teaching file is located in the French/German office for use by staff.

***Remote learning: In case of the school being closed due to a flu-pandemic or similar or in case of longer individual student absence, please follow the schedule below using your A2 textbook and www.kerboodle.com. The back of the textbook provides further grammar explanations. Start from the last topic/teaching point of the last lesson you attended. Aim to cover one subtopic (i.e. “spread” A, B or C) per day. You can also continue one hour’s worth of independent research per cultural topic per week.**

This schedule is intended as a guide and can be subject to amendment.

Autumn Term

wk	DCJ		MAS		Assistant
	AQA topic - 2 lessons a week	Cultural topic – 1 lesson a week	AQA topic - 2 lessons a week	Cultural topic – 1 lesson a week	Oral exam preparation (Units 2 & 3)
1-6	Environment: 1.Pollution pp. 9-16 2.Energy pp. 17-21	Brecht	Multicultural Society: 4.Immigration pp. 33-40 5.Integration pp. 41-45	The work of a film director (Wolfgang Becker) or a musician (Xavier Naidoo)	Topic questions & role-plays on environment & multicultural society (wk. 1-5!)
6	Issue of documentation to students for independent learning+ AS revision	N/A	Issue of documentation to students for independent learning+ AS revision	N/A	AS topic questions & role-plays on healthy living/lifestyle & popular culture

HALF TERM (wk 1)	independent	AS	revision	Units 1+2	N/A
HALF TERM (wk 2)	independent	AS	revision	Units 1+2	N/A
7-8	Environment: 2C.Renewable energy sources pp. 22-24 3.SOS Earth pp. 25-32	AS MOCK	Multicultural Society: 5C.Experience of immigrants pp.46-48 6.Racism pp. 49-56	AS MOCK	AS topic questions & role-plays (January 2009 Unit 2) & A2 stimulus cards on alternative energy, immigration and racism
8-10	Contemporary Social Issues: Wealth & Poverty pp. 57-64	AS reading, writing & grammar practice	Contemporary Social Issues: Science & Technology pp. 73-80	AS role-plays + general discussion practice	Stimulus cards on wealth/poverty & science technology + 1 wk of AS role-play practice
11-12	AS revision: Gesund leben & Familie und Beziehungen	EXAM TECH. AS Unit 1	AS revision: Medien & Kultur unserer Zeit	EXAM TECH. AS Unit 2	AS style role-plays and questions (all AS topics, Specimen paper)
Xmas holidays	STUDENT REVISION	-----	STUDENT REVISION	-----	-----

Spring Term

wk	DCJ		MAS		Assistant
	AQA topic - 2 lessons a week	Cultural topic – 1 lesson a week	AQA topic - 2 lessons a week	Cultural topic – 1 lesson a week	Oral exam preparation A2 Unit 3
1-2	AS exams Units 1 & 2	N/A	Students on study leave	N/A	N/A
3-5	Contemporary Social Issues: 7C.Developing Countries pages 62-65 (continued);	Brecht	Contemporary Social Issues: 9C.Ethical questions pp. 76-79 (continued)	The work of a film director (W. Becker) or a	Stimulus cards on wealth & poverty and science & technology;

	translation practice			musician (Xavier Naidoo)	general conversation on Brecht & Nazi Germany
HALF TERM	UNITS 3 & 4 EXAM PRACTICE	-----	INDEPENDENT STUDENT REVISION	-----	-----
6	Translation practice	Mock exam	Contemporary Social Issues: 8.Law and Order pp. 65-67	Mock exam	A2 stimulus card practice; general conversation on Brecht & Nazi Germany
7-10	Exam technique: Translation	Brecht	Contemporary Social Issues: 8.Law and Order pp. 68-72	The work of a film director (W. Becker) or a musician (Xavier Naidoo)	A2 stimulus cards on law & order; general conversation on Brecht & Nazi Germany
Easter Holidays 3 weeks	STUDENT REVISION	-----	PREPARATION FOR ORAL EXAM – UNIT 3	-----	-----

Summer Term

1-5	A2 topic revision & exam technique	Brecht revision	A2 topic revision & exam technique	The work of a film director (W. Becker) or a musician (Xavier Naidoo) revision	Final oral exam preparation - A2 Unit 3
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A2 German overview: topic by topic

Unsere Umwelt – 1 Umweltverschmutzung

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Ursachen und Auswirkungen	<ul style="list-style-type: none">■ Discuss types, causes and effects of pollution	<ul style="list-style-type: none">■ Use fixed and dual case prepositions	
B Umweltfreundlich unterwegs?	<ul style="list-style-type: none">■ Describe the effects of transport on the environment		<ul style="list-style-type: none">■ Translate the English gerund into German
C Was kann man dagegen tun?	<ul style="list-style-type: none">■ Evaluate measures to reduce pollution■ Discuss individual versus collective responsibilities and actions	<ul style="list-style-type: none">■ Manipulate verbal and idiomatic phrases with prepositions	

Unsere Umwelt – 2 Energie

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Energie aus der Erde	<ul style="list-style-type: none">■ Discuss fossil fuels and their environmental impact	<ul style="list-style-type: none">■ Use adjective endings	
B Kernkraft – Energie der Zukunft?	<ul style="list-style-type: none">■ Evaluate the pros and cons of nuclear energy	<ul style="list-style-type: none">■ Use the comparative and superlative	
C Der Energieverbrauch im Wandel	<ul style="list-style-type: none">■ Consider alternative, renewable energy sources and describe changing attitudes to energy consumption		<ul style="list-style-type: none">■ Use language for bringing about change and describing change

Unsere Umwelt – 3 SOS Erde: Aufruf zum Handeln!

