



Grammatical skills covered throughout the course. Emphasis based on student response and understanding.

We teach **Edexcel A Level** German and there are six topic units:

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**

Migration von Ost nach West; Arbeitslosigkeit in der früheren DDR; Auswirkungen auf Schulen in Deutschland.

And they are taught in this order:

	KP	DW
Autumn 1	Society in the GDR before reunification (Goodbye Lenin!)	The positive effects of integration (BDAD)
Autumn 2	Events prior to reunification (Goodbye Lenin!)	The challenges of immigration and integration (BDAD)
Spring 1	German since reunification (Goodbye Lenin!)	The state and social reaction to immigration (IRP/BDAD)
Spring 2	Goodbye Lenin!	IRP (BDAD)
Summer 1	Revision and Exam practice	



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 3.1 – Die positive Auswirkung von Integration			
Positive Effects of immigration	Thematic understanding: • Understand the positive impact of immigration on German society. • Explore the advantages of social integration and multiculturalism in German-speaking countries. • Examine the contribution of immigrants to culture, the arts and wider society. • Evaluate differing opinions on immigration and integration. Grammatical skills: • Use the nominative case after copulative verbs. • Use relative pronouns accurately. • Revise and apply the genitive case. Strategic skills: • Weigh up contrasting viewpoints and draw conclusions. • Summarise information from written and spoken sources. • Develop topic-specific vocabulary relating to immigration and integration. • Support opinions with evidence and examples.	Builds on GCSE themes of identity, culture and social issues. Translation, discussion and summarising skills developed throughout KS4 and Year 12. Prior knowledge of German-speaking countries provides a foundation for discussions of multiculturalism and diversity.	Leads into Challenges of Immigration and Integration, where students examine discrimination, housing issues and barriers to integration. Supports the study of the history of immigration and social reactions to immigration in Germany. Develops evaluative skills needed for the speaking examination and IRP.



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Unit 3.2 – Die Herausforderungen von Immigration und Integration			
The challenges of immigration and integration	Thematic understanding: • Learn facts about migrants in Germany. • Examine discrimination in the German labour market. • Explore the housing situation of migrants in Germany. • Analyse barriers to successful integration. • Evaluate social, economic and cultural challenges associated with immigration. Grammatical skills: • Revise the perfect tense. • Use modal verbs and reflexive verbs in the perfect tense. • Use infinitive constructions accurately. • Use prepositional adverbs. Strategic skills: • Develop arguments from different perspectives. • Research an event or series of events. • Note key facts, dates and statistics from listening passages. • Incorporate statistical evidence into discussions and written responses. • Develop critical thinking and evaluative skills when discussing social issues.	Builds on the Year 13 unit The Positive Effect of Integration, where students explore the benefits of immigration, multiculturalism and social integration in German-speaking countries. Translation, listening and discussion skills developed throughout KS4 and Year 12. Prior knowledge of migration issues gained through current affairs discussions and authentic materials.	Leads into History of Immigration and Right-Wing Reaction, including the experiences of <i>Gastarbeiter</i>, the perspectives of local communities and immigrants, and the rise of right-wing extremism. Supports development of independent research skills for the IRP and preparation for Paper 1 discussion and writing tasks.



