

Deutsch (AS and A-level)

**Subject context**

German AS and A level includes topics which look at society, culture, history and politics in German-speaking countries. By the end of the A-level you will be fluent in spoken German and will be able to understand and translate spoken and written German, as well as read extensively and write analytical essays in German. It is an excellent A-level, highly valued by universities and lessons are varied and interactive, covering a wide range of language-learning activities. Many employers are keen to employ German-speakers, as so many companies have their main operations in German-speaking countries.

Please purchase a copy of AQA German grammar and translation workbook before the start of term. [AQA German A Level and AS Grammar & Translation Workbook: Get Revision with Results: Amazon.co.uk: Sauer, Dagmar: 9780198415541: Books](https://www.amazon.co.uk/AQA-Level-German-Translation-Workbook/dp/0198415540/ref=asc_df_0198415540/?tag=googshopuk-21&linkCode=df0&hvadid=697225401777&hvpos=&hvnetw=g&hvrand=1562151762241615584&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9045348&hvtargid=pla-436828978264&psc=1&mcid=eefa6dcf579e32a898985d312a5bf641&th=1&psc=1&gad_source=1)

You can also buy this book from World of Books or Good Read at a cheaper price.

**What will I study?**

|  |  |
| --- | --- |
| **Theme 1** | Aspects of German-speaking society (AS) |
| **Theme 2** | Artistic culture in the German-speaking world (AS) |
| **Theme 3** | Multiculturalism in German -speaking society (A2) |
| **Theme 4** | Aspects of political life in the German-speaking world (A2) |

You will also study a film and a book as cultural options and do an independent research project

**A-level MFL Work Organisation**

* **All students to use a lever arch folder to keep work organised. You may wish to keep grammar notes in a separate folder**
* **Organise your folder to include separate sections. The following is a suggestion:**

1. Summary details of the course to be kept at front
2. Year 1 Topics sections –

Theme 1 – Aspects of German-speaking society divided into 3 main sections:

* The changing state of the family (Die Familie im Wandel)
* The digital world (Die digitale Welt)
* Youth culture (Jugendkultur – Mode, Musik, Fernsehen)

Artistic Culture in the German-speaking world divided into 3 main sections:

* Festivals and traditions (Feste und Traditionen)
* Art and Architecture (Kunst und Architektur)
* Multicultural life in Berlin (Berlin als kulturelle Metropole)

1. Cultural studies section (Film topic)
2. Grammar section – useful to divide this into appropriate sections
3. Speaking section – examples of stimulus material, work with Foreign Language Assistant
4. Vocabulary section – do this how you wish e.g vocab booklet/vocab sheets
5. Exam skills and practice papers

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**What is Huish Headstart?**

To keep you engaged with the German language we have set you some interesting activities to complete prior to your course commencing later this year.

Time guide for each activity

The booklet includes a range of tasks. You will need access to the internet for some of them but not all of them. You will also find it useful to look back over material from your GCSE. All of the activities are connected to the topics we will study in the first year of your A-level.

**Huish Headstart Set Tasks**

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Paper 1 of the A-level contains tests on listening, reading and translation. You need a good knowledge of grammar to do well in this paper.

1 hour

In a dictionary you find the infinitive of a verb. Eg: spielen = *to play*

A: Look up the following infinitives in an online dictionary. (I use wordreference <https://www.wordreference.com/>) and write the English verb and the third person singular (er/sie/es)

|  |  |  |  |
| --- | --- | --- | --- |
| eg | Bekommen | to get | **er** bekommt |
|  | Aufstehen |  |  |
|  | Lessen |  |  |
|  | Nehmen |  |  |
|  | Arbeiten |  |  |
|  | laufen |  |  |
|  | machen |  |  |
|  | sprechen |  |  |
|  | verstehen |  |  |
|  | wissen |  |  |
|  | tragen |  |  |

B: Construct some sentences using the following **separable verbs.**

1.auskommen: Er \_\_\_\_\_\_\_\_\_\_\_\_\_ gut mit seiner Mutter \_\_\_\_\_\_\_.

2.aufmachen: Sie \_\_\_\_\_\_\_\_\_\_\_\_\_ immer das Fenster \_\_\_\_\_\_\_.

3.mitnehmen: Meine Mutter \_\_\_\_\_\_\_\_\_\_\_\_ mich oft ins Theater \_\_\_\_\_\_\_\_.

4.ausziehen: Mit 18 \_\_\_\_\_\_\_\_\_ sie wahrscheinlich von zuhause \_\_\_\_\_\_\_\_.

5.ausgehen: Emma \_\_\_\_\_\_\_\_\_ immer am Wochenende \_\_\_\_\_\_\_.

