



Woodbridge High School

A Level Edexcel

GCE

German

Year 12

Student Handbook

2019-20

Name _____ TG: _____

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Frequently Asked Questions

What lessons will I have?

You will have 5 lessons per fortnight with Mrs Turner, and 4 lessons per fortnight with Mr Hennessy.

What topics will I cover?

There are 4 themes. The themes covered during Year 12 are the following:

Theme 1: Gesellschaftliche Entwicklung in Deutschland

Theme 1 is set in the context of Germany only. This theme covers social issues and trends.

- **Natur und Umwelt** – Umweltbewusstsein; Recycling; erneuerbare Energie; nachhaltig leben.
- **Bildung** – Bildungswesen und die Situation von Studenten; Sitzenbleiben; Berufsausbildung.
- **Die Welt der Arbeit** – Das Arbeitsleben in Deutschland und die Arbeitsmoral; deutsche Geschäfte und Industrien.

Theme 2: Politische und künstlerische Kultur im deutschen Sprachraum

Theme 2 is set in the context of German-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- **Musik** – Wandel und Trends; Einfluss der Musik auf die populäre Kultur.
- **Die Medien** – Fernsehen, Digital-, Print-und Onlinemedien; Einfluss auf Gesellschaft und Politik.
- **Die Rolle von Festen und Traditionen** – Feste, Feiern, Sitten, Traditionen.

The following themes are studied in year 13:

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.

What do I need for the lessons?

You will be given an assessment file for each teacher, where marked work will be kept along with a tracker. You will also have an exercise book for lesson notes. We advise you to get a separate folder to keep your grammar handouts and notes in which you can use for reference during classwork and any individual tasks. You will be given the *Edexcel A Level German* textbook which you must bring to every lesson.

You are advised to buy a large dictionary to use at home – we recommend the *Oxford German Dictionary* (about £25). You should also have a small dictionary to use at school.

You will have to purchase the following textbook:

- *Edexcel A Level German (includes AS), Paul Elliott, Marcus Waltl, Mariela Affum, Paul Stocker, Amy Bates, Louise Fenner, Helen Kent, ISBN: 9781471858239*

We would also recommend the purchase of the following books:

- *German A-level Grammar Workbook 1, Helen Kent, ISBN: 9781510417717*
- *Wort für Wort, Sixth Edition: German Vocabulary for Edexcel A-Level, Paul Stocker, ISBN: 9781510434851*
- *Modern Languages Study Guides: Das Leben der Anderen, Geoff Brammall, ISBN: 9781471891816*

What exams will I have?

You will take your exams at the end of Year 13.

There are three units:

Unit 1 – Listening, reading and translation – 2 hours (80 marks)

Unit 2 – Written response to works and translation – 2 hours 40 mins (120 marks)

Unit 3 – Speaking – 21-23 mins (including 5 mins preparation time) (72 marks)

What grades can I get?

The A Level German exam is graded from A* to E. You will also get a separate mark for each unit.



What will I do in lessons?

Lessons will be conducted mainly in German, although some of the grammar lessons will be in English early on in the course. We will spend a lot of time learning and practising new grammar rules and getting to the bottom of some of the difficulties of German grammar. In topic lessons, you will learn how to deal with longer texts and spend a lot of time dealing with exam techniques. You will develop your ability to use the language independently through homework and preparation for class tasks.

How will I know how well I am doing?

You will have regular vocabulary and class tests and at the beginning you will have lots of grammar tests to check that you are learning the rules at home. You will have a formal assessment each half term. You will have several target setting sessions with your teacher over the year in which you will discuss your work and progress in detail. In January and March of year 12 you will have your mocks which will give you a very good idea of the grade you are working at.

What should I do if I am having problems?

It is very important to stay positive. If you are finding something hard, you should ask your teacher for help during the lessons or stay behind and get them to explain again. When you are doing homework, make sure you are using a dictionary and your notes to help you. You must learn new vocabulary each week – it is much easier to do this in small chunks as opposed to all in one go.

How can I do better?

Firstly, you need to know what grade you are working at – ask your teacher. Next, find out what it is that will help you get to the next grade – look at the grade descriptions or ask your teacher. Then work on making sure you always do those things – and keep asking if you are getting to the grade you want to be at.

- Vocabulary tests to take place once per week for each teacher
- Independent Listening to take place each fortnight
- Independent Reading to take place each fortnight based on authentic texts chosen by student
- Assessed written responses to take place each fortnight with
- Assessed speaking tasks (responses to texts) to take place each fortnight with in topic lesson time
- Grammar tests to take place as appropriate

Specification Information

Awarding Body:	Edexcel
Specification Title:	Pearson Edexcel Level 3 Advanced GCE in German
A2 Specification Code:	9GN0
Units:	9GN0/01 –Listening, reading, translation 9GN0/02 –Written response to works and translation 9GN0/03 – Speaking

The full specification is available online at:

https://qualifications.pearson.com/content/dam/pdf/A%20Level/German/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_German.pdf

Unit Details and Assessment Information

Unit 1 – Listening, reading, translation

40% of the qualification

2 hour written examination in three sections:

Section A: Listening (30 marks)

A listening assessment based on a recording, featuring male and female German speakers. You will respond to comprehension questions based on a variety of contexts and sources.