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Unit 3.3 – Die Staatliche und soziale Reaktion zur Immigration			
The state and social reaction to immigration	Thematic understanding: • Understand the historical background of <i>Gastarbeiter</i> in Germany. • Explore the personal experiences of immigrants and local communities. • Examine attitudes towards immigration in German society. • Analyse the ideology and consequences of right-wing extremism. • Evaluate state responses to immigration and integration. • Consider the impact of political, social and media reactions to immigration. Grammatical skills: • Use the passive voice effectively and recognise alternatives using <i>man</i>. • Consolidate knowledge of nouns and nominalisation. • Use Subjunctive I (<i>Konjunktiv I</i>) in reported speech. Strategic skills: • Develop techniques for A-level listening tasks. • Identify and research key historical figures and events. • Use a range of complex grammatical structures accurately. • Interpret differing viewpoints and perspectives. • Develop evaluative and analytical responses to controversial issues.	Builds on the Year 13 unit Challenges of Immigration and Integration, where students examine discrimination, housing issues and barriers to integration. Students have previously explored the positive effects of immigration and multiculturalism in German-speaking countries. Research and discussion skills developed throughout KS4 and Year 12.	Provides historical and social context for wider discussions of contemporary German society. Supports independent research for the IRP and strengthens analytical skills required for Paper 1 discussion and essay tasks. Develops understanding of political and social change that can be linked to broader themes of identity, society and modern Germany.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 3.4 – Die Gesellschaft in der DDR vor der Wiedervereinigung			
Society in the GDR before reunification	Thematic understanding: • Understand key concepts relating to the political and social system of the GDR. • Examine the influence of the state on everyday life. • Explore housing, employment and education in East Germany. • Understand the role of government control and surveillance. • Analyse the relationship between East and West Germany. • Evaluate the advantages and disadvantages of life in the GDR. Grammatical skills: • Use and understand the imperative. • Revise all cases accurately. • Apply adjectival endings with and without articles across all cases. Strategic skills: • Develop strategies for dealing with unpredictability in speaking tasks. • Improve translation skills from German into English. • Expand and use more sophisticated topic-specific vocabulary. • Express and justify opinions on historical and political issues. • Develop fluency in discussion of abstract concepts.	Students have encountered aspects of East German history through Year 12 study of German film, particularly <i>Goodbye Lenin!</i>. Core case work and adjective endings introduced and practised throughout the Year 12 grammar programme. Basic translation skills developed at GCSE and consolidated in Year 12.	Provides the historical foundation for the unit Reunification of Germany. Supports understanding of the fall of communism and the social and economic consequences of reunification. Reinforces themes explored through German film and develops analytical skills required for Paper 1 and speaking assessments.



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Unit 3.5 – Ereignisse vor der Wiedervereinigung			
Events prior to reunification	Thematic understanding: • Understand the role of Mikhail Gorbachev in the reunification of Germany. • Examine the political and social events leading to the fall of the Berlin Wall. • Explore the decline of communist control in East Germany. • Understand the period between the fall of the Berlin Wall and formal reunification. • Analyse the significance of key individuals, protests and reforms. • Evaluate the factors that contributed to German reunification. Grammatical skills: • Use the future perfect tense (<i>Futur II</i>). • Use adverbs as conjunctions. • Construct and manipulate complex sentence structures accurately. Strategic skills: • Infer information from interviews and reports in listening exercises. • Reproduce information using own words. • Develop more varied written and spoken responses through the use of idiomatic expressions and synonyms. • Summarise and evaluate historical information from authentic sources.	Builds directly on the unit Society in the GDR Before Reunification, where students examine the political and social structure of East Germany. Students have previously encountered aspects of reunification through the study of <i>Goodbye Lenin!</i>. Translation, listening and discussion skills have been developed throughout Years 12 and 13.	Leads into the unit Germany Since Reunification, which examines the economic and social consequences of reunification. Supports synoptic links between historical events and contemporary German society. Provides contextual knowledge for Paper 1 discussion tasks, the speaking examination and analytical essay writing.

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Unit 3.6 – Deutschland seit der Wiedervereinigung			



