

2024 / 25

School of Science and Computing

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🌐 [www.wit.ie/schools/science\\_computing](http://www.wit.ie/schools/science_computing)



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TU**

Ollscoil  
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South East  
Technological  
University

## Module Descriptor

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### German Upper Intermediate 2 (B2.1b) (Computing and Mathematics)

## German Upper Intermediate 2 (B2.1b) (A25449)

**Short Title:** German B2.1b  
**Department:** Law and Criminal Justice Studies  
**Credits:** 5  
**Level:** Intermediate

### Description of Module / Aims

This module aims to enable students to speak, write, listen and read German to level B2.1 of the Common European Framework Reference (CEFR) for Languages.

### Programmes

	stage/semester/status
GERM-0083 BSc (Hons) in Software Systems Development (WD_KDEVP_B)	4 / 8 / E
BSc in Software Systems Development (WD_KCOMC_D)	4 / 8 / E
Bachelor of Business (Hons) (WD_BBUSI_B)	2 / 4 / M
BA (Hons) in International Business (WD_BINTB_B)	2 / 4 / M
BA (Hons) in Culinary Arts (WD_HCULA_B)	2 / 4 / E
BA (Hons) in Tourism Management (WD_HTOMA_B)	2 / 4 / E
BA (Hons) in Hospitality Management (WD_OHOSM_B)	4 / 8 / E

### Indicative Content

- Themes that will be used to achieve the learning outcomes for this module will include:
- Studying and living abroad
- Health, fitness and personal image
- Politics
- Various cultural themes including portraits of cities in German speaking countries
- Environment
- Linguistic structures will build on those introduced in Level B1.2. Additional forms to be covered in this module include:
- Word formation
- Future perfect
- Nominalising of verbs
- Adjectives with prepositions
- Conditional tense for wishes, conditions and comparisons

### Learning Outcomes

*On successful completion of this module, a student will be able to:*

1. Speaking: Debate topical issues while displaying a good lexical range in an appropriate register.
2. Writing: Produce creative, documentative or emotive texts in various genres specific to the context.
3. Listening: React appropriately to and identify the different components of complex speech on varied topics.
4. Reading: Display both skimming and scanning techniques in reading as well as the ability to infer the meaning of unknown, non-culturally specific, lexical items from context.
5. Demonstrate intercultural awareness and independent reflection.

## Learning and Teaching Methods

- Activity-based teaching and learning focused on what learners bring to the classroom and