Use online websites to revise and learn grammar and vocabulary over the holidays! Many are free to use: languages online [languages online](https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0) lightbulb languages [German Resources (lightbulblanguages.co.uk)](https://www.lightbulblanguages.co.uk/resources-german.htm), Conjugaemos [Home Page || Conjuguemos](https://conjuguemos.com/) and Memrise [Learn a language. Memrise is authentic, useful & personalised.](https://www.memrise.com/)

**C: Translate** this passage accurately into English.

Ich sehe selten fern, habe meistens keine Zeit dazu. Vormittags arbeite ich und am Nachmittag muss ich meist meine Kinder zum Sport oder Musikunterricht fahren. Aber die Nachrichten sehe ich jeden Tag. Ich wähle genau aus, was ich sehen möchte. Sport interessiert mich und da sehe ich wohl auch öfter mal die Sportschau. Ich erwarte vom Fernsehen, dass es mich informiert. Spaß und Unterhaltung habe ich mit meiner Familie. Bei Volksmusiksendungen schalte ich sofort um oder ab, die sind ja das Letzte! So etwas Schmalziges kann nur das deutsche Fernsehen zeigen.

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**Aufgabe 2:**  **Listening: One of the themes we study in Year 12 is “Die digitale Welt”.** Find the following video theme on Deutsche Welle.

[Ohne Angst allein unterwegs – mit einer App | DW Deutsch Lernen](https://learngerman.dw.com/de/l-68073780)

30 minutes

Watch and listen to the presentation about a new German safety app developed by a 16 year old German girl and answer the following questions in English. Don’t be put off by the speed of the recording. You don’t need to understand everything. If you want to try the online activities feel free to do so (multiple choice test, Lückentext and zu-Infinitive).

1. Für wen ist Safespace vor allem gedacht? (1)
2. Wann fühlte sich Nour besonders unsicher? (2)
3. Wenn man sich unsicher fühlt, was kann man machen? (2)
4. Was ist besonders wichtig für die App Safespace? (1)
5. Wie viele Userinnen benutzen Safespace? (1)
6. Warum wollem die Gründerinnen Geld verdienen? (1)
7. Wann entwickelte Nour ihre Idee für eine Sicherheitsapp? (1)
8. Nennen Sie 3 Tipps von Nour für junge Gründer und Gründerinnen. (3)

Deutsche Welle.de is a fantastic resource for improving your German. There are 100s of free video, audio and reading resources here, many of them with ready-made interactive activities. You may find them a bit difficult to start with but be persistent – your German will improve very quickly.

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**Aufgabe 3: Research**

**For the essay paper we will study the film “Das Leben der Anderen”**

1 hour

The film we have done this year is called “Das Leben der Anderen”. It is a 2006 German drama film, part of the successful career of Florian Henckel von Donnersmarck. It is a thriller, showing the imagined journey of a Stasi (secret police) officer who is changed by his surveillance of a German dramatist, who decides to betray his country. The film received an Oscar and the soundtrack is amazing.

In preparation for studying the film it would be good for you to read up about the history of the German Democratic Republic (GDR) and how life was for the people who lived there.

<https://en.wikipedia.org/wiki/History_of_East_Germany>

You can read a simplified description in German here. See how much you can understand.

<https://www.lernspass-fuer-kinder.de/themen-uebersicht/hsu/politik-and-geschichte/geschichte/deutsche-geschichte/die-ddr/>

**Write 5 facts you have learnt about this topic below. You can write in German or in English.**

**1.**

**2**

**3**

**4**

**5**

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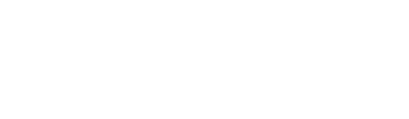
1 hour

**Aufgabe 4: Stimulus Card**

During your speaking sessions with the German assistant you will be practising topic based cards. Have a go at the example card below. Write your answers to the 3 questions in German. If you want, you could record yourself giving your answers in German. Then send your recording as an mp3 file to [sarago@richuish.ac.uk](mailto:sarago@richuish.ac.uk)

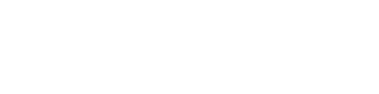
|  |
| --- |
| **Der Einfluss des Internets auf junge Leute** |
| Laut einer Studie des info-Instituts München 2016 hat das Internet mehr positive als negative Einflüsse auf Jugendliche. |



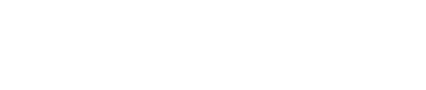


„Wir haben digitale Bücher mit online Aufgaben. Das Lernen ist interaktiver und interessanter.“

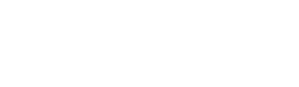
(Leo, 15 Jahre)



„Das Internet macht es mir leicht, meine Freizeit zu planen.“ (Anna, 14 Jahre)



„Ich kann mich schnell über alles informieren, was in der Welt passiert.“ (Heike, 17 Jahre)



„Ich verbringe zu viel Zeit im Internet.“

(Marco, 15 Jahre)

**Fragen**

•1. Was lernt man hier über den Einfluss des Internets auf Jugendliche?

•2. Was sind Ihrer Meinung nach die Nachteile des Internets?

•3. Wie wichtig ist das Internet im täglichen Leben in Deutschland, Österreich oder der Schweiz?