Germany since reunification	Thematic understanding: • Understand the effects of the end of communism on German society. • Examine the impact of reunification on schools, teachers and pupils. • Explore migration from East Germany following reunification. • Analyse the economic consequences of reunification for Germany. • Evaluate the social and political impact of reunification on modern Germany. • Consider whether reunification has been fully successful and whether differences between East and West Germany still exist today. Grammatical skills: • Use the subjunctive in the past (<i>Konjunktiv II Vergangenheit</i>). • Manipulate and combine a range of tenses accurately. • Use verbs that require the dative case. • Use <i>Konjunktiv II</i> to express wishes, polite requests and hypothetical situations (<i>als ob</i> constructions). Strategic skills: • Develop techniques for A-level listening tasks. • Manage examination time effectively. • Plan and implement revision strategies. • Develop techniques for maintaining audience interest during presentations and discussions. • Synthesise information from multiple sources and evaluate differing viewpoints.	Builds directly on the unit Events Prior to Reunification, where students study the fall of communism, the collapse of the Berlin Wall and the process of reunification. Knowledge of East German society developed through the unit Society in the GDR Before Reunification. Students have encountered the legacy of reunification through the study of <i>Goodbye Lenin</i> and other authentic materials.	Provides a synoptic overview of modern Germany and supports preparation for all A-level examination components. Develops evaluative discussion skills for the speaking examination and independent research project (IRP). Reinforces historical, political and social themes studied throughout the Year 13 course.
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Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Der Besuch der alten Dame – Friedrich Dürrenmatt			
Der Besuch der alten Dame	Thematic understanding: • Develop a deeper understanding of the play's central themes, including justice, morality, revenge, guilt and corruption. • Analyse the motivations and development of key characters. • Explore Dürrenmatt's use of dramatic techniques and symbolism. • Evaluate differing interpretations of characters, themes and events. Essay-writing skills: • Construct analytical and evaluative essays in German. • Select and use relevant textual evidence to support arguments. • Develop coherent lines of argument and critical judgement. • Use appropriate literary terminology accurately. Strategic skills: • Express and justify personal interpretations of the text. • Compare differing viewpoints and critical perspectives. • Develop fluency in discussing literary works in spoken and written German.	Initial introduction to the text in Year 12, including plot overview and key characters. Basic literary analysis and essay-writing skills developed through film study and thematic units. Experience of expressing and supporting opinions in German developed throughout Year 12.	Supports preparation for the A-Level Paper 2 literature essay. Reinforces analytical writing skills required across the qualification. Develops independent critical thinking and evaluative discussion skills that can be applied in speaking and writing assessments.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Goodbye Lenin! (Dir. Wolfgang Becker)			
Goodbye Lenin!	Thematic understanding: • Develop a deeper understanding of the film's central themes, including reunification, identity, memory, nostalgia (<i>Ostalgie</i>), family relationships and political change. • Analyse the development and motivations of key characters. • Explore how the film presents life in East Germany before and after reunification. • Evaluate Becker's use of cinematic techniques to communicate ideas and perspectives. • Consider differing interpretations of the film's message about reunification and the GDR. Essay-writing skills: • Construct analytical and evaluative film essays in German. • Select and use relevant evidence from key scenes to support arguments. • Develop coherent lines of argument and critical judgement. • Use appropriate film and analytical terminology accurately. Strategic skills: • Express and justify personal interpretations of the film. • Compare differing viewpoints on characters, themes and events. • Develop fluency in discussing film in spoken and written German.	Film studied and introduced in Year 12, including plot, historical context and key characters. Initial analytical and essay-writing skills developed through Year 12 film work and thematic units. Knowledge of the GDR and reunification introduced through Year 12 lessons and authentic materials.	Supports preparation for the A-Level Paper 2 film essay. Reinforces analytical writing and evaluative skills required across the qualification. Provides contextual support for the Year 13 themes of the GDR, reunification and Germany since reunification.



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Independent Research Project			
Independent Research Project	Research and thematic understanding: • Select and refine a suitable research topic related to German-speaking society, culture, history or politics. • Develop an understanding of how to formulate and investigate a research question. • Gather information from a range of authentic German-language sources. • Evaluate the reliability and usefulness of different sources and viewpoints. • Develop independent learning and critical thinking skills. Presentation and speaking skills: • Organise and present information clearly and coherently in spoken German. • Develop the ability to discuss and defend opinions. • Respond confidently to unpredictable questions. • Justify conclusions using evidence from research. Strategic skills: • Select, analyse and synthesise information from multiple sources. • Develop note-taking and summarising skills. • Build topic-specific vocabulary related to individual areas of research. • Improve fluency, spontaneity and accuracy in discussion.	Students were introduced to the concept and requirements of the IRP in Year 12 and completed initial preparation activities. A mini-IRP and guided research tasks developed basic research, presentation and discussion skills. Students have practised expressing and justifying opinions through thematic study and speaking activities throughout Year 12.	Direct preparation for the A-Level speaking examination. Develops independent research, analysis and discussion skills that support all examination components. Encourages students to make synoptic links across themes studied throughout the course.