

Subject	German		Year Group: 13	13	
	J2J/HT1	HT2	HT3	HT4	HT5
Scheme title	der Vorleser – study of novel Youth trends/ modern Germany after 1989 Research skills – IRP	Modern Germany 1989 onwards; Diversity and difference Oral preparation	Marginalisation and integration Revision of key AS topics and film	Exam preparation (Year 1 themes)	Exam preparation (Year 1+ 2 themes)
Purpose of scheme	Students begin to explore the literature and analysis of the key themes throughout.	The purpose of this scheme is to look at Modern Germany from 1989 and how the make up of German society has changed. .	Diversity and Difference is the focus of this unit. Students have the opportunity to discuss migration and integration within German speaking communities.	Scheme allows students to address any gaps in knowledge and revisit key Year 1 themes.	Schemes allows students to address any grammar gaps and revise Year 1 and Year 2 themes.
Knowledge in sequence	a. Bernhard Schlink, Der Vorleser (1993) text in class and independently – Teil 2, b. Character analysis c. analysis of Hanna and Michael's relationship d. Generationskonflikt – 68er vs Kriegsgeneration. e. Vergangenheitsbewältigung e. Analphabetismus f. Hanna's death g. Critical reaction to Vorleser h. Key grammar linked to novel. e. Consolidate Key events leading to Mauerfall. f. Immediate consequences in the Wendezeit. g. Key decisions leading to (re-)unification h. Representation in Goodbye, Lenin! i. Launch main IRP task – give booklet and time line for preparation j. Speaking card booklet and photo card technique	a. Diversity and Difference – Migration and Integration b. Germany's role in 2015 Flüchtlingskrise and changing make up of German society c. Waves of migration to BRD post war. Gastarbeiter d. Changing make up of German society Integration – role of individual and society e. Ways to promote and obstacles to integration f. Attitudes and opinions of East and West Germans post-Wende g. Mauer im Kopf h. Migrants in DDR i. Rechtsextremismus im Osten j. Normalisierung in der Berliner Republik k. Differences still existing today l. Independent research Project m. Weekly discussion card	a. Broader themes – other forms of marginalisation and how to deal with them b. Desirability of integration – accepting difference? c. Extremism and racism d. discrimination of marginalised groups. e. Revision of AS Topics f. Analysis of grammar points and targeted revision as appropriate. g. Independent research Project h. Weekly discussion card	•Preparation for mock exams •Launch ACTION PLAN – address any gaps in knowledge. •Revision of vocabulary linked to Year 1+2 themes •Exam technique: Reading comprehensions, responding in TL and not lifting more than 3 consecutive words from text – paraphrasing •Practice questions/papers – all skills •Personalise grammar revision, ensure students are aware of their weaknesses and provide an individual action plan. Independent work on areas for improvement •Grammatical gap fills•Oral exam focus until completed. •Listening and translation focus – Year 1 themes. •Preparation for mock exams •Revision of vocabulary linked to Year 1+ 2 themes •Exam technique: Reading comprehensions, responding in TL and not lifting more than 3 consecutive words from text – paraphrasing •Practice questions/papers – all skills •Personalise grammar revision, ensure students are aware of their weaknesses and provide an individual action plan. Independent work on areas for improvement •Grammatical gap fills•Oral exam focus until completed. •Listening and translation focus – Year 1 themes.	
Skills	•True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the tenses are key.	•True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the tenses are key.	•True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the tenses are key.	•True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the tenses are key.	•True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the tenses are key.
Key Words	Die Wiedervereinigung/ Wende, Bundesrepublik Deutschland (BRD), Deutsche Demokratische Republik (DDR), Friedliche Revolution. neue Bundesländer, mit etwas rechnen, selbstverständlich sein, verraten und verhaftet sein, die Kehrseite	die Bürgerschaft/Staatsangehörigkeit, Asylbewerber/ Einwanderer/ ZuwandererFlüchtlinge Illegale, Menschenhändler, die Grenze, Bürgerkrieg, Armut, Hungersnot, Verfolgung, Er/Sie stammt aus einer	fördern, fordern, sich befassen mit, ablehnen, feiern, gewährleisten, ändern, sich verändern, sich engagieren , Gleichberechtigung, (das Allgemeine Gleichbehandlungsgesetz), die Vielfalt/Minderheiten/die	All vocabulary covered during previous schemes will be revisited here.	All vocabulary covered during previous schemes will be revisited here.
End Point	Students Reading, Listening and Speaking skills will be assessed through their knowledge of topics covered in this scheme.	Students Reading, Listening and Speaking skills will be assessed through their knowledge of topics covered in this scheme.	Students Reading, Listening and Speaking skills will be assessed through their knowledge of topics covered in this scheme.	Successful completion of Speaking Exam with visiting Examiner. Students Reading, Listening and Speaking skills will be assessed through their knowledge of topics covered in this scheme.	Final Exams to be completed during this Scheme, marking the End Point of the Course.
Assessment method	UNIT ASSESSMENT: Full AS Paper 2022 Component 2 Text timed essay: der Vorleser	UNIT ASSESSMENT: Full A-level Paper 2023 Component 2 Mock Vorleser timed essay	UNIT ASSESSMENT: Mock Exams 2024	UNIT ASSESSMENT: Full A-level Papers 2018-2021 Component 2 Photo Cards Timed Essay: Goodbye Lenin/der Vorleser	UNIT ASSESSMENT: Full A-level Papers 2018-2021 Component 2 Photo Cards Timed Essay: Goodbye Lenin/ der Vorleser