Section B: Reading (30 marks)

A reading assessment based on a variety of text types and genres where you will have to respond to comprehension questions.

Section C: Translation into English (20 marks)

An unseen passage to be translated from German to English

Unit 2 – Written response to works and translation

30% of the qualification

2 hour and 40 minutes written examination in three sections:

Section A: Translation (20 marks)

You translate an unseen passage from English into German.

Section B: Written response to works (literary texts) (50 marks)

You must write an extended response on the literary text ‘Die verlorene Ehre der Katharina Blum’. You select one question from a choice of two for each of your chosen literary text.

Section C: Written response to works (films) (50 marks)

You will write an extended response on the film ‘The Lives of Others’.

Unit 3 – Speaking

30% of the qualification

You have to complete two tasks.

Task 1 is worth 30 marks and Task 2 is worth 42 marks.

Task 1 (discussion on a Theme)

You discuss one Theme from the specification based on a stimulus containing two different statements.

Task 2, Part 1 (independent research presentation)

You have to present a summary of at least two of the written sources you have used for your research and give a personal response to what you have read.

Task 2, Part 2 (discussion on independent research)

You answer questions on your presentation and then have a wider discussion on your research.

Assessment Criteria for Marked Written Work

Critical and Analytical Response

<u>Mark</u>	<u>Description</u>
0	No rewardable material.
1-4	Points of view relating to issues/themes/cultural or social contexts are presented, with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. Limited ability to form arguments or draw conclusions. Response relates to the work but limited focus on the question.
5-8	Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments. Response relates to the work but often loses focus on the question.
9-12	Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. Response is relevant to particular aspects of the question, occasional loss of focus.
13-16	Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together. Predominantly relevant response to the question.
17-20	Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. Detailed, logical arguments and conclusions are made that consistently link together. Relevant response to the question throughout.

Range of grammatical structures and vocabulary

<u>Mark</u>	<u>Description</u>
0	No rewardable material
1-4	Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted. Limited range of vocabulary resulting in repetitive expression. Limited use of terminology appropriate to literary and cinematic analysis
5-8	Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted. Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive. Occasional use of terminology appropriate for literary and cinematic analysis.
9-12	Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing. Some variation in use of vocabulary, resulting in variation of expression but this is not sustained. Some use of terminology appropriate for literary and cinematic analysis.
13-16	Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay. Frequently varied use of vocabulary, resulting in regular variation of expression. Frequent use of terminology appropriate for literary and cinematic analysis.

17-20	Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing. Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways. Consistent use of terminology appropriate for literary and cinematic analysis.
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Accuracy of language

Mark	Description
0	No rewardable material
1-2	Limited sequences of accurate language resulting in lapses in coherence. Errors occur that often prevent meaning being conveyed.
3-4	Some accurate sequences of language resulting in some coherent writing. Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5-6	Frequent sequences of accurate language resulting in generally coherent writing. Errors occur that occasionally hinder clarity of communication.
7-8	Accurate language throughout most of the essay, resulting in mostly coherent writing. Errors occur that rarely hinder clarity of communication.
9-10	Accurate language throughout, resulting in consistently coherent writing. Any errors do not hinder clarity of communication.

Assessment Criteria for Marked Spoken Work

Task 1 (discussion on a Theme)

Knowledge and understanding of society and culture

Mark	Description
0	No rewardable language
1-3	Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4-6	Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7-9	Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Accuracy and Range of Language

<u>Mark</u>	<u>Accuracy</u>
0	No rewardable language
1-3	Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. Pronunciation and intonation are inconsistent, leading to occasional impairment in communication
4-6	Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. Pronunciation and intonation are intelligible and mostly accurate.
10-12	Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. Pronunciation and intonation are accurate, intelligible and authentic sounding.

Interaction

<u>Mark</u>	<u>Description</u>
0	No rewardable language
1-2	Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally

and appropriately at different points in the conversation.

Task 2, Part 1 (independent research presentation)

Responding to written language in speech

Mark	Description
0	No rewardable language
1-3	Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas. Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. Responses that refer to just one single written source can be awarded a maximum of 3 marks only.
4-6	Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7-9	Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. Gives a relevant personal response to the written sources supported with some justification.
10-12	Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. Gives a convincing personal response to the written sources supported with clear justification.

Task 2, Part 2 (discussion on independent research)

Knowledge and understanding of society and culture

Mark	Description
0	No understanding of stimulus
1-3	Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4-6	Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7-9	Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Accuracy and range of language

Mark	Description
0	No understanding of stimulus
1-3	Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. Pronunciation and intonation are intelligible and mostly accurate.
10-12	Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Interaction

Mark	Description
0	No understanding of stimulus
1-2	Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and

A Level Grade Descriptions

Grade A

- You show a clear understanding of written and spoken language
- You understand the main points and details, including points of view, from speech or writing
- You are able to infer meaning with only a few omissions, from speech or writing
- You are able to develop your ideas and express points of view, with appropriate justification
- You respond readily and fluently to written and spoken language and take the initiative
- You have generally accurate pronunciation and intonation
- You are able to deal with unpredictable elements when speaking
- You Show the ability to organise and structure a response in writing
- You offer relevant information which addresses the requirements of the task
- You make effective use of a range of vocabulary and structures appropriate to the task
- Your deployment of grammar, syntax and morphology is appropriate to the task
- You are able to manipulate given language appropriately when required

Grade B

- You show a good understanding of spoken and written language, including complex language
- You understand main points and details, including points of view
- You have a good ability to infer meaning where appropriate to the task
- You are able to convey all relevant information when transferring meaning
- You are fluent in your response to spoken and written language
- You are able to communicate factual information, narrate events and express points of view in response to the task set, addressing fully all the requirements of the task
- You structure and organise your response entirely appropriately to the task
- You use a good and wide range of vocabulary and structures
- Your deployment of grammar, syntax and morphology is accurate with minor errors
- You demonstrate a good ability to manipulate language where appropriate

Grade C

- You show a satisfactory understanding of most spoken and written language, including some understanding of complex language
- You understand all significant main points and details, including points of view
- You have a satisfactory ability to infer meaning where appropriate to the task
- You are able to convey all relevant information when transferring meaning
- You are more fluent with pre-learnt material but you can respond satisfactorily to other unprepared questions
- You are able to communicate factual information, narrate events and express points of view in response to the task set, addressing all the requirements of the task
- You structure and organise your response reasonably well where appropriate
- You use a satisfactory range of vocabulary and structures

- Your language has some errors in grammar, syntax and morphology but is largely accurate in basic language
- You demonstrate a satisfactory ability to manipulate language where appropriate

Grade D

- You show some understanding of basic spoken and written language, while experiencing some difficulties with more complex language
- You understand most of the main points and details, including points of view
- You have some ability to infer meaning where appropriate to the task
- You are able to convey most basic information when transferring meaning
- Your fluency is mostly confined to pre-learnt material, but you can respond to other questions
- You are able to communicate some factual information, narrate events and express points of view in response to the task set, although you do not always address all the requirements of the task
- You show some ability to structure and organise your response where appropriate
- You use a restricted range of vocabulary and structures
- Your language is characterised by some errors in grammar, syntax and morphology
- You demonstrate some ability to manipulate language where appropriate

Grade E

- You show some understanding of basic, often concrete, spoken language and straightforward written texts, while experiencing difficulties with more complex language
- You understand some of the main points and details, including points of view
- You have a limited ability to infer meaning where appropriate to the task
- You are able to convey some basic information when transferring meaning
- You may be hesitant in your response and your fluency is confined to pre-learnt material
- Your German may be influenced by your first language
- You may have some difficulty communicating factual information, narrating events and expressing points of view in response to the task set, and you do not always address the requirements of the task
- You show some ability to structure and organise your response where appropriate
- You use a restricted range of vocabulary and structures
- You have language characterised by frequent errors in grammar, syntax and morphology
- You demonstrate a very limited ability to manipulate language where appropriate

Home Learning Tasks

You have 9 hours per fortnight of lessons for A Level German. We would expect you to undertake a further 9 hours private study per fortnight, either in your timetabled private study times or at home. You will be expected to complete the following tasks:

Vocabulary Learning

Your teacher will set you around 30 words to learn each week. This is an extremely important part of your home learning.

Independent Listening

You will be expected to complete a listening exercise at home. You will be given a booklet of exercises and a reference to audio files.

Independent Reading

You will be expected to summarise the main points of a text in English. Sometimes you will be asked to choose the text yourself.

Written Task

You will usually plan your work together in class and then finish off an individual response which will be marked using the written work mark scheme on pg.8.

Speaking Task

You will work together in class and outside of class to plan short presentations, sketches or plays. You will then work on your own part and present to the class. You may need to work with others outside of the class on these pieces.

Grammar Learning

You will have particular sets of grammatical endings to learn.

Preparation for Grammar Lessons

You may be asked to read up in advance or read something with group and then teach or present it to the others.

Independent research

You will be expected to find out about a particular topic, person or area. You will present your findings to the class.

General Housekeeping – you should spend some time each fortnight making sure your file and notes are well organised.

Occasionally there may be other tasks, and after the second half term you will be expected to work on your Independent Research Project.

It is your responsibility to record home learning tasks accurately and make sure that you have all the resources you need.

Expectations and Departmental Sanctions

You are expected to attend all of your lessons. If your attendance falls below 95%, your parents will be informed and you risk being asked to leave the course.

You must meet all deadlines set for home learning tasks and exam preparation. If you fail to do this, your parents will be contacted and asked to sign a contract with you which details that you undertake to meet deadlines.

If you feel that you might not be able to complete a piece of work by the deadline, you should seek help or advice before the due date.

Books and Resources Provided

You will be given the following book:
Edexcel A Level German

You will also be given a file to use for your notes.

Reference Books

You must buy a large dictionary to use at home – this is very important as you need to be able to rely on the dictionary to help you. We recommend:

Oxford German Dictionary (OUP, 2008) – this costs around £23 from Amazon

There is a copy of this dictionary in the private study area for you to use in school and also in the library. You should also have a pocket dictionary to use in class or around school.

Websites – Key Sources of Information

You will often use the internet to help you and as a reference source. We recommend the following websites which may be of use:

www.bbc.co.uk/German News and articles in German

www.askoxford.com/languages/de/toi_german/pronunciation/
Really useful for revising pronunciation

<https://www.wordreference.com/definition/German> - Useful online dictionary

www.duden.de/ a German dictionary / Thesaurus

www.google.de Search in German

www.km.de	German Encyclopaedia
www.phonostar.de/	free software which searches for radio stations. It also enables you to record onto your computer and also time recordings for whenever you like.
www.sueddeutsche.de/	a German tabloid
www.faz.de	a German newspaper
www.zeit.de	<i>a German newspaper</i>
www.spiegel.de/	a German magazine
www.focus.de/	a German magazine
http://www.goethe.de	a very useful website for articles on topics studied
www.tatsachen-ueber-deutschland.de/online	a useful website to find facts about Germany

Sources of Support

If you have a problem at home or in school with work for German, you should try to solve the problem yourself in one of the following ways:

Problems with vocabulary

Use a paper or online dictionary to look understanding difficult texts up key words. Try to work out a 'best guess' for each sentence. If this doesn't work, spend more time going through the text in detail.

Problems with listening exercises

Read the exercise carefully and note down all the words you know. Listen carefully to the recording and make sure you have noted any words you know. Look up words you don't know. Slow down the recording using Windows Media Player.

Grammar Problems

Don't forget to check everything carefully. Ask yourself what case or ending you need and why. Read up again in the grammar book. Use your tables of endings in this booklet. Check out grammar websites for help.

Vocabulary Learning

Make sure you eliminate all the words you already know. Make the process active – look, cover, write, check – make sure you draft and redraft lists of vocabulary to learn. Typing out the lists can also help.

There are dictionaries and grammar reference books in the library and also dictionaries in the private study area.

You can also contact your teachers via e-mail:

chennessy@woodbridgehigh.co.uk

saturner@woodbridgehigh.co.uk

Using your computer to insert accents

There are two ways to type accents

1. Go to insert – Symbol then click on the character you want and click on Enter
2. Hold down the 'ALT' key and, using the number pad enter a 3 figure number

ä – 132 ö – 148 ü – 129 ß - 225
Ä – 142 Ö- 153 Ü – 154

Grammar – Key Definitions

Adjective	<p>An adjective modifies a noun. It describes the quality, state or action that a noun refers to.</p> <p>i) Adjectives can come before nouns: a new car</p> <p>ii) Adjectives can come after verbs such as be, become, seem, look, etc.: that car looks fast</p> <p>iii) They can be modified by adverbs: a very expensive car</p> <p>iv) They can be used as complements to a noun: the extras make the car expensive</p>
Adverb	<p>An adverb is a word that modifies the meaning of a Verb; an Adjective; another adverb; a Noun or Noun Phrase; Determiner; a Numeral; a Pronoun; or a Prepositional Phrase and can sometimes be used as a Complement of a Preposition. Most adverbs in English are formed by adding -ly to an adjective.</p>
Agreement	<p>When words have a grammatical relationship which affects the form of one or more of the elements then they agree. THREE GIRLS shows agreement because the Noun has the Plural Inflection, which is required by the Number.</p>
Conjunction	<p>A conjunction is a word like AND, BUT, WHEN, OR, etc., which connects words, phrases or clauses.</p>
Noun	<p>A noun is a word used to refer to people, animals, objects, substances, states, events and feelings. Nouns can be a subject or an object of a verb, can be modified by an adjective and can take an article or determiner.</p>
Object	<p>The object of a verb is created, affected or altered by the action of a verb, or appreciated or sensed by the subject of the verb.</p> <p>e.g. <i>He wrote the book.</i> ('book' is the object, created by the action of writing)</p> <p><i>I saw the film.</i> ('film' is the object, sensed by the subject seeing it)</p> <p>Objects can be direct or indirect.</p>
Preposition	<p>A preposition is a word that links a noun, pronoun or gerund to other words. They can have a variety of meanings:</p> <p>Direction- He's going TO the Stops</p> <p>Location- It's IN the box</p> <p>Time- He left AFTER the lesson had finished</p> <p>Possession- The Government OF Italy</p>

Pronoun	<p>A pronoun is a word that substitutes a noun or noun phrase. There are a number of different Kinds of pronouns in English.</p> <p>Demonstrative Pronoun - this, that, these, those</p> <p>Personal Pronoun - I, you, he, She, etc..</p> <p>Possessive Pronoun - mine, yours, his, etc..</p> <p>Reflexive Pronoun - myself, yourself, etc..</p> <p>Interrogative Pronoun - who, what, where, etc..</p> <p>Negative Pronoun - nothing, no, nobody, etc..</p> <p>Reciprocal pronoun - each other, etc..</p> <p>Relative Clause - who, whose, which, that, etc..</p> <p>Quantifier - some, any, something, much, many, little, etc.</p>
Subject	<p>The subject or of a sentence is the noun, pronoun or noun phrase that governs the main verb.</p> <p>e.g. He is a really nice guy. ('He' is the subject of the sentence)</p> <p style="padding-left: 40px;">My dog attacked the burglar. ('My dog' is the subject, controlling the verb and the rest of the sentence.)</p>
Tense	<p>Tense is used to Show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. There are two basic tenses in English; the present tense and the past tense. The present is like the base form, although the third person singular adds -s. Regular verbs add -ed or -d to Show the past tense, while irregular verbs change in many different ways, or not at all in some cases.</p>
Verb	<p>Verbs are one of the major grammatical groups, and all sentences must contain one. Verbs refer to an action (do, break, walk, etc.) or a state (be, like, own).</p> <p>The verb tense shows the time of the action or state. Aspect Shows whether the action or state is completed or not. Voice is used to Show relationships between the action and the people affected by it. Mood Shows the attitude of the speaker about the verb, whether it is a declaration or an order. Verbs can be affected by person and number to Show agreement with the subject.</p>

There is a full glossary of grammatical definitions at www.usingenglish.com/glossary.html

Tables of Case Endings

The definite article - der (Also : dieser, jeder, jener, welcher)

	Masculine	Feminine	Neuter	Plural
Nominative	der	die	das	die
Accusative	den	die	das	die
Genitive	des	der	des	der
Dative	dem	der	dem	den (+

The definite article adjective endings

	Masculine	Feminine	Neuter	Plural
Nominative	-e	-e	-e	-en
Accusative	-en	-e	-e	-en
Genitive	-en	-en	-en	-en
Dative	-en	-en	-en	-en

The indefinite article - ein (Also : mein, dein, sein, unser, euer)

	Masculine	Feminine	Neuter	Plural
Nominative	ein	eine	ein	keine
Accusative	einen	eine	ein	keine
Genitive	eines	einer	eines	keiner
Dative	einem	einer	einem	keinen (+ n)

The indefinite article adjective endings

	Masculine	Feminine	Neuter	Plural
Nominative	-er	-e	-es	-en
Accusative	-en	-e	-es	-en
Genitive	-en	-en	-en	-en
Dative	-en	-en	-en	-en

No article adjective endings

	Masculine	Feminine	Neuter	Plural
Nominative	-er	-e	-es	-e
Accusative	-en	-e	-es	-e
Genitive	-en	-er	-en	-er
Dative	-em	-er	-em	-en

Key Tips for Successful Language Learning

Listening and Speaking -Pronunciation

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better your pronunciation, the better people will understand you and the easier you will find it to understand them.

- Before you start trying to speak a foreign language, spend some time tuning your ears to its sounds and rhythms. You can do this by listening to the language as much as possible via the radio, TV, films etc.
- Rather than just listening or watching at random, find out what programmes are on and choose one that sounds interesting. In this way you will have an idea of what the programme is about.
- Set yourself goals, for example when listening to the news try to work out the main points, names, dates and times.
- Even if you can't understand very much at all, try to identify word and sentence boundaries
- Don't try to listen to or watch too much in one go: if you're finding it a struggle, take a break and/or do something else.
- Listening to songs in the language is another way to improve your listening comprehension, especially if you have the lyrics written out so that you can follow them as you listen.

Learning vocabulary

- Associate the familiar with the unfamiliar - try to find word or phrases in English which sound like and if possible have a similar meaning to words in the language. Build mental images or draw pictures based on the connections.
- Testing and revision - to ensure the words stick in your memory, test yourself on them at regular intervals. If you learn some new words in the morning for example, check that you can still remember them later that day, the next day, a week later and a month later. If you find some words hard to recall, try thinking up different associations for them. You may need to try several different associations before you find one that works.
- Learn related words & phrases - when learning the word for hand, for example, try to learn related words, such as parts of the hand; actions of the hand; other parts of the body, and things you might wear on your hands. Also try to learn words with the same root and phrases which include the word hand.
- As you learn more words you will start to spot connections between words. The more words you learn the easier you will find it to guess the meanings of new words.
- Practice reading as much as possible - a great way to build up your vocabulary is to have a go at reading books, magazines, newspapers or comics written in the language. Ideally look for reading material covering topics you find interesting. When reading, try to guess the meanings of any words you don't know and then check them in a dictionary to see if your guesses were correct. You don't have to look up every unfamiliar word as long as you can get the gist of the text.

Apps to help you



Independent reading list (this is not exhaustive)



Life in the former GDR

- *Das Leben der Anderen - Filmbuch* , Florian Henckel von Donnersmarck
- *Leben in der DDR: Bilder und Geschichten*, Franziska Kleiner
- *Die Ausbürgerung – Anfang vom Ende der DDR*, Wolf Biermann u.a
- *Zonenkinder*, Jana Hensel
- *Was bleibt*, Christa Wolf
- *Deutschland nach der Wende*, Renate Luscher
- *Die vergessenen Opfer der Mauer – Inhaftierte DDR Flüchtlinge berichten*, Hubertus Knabe

Literature

- *Andorra*, Max Frisch
- *Der Besuch der alten Dame*, Friedrich Dürrenmatt
- *Der kaukasische Kreidekreis*, Bertolt Brecht
- *Der Mauerspringer*, Peter Schneider
- *Der Vorleser*, Bernhard Schlink
- *Die Entdeckung der Currywurst*, Uwe Timm
- *Die neuen Leiden des jungen W*, Ulrich Plenzdorf
- *Die Verwandlung*, Franz Kafka
- *Die verlorene Ehre der Katharina Blum*, Heinrich Böll
- *Ich fühle mich so fifty-fifty*, Karin König
- *Sansibar oder der letzte Grund*, Alfred Andersch
- *Tonio Kröger*, Thomas Mann

Films

We will study the film *Das Leben der Anderen* in depth in Year 12, and films are a great way to improve your listening skills and cultural awareness. Here is a list of films that you could investigate:

Almanya, Willkommen in Deutschland, dir. Yasemin Samdereli

Der Untergang, dir. Oliver Hirschbiegel

Die fetten Jahre sind vorbei, dir. Hans Weingartner

Die Welle, dir. Dennis Gansel

Good Bye Lenin!, dir. Wolfgang Becker

Sonnenallee, dir. Leander Haußmann

Lola rennt, dir. Tom Tykwer

Nirgendwo in Afrika, dir. Caroline Link

Der Tunnel, dir. Roland Suso Richter

Unsere Mütter, unsere Väter, Studio Hamburg

Der Baader Meinhof Complex – dir. Uli Edel



Hausaufgaben für die Sommerferien – Holiday Homework

In order to keep your German going during summer holidays we would like you to complete the following tasks. This will give you a head start for your studies in September.

When	What	complete?
First two weeks of July	<ul style="list-style-type: none">• Get your summer playlist ready! Create a playlist of at least 20 German songs (Spotify, YouTube etc) Listen to them throughout summer.	
Last two weeks of July	<ul style="list-style-type: none">• Watch the film ‘ Der Tunnel’ and ‘Goodbye Lenin’. Think about how life in the former GDR is portrayed and take notes.	
First two weeks in August	<ul style="list-style-type: none">• Grammar catch up- focus on tenses and cases. See following http://www.nthuleen.com/teach/grammar.html• Memrise	
Last two weeks of August	<ul style="list-style-type: none">• Research what life was like in the former GDR, summarise they key points of your findings and complete the tasks on the following pages. Focus on the following points:<ul style="list-style-type: none">• The political system• Education• Media and the arts <p>A good starting point is the documentary ‘ That was the GDR- A History of the other Germany’- see following link https://www.youtube.com/watch?v=7fwQv5h7Lq8</p> <p>These links are also very useful as a starting point for your research:</p> <p>https://www.planet-schule.de/wissenspool/alltag-in-der-ddr/inhalt.html</p> <p>http://www.zeitklicks.de/ddr/zeitklicks/zeit/alltag/leben-in-der-ddr/ddr-alltag/</p>	

https://www.tagesspiegel.de/politik/25-jahre-deutsche-einheit-leben-in-der-ddr-eine-familie-b	
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Wie kam es zur Gründung der DDR?

Nach dem Ende des Zweiten Weltkrieges 1945 wurde Deutschland von den Siegermächten in vier Besatzungszonen gegliedert.

Die DDR (Deutsche Demokratische Republik) wurde am 7. Oktober 1949 auf dem Gebiet der früheren sowjetischen Besatzungszone gegründet. Zuvor war es auf dem Gebiet der drei Westalliierten (der Trizone) zur Gründung der BRD (Bundesrepublik Deutschland) gekommen, sodass zwei deutsche Staaten mit unterschiedlicher politischer Orientierung auf deutschem Boden entstanden.

Aufgabe: Informieren Sie sich im Internet oder in einem Nachschlagewerk und ergänzen Sie die Tabelle mit den richtigen Informationen.

	DDR	BRD
Hauptstadt		
Einwohnerzahl		
Flagge		

Die beiden deutschen Staaten gehörten politisch und wirtschaftlich verschiedenen Organisationen an. Während die DDR politisch von der Sowjetunion beeinflusst wurde, war die BRD Mitglied in der NATO und der Europäischen Union.

Die BRD erreichte mit Hilfe der USA (Marshallplan) einen schnellen ökonomischen Aufschwung; die Sowjetunion jedoch lehnte das Angebot der USA für den Aufbau im Osten Deutschlands ab.

Zwischen 1949 und 1961 verließen etwa zwei Millionen Menschen die DDR in Richtung Westen, weil sie mit der politischen und wirtschaftlichen Situation im Land nicht einverstanden waren. Die DDR Regierung veranlasste daraufhin den Bau einer festen Grenze. Dieser Bau begann am 13. August 1961 in Berlin; die innerdeutsche Grenze zwischen dem Territorium der BRD und der DDR folgte.

Den Bürgern der DDR wurde die Ausreise in den Westen nicht gestattet. Der Kontakt zu Familienangehörigen in der BRD wurde erschwert, man musste sich auf Post und Telefon beschränken. DDR Bürger, die versuchten die Grenze zu überwinden, wurden entweder verhaftet oder beim Fluchtversuch erschossen.

Aufgabe: Ordnen Sie die Wörter und Wortgruppen dem richtigen Land zu.

DDR

BRD

Diktatur - Demokratie - Pressezensur - Reisefreiheit - Versammlungsverbot -
Demonstrationsverbot - Meinungsfreiheit - Pressefreiheit - 15 Millionen Einwohner - Bonn - 63
Millionen Einwohner - Ostberlin -
Bundestag - Volkskammer - Ministerpräsident - Bundeskanzler - RGW (Rat für gegenseitige
Wirtschaftshilfe) - NATO - EU (Europäische Union) - Warschauer Pakt

Aufgabe: Beantworten Sie die folgenden Fragen auf Deutsch.

1. Wann wurde die DDR gegründet?
2. Von welchem Land wurde die DDR politisch beeinflusst?
3. Wie wurde in der BRD ein schneller ökonomischer Aufschwung erreicht?
4. Wann wurde die Mauer (die innerdeutsche Grenze) gebaut?
5. Was geschah, wenn jemand versuchte die Grenze zu überwinden und zu fliehen?



Das Leben in der DDR

Aufgabe: Lesen Sie die zehn Aussagen über das Leben in der DDR. Handelt es sich dabei um Vorteile oder Nachteile? Entscheiden Sie.

1. Alle Menschen hatten Arbeit, niemand war offiziell arbeitslos.
2. Männer und Frauen waren gleichberechtigt.
3. Es gab für alle Kinder einen kostenlosen Kindergartenplatz.
4. Löhne waren niedrig.
5. Technische Geräte und Bekleidung waren teuer.
6. Ein Brötchen kostete fünf Pfennig.
7. Man musste beim Einkaufen Schlange stehen.
8. Es gab keine Südfrüchte und keinen guten Kaffee.
9. Es gab keine freien und geheimen Wahlen.
10. Man konnte nicht reisen, wohin man wollte und Besuch aus dem Westen war ein Problem.

Aufgabe: Lesen Sie die folgenden Texte und geben Sie jedem einen englischen Titel.

1. Die DDR war ein relativ kleines Land, das von 1949 bis 1989 existiert. Etwa 15 Millionen Menschen lebten dort. Das Land wurde politisch von der Sowjetunion verwaltet.
2. Die Versorgung in der DDR war schlecht, weil es nicht genug Kaufhallen (Supermärkte) gab und dort nicht genug Waren vorhanden waren. Grundnahrungsmittel waren billig, niemand musste hungern. Es gab jedoch selten Südfrüchte und Kaffee.
3. Das Geld der DDR hieß „Mark der DDR“ oder „DDR Mark“. Man konnte damit nur in der DDR bezahlen, die Währung war nicht konvertierbar.
4. Alle Jugendlichen der DDR – Mädchen und Jungen – mussten an einer vormilitärischen Ausbildung teilnehmen. Sie lernten den Umgang mit Gasmasken, Handgranaten, Funkgerät und Waffen. In der Schule gab es das Fach Wehrunterricht.
5. Jeder Jugendliche der DDR hatte im Alter von 14 Jahren Jugendweihe. Das war ein großes Familienfest mit politischem Hintergrund, denn die Jugendlichen leisteten einen feierlich Eid und gelobten dem sozialistischen Staat Treue.
6. Mädchen bekamen schon sehr früh Kinder in der DDR. Wenn man im Alter von 23 Jahren schwanger war, wurde man im Krankenhaus als „spätgebärend“ registriert.
7. Kinder waren in der DDR politisch bei den „Jungen Pionieren“ organisiert. Sie trugen ein weißes Hemd und ein blaues Halstuch. Im ersten Jahr der Sekundarschule wurden sie zu „Thälmannpionieren“ und das blaue Halstuch wurde durch ein rotes Halstuch ersetzt. Der Beitritt zu den Pionierorganisationen war Pflicht in der DDR.
8. Die chemische Industrie war in der DDR sehr gut entwickelt. Die Leuna und Buna Werke waren bekannt für ihre modernen Erfindungen. Aber die Luftverschmutzung im Süden des Landes war ein großes Problem.
9. Das DDR Fernsehen bestand aus zwei Programmen: DDR1 und DDR2. Die Nachrichtensendung hieß „Aktuelle Kamera“ und wurden jeden Abend um 19.30 Uhr auf DDR1 gesendet. In den Nachrichten gab es sehr viel Propaganda und politischen Wortschatz.
10. Der 8. März wurde in der DDR als „internationaler Frauentag“ sehr groß gefeiert. Alle Frauen und jungen Mädchen bekamen einen Blumenstrauß mit roten Nelken, dem Symbol des internationalen Frauentages. In den Betrieben wurden Feste organisiert und jedes Jahr wurden die besten Frauen und Mädchen eines Betriebes ausgezeichnet.

Die Schule in der DDR

Im Alter von sechs Jahren wurden Kinder in der DDR eingeschult. Sie besuchten zehn Jahre lang eine Polytechnische Oberschule (POS). Wer die POS nicht schaffte, begann nach der 8. Klasse eine dreijährige Lehre. Und wer das Abitur machen wollte, musste nach dem Abschluss der POS eine EOS (Erweiterte Oberschule) besuchen. Dafür waren sehr gute Noten wichtig und man musste Mitglied in der FDJ sein – das war die politische Jugendorganisation der DDR.

Wenn ein Junge sich schon in der Schule verpflichtete, drei Jahre zur NVA (Nationale Volksarmee) zu gehen, brachte das Vorteile für seine Schulkarriere.

Aufgabe: Das Schulwesen der DDR war einheitlich geregelt. Es gab die gleichen Lehrpläne in allen Schulen und in allen Fächern wurde das gleiche Thema zur gleichen Zeit unterrichtet. Diskutieren Sie Vor- und Nachteile eines solchen Schulwesens.

Das Jahr 1989

Die Chronik der Wende in der DDR

Im Osten Europas vollzog sich im Jahr 1989 eine politische Veränderung.

Aufgabe: Suchen Sie die folgenden Namen und Begriffe im Internet. Erklären Sie deren Zusammenhang mit den Ereignissen des Jahres 1989 in Europa.

Gyula Horn – Michael Gorbatschow – Solidarnost – Glasnost – Perestroika – Lech Walesa

Was geschah in der DDR im Jahr 1989?

7. Mai 1989

Kommunalwahlen in der DDR

Die Wahlergebnisse wurden gefälscht.

Frühsommer 1989

Die seit 1980 existierenden Oppositionsgruppen wurden stärker. Es begann eine Massenflucht aus der DDR in Richtung Ungarn und die Tschechoslowakei. Die SED (die führende Staatspartei) verlor über eine Millionen Mitglieder.

Staats-und Parteichef Erich Honecker ignorierte die Probleme im eigenen Land. Er kommentierte im August 1989: „ Den Sozialismus in seinem Lauf hält weder Ochs noch Esel auf.“

Bei den Menschen in der DDR, die auf politische Reformen gehofft hatten, wuchsen Unzufriedenheit und Wut über die bestehenden Verhältnisse.

10.09.1989

Die ungarische Regierung lässt alle DDR Bürger, die nach Ungarn geflüchtet sind, in Richtung Westen (über die österreichische Grenze) ausreisen.

30.09.1989

„Der Tag von Prag“

An diesem Tag verkündete der Außenminister der BRD, Hans-Dietrich Genscher, dass alle DDR Flüchtlinge, die in der Prager Botschaft der BRD Zuflucht gefunden hatten, nach Westdeutschland ausreisen dürfen. Die Prager Botschaft der BRD spielte eine große Rolle in der Massenflucht und beherbergte 6500 DDR Bürger.

7.10.1989

Die DDR Regierung feierte den 40. Jahrestag der Gründung der DDR. In Berlin kam es zu einer Gegendemonstration, die DDR stand am Rand eines Bürgerkrieges.

9.10.1989

In Leipzig demonstrierten mehr als 70 000 Menschen gegen die DDR Regierung. Andere Städte folgten: Dresden, Halle, Ost-Berlin.

Jeden Montag trafen sich Demonstranten in allen größeren Städten der DDR um ihre Unzufriedenheit und ihre Reformwünsche friedlich zum Ausdruck zu bringen. Diese Demonstrationen wurden von der Staatssicherheit (Stasi) beobachtet und anfangs wurden viele Demonstranten verhaftet. Obwohl es einen Schießbefehl gab, kam es nie zu dessen Anwendung, denn die Zahl der Demonstranten stieg jeden Montag an.

Aufgabe: Lesen und analysieren Sie die folgenden Demonstrationssprüche, die man 1989 auf Bannern und Postern der Montagsdemonstranten finden konnte. Was bringen diese Sprüche Ihrer Meinung nach zum Ausdruck?

„Wir sind das Volk!“ „Keine Gewalt!“
„Demokratie jetzt oder nie!“ „Gorbi, Gorbi!“
„Erich, lass die Faxen sein. Hol’ die Perestroika rein!“
„Freie Wahlen!“ „Neue Männer braucht das Land.“
„Die Mauer muss weg!“ „Visafrei bis Hawaii“
„Entmilitarisierung von Schule und Studium!“
„Wir bleiben hier!“ „Europa – unser gemeinsames Haus.“
„Prag, ich liebe dich.“ „Wir wollen Reformen.“
„Freiheit, Gleichheit, Brüderlichkeit.“ „Stasi raus!“
„Polizei, schliesst euch an!“ „SED, das tut weh!“

„Kein Machtmonopol für eine Partei!“
„Für Demokratie und Marktwirtschaft!“
„Stasi aus der Demo raus!“ „Es ist ein Hohn – eure
Preise und unser Lohn!“

9.11.1989

In der Nacht wurde die Berliner Mauer und die innerdeutsche Grenze geöffnet nachdem ein DDR Politiker, Günter Schabowski, auf einer Pressekonferenz die neue Reisefreiheit der DDR bekannt gab.

13.11.1989

Volkskammerwahlen in der DDR

Hans Modrow wurde zum neuen Ministerpräsidenten gewählt.

1.12.1989

Die DDR änderte ihre Verfassung. Die SED hat keinen garantierten Führungsanspruch mehr.

7.12.1989

Die Oppositionsgruppen und die neue Regierung begannen ihre Gespräche am „Runden Tisch“.

8.12.1989

Sonderparteitag der SED. Die Partei beschloss eine Namensänderung und heißt von nun an PDS.

22.12.1989

Das Brandenburger Tor in der Stadtmitte von Berlin wurde geöffnet. Es war ein Teil der Berliner Mauer.

18.3.1990

Erste freie Wahlen in der DDR

3.10.1990

Tag der deutschen Einheit

Die DDR und die BRD feierten ihre Wiedervereinigung.