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Die Natur schonen	<ul style="list-style-type: none"> Discuss ways of minimising environmental damage 	<ul style="list-style-type: none"> Use interrogative adjectives (<i>welcher</i>), interrogative pronouns (<i>wer, wen</i>) and interrogative adverbs (<i>worauf</i>) 	
B Global denken	<ul style="list-style-type: none"> Consider responsibilities towards other nations, especially developing countries 	<ul style="list-style-type: none"> Use personal, reflexive and relative pronouns 	
C Gemeinsam handeln	<ul style="list-style-type: none"> Evaluate the role of pressure groups and learn about initiatives to improve awareness and change behaviour 		<ul style="list-style-type: none"> Understand the structure of complex sentences in reading texts

Ausländische Mitbürger – 4 Einwanderung

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Ausländische Arbeitnehmer, Aussiedler, Asylbewerber	<ul style="list-style-type: none"> Discuss reasons for immigration 	<ul style="list-style-type: none"> Understand and use the imperfect tense 	
B Einwanderung – Vorteile und Probleme	<ul style="list-style-type: none"> Talk about benefits and problems of immigration for immigrants and for country of destination 		<ul style="list-style-type: none"> Extend your range of vocabulary and structures
C Migration in der EU	<ul style="list-style-type: none"> Discuss migration within the enlarged EU and curbs on immigration 	<ul style="list-style-type: none"> Understand and use perfect tense 	

Ausländische Mitbürger – 5 Integration

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Integration – Probleme und Erfolg	<ul style="list-style-type: none"> ■ Talk about factors making integration difficult and factors facilitating integration 	<ul style="list-style-type: none"> ■ Understand and use the passive 	
B Zwischen zwei Welten	<ul style="list-style-type: none"> ■ Consider the question ‘To which culture should immigrants show loyalty?’ 		<ul style="list-style-type: none"> ■ Justify and defend a point of view
C Jeder Mensch ist anders	<ul style="list-style-type: none"> ■ Examine the experiences of individual immigrants 	<ul style="list-style-type: none"> ■ Understand and use impersonal verb constructions 	

Ausländische Mitbürger – 6 Rassismus

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Opfer des Rassismus	<ul style="list-style-type: none"> ■ Talk about the victims of racism, considering the impact of racism on individuals 	<ul style="list-style-type: none"> ■ Understand and use the pluperfect tense 	
B Vorurteile	<ul style="list-style-type: none"> ■ Consider and evaluate the reasons for racism 		<ul style="list-style-type: none"> ■ Understand and use complex adjectival phrases
C Der Kampf gegen Rassismus	<ul style="list-style-type: none"> ■ Evaluate measures to eliminate racism and their effectiveness 	<ul style="list-style-type: none"> ■ Understand and use the future tense 	

Heutige gesellschaftliche Fragen – 7 Reichtum und Armut

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Der Reichtum	<ul style="list-style-type: none"> Consider attitudes to wealth and poverty 	<ul style="list-style-type: none"> Use the subjunctive to form the conditionnal tense 	
B Armut in Europa	<ul style="list-style-type: none"> Talk about the causes of poverty in Europe and its consequences 	<ul style="list-style-type: none"> Use subordinating conjunctions, including <i>seitdem</i>, <i>als ob</i>, <i>als</i> 	
C Die Entwicklungsländer	<ul style="list-style-type: none"> Discuss the causes of poverty in developing countries, and the link with health Talk about the work of charitable organisations and governments 	<ul style="list-style-type: none"> Understand and use the future tense 	<ul style="list-style-type: none"> Practise gist comprehension of texts containing difficult vocabulary

Heutige gesellschaftliche Fragen – 8 Recht und Ordnung

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Jugendkriminalität	<ul style="list-style-type: none"> Discuss crimes, especially involving or affecting young people 	<ul style="list-style-type: none"> Use the subjunctive in indirect speech 	
B Ursachen und Vorbeugung	<ul style="list-style-type: none"> Examine reasons for criminal and anti-social behaviour Discuss measures to reduce crime 	<ul style="list-style-type: none"> Use variations in normal word order to change the emphasis of what you want to say 	
C Strafen	<ul style="list-style-type: none"> Talk about alternatives to imprisonment, and their appropriateness and effectiveness 		<ul style="list-style-type: none"> Discuss the advantages and disadvantages of something

Heutige gesellschaftliche Fragen – 9 Wissenschaft und Technologie

By the end of this chapter students will be able to:

	Language	Grammar	Skills
A Technologie im Alltag	<ul style="list-style-type: none">■ Discuss the use of modern technology in the home and workplace■ Discuss the impact of space technology	<ul style="list-style-type: none">■ Use the future perfect tense	
B Medizinische Forschung	<ul style="list-style-type: none">■ Talk about medical and biological advances		<ul style="list-style-type: none">■ Understand and explain the viewpoint of others
C Ethische Fragen	<ul style="list-style-type: none">■ Consider the ethical issues linked to scientific and technological progress	<ul style="list-style-type: none">■ Use the conditional perfect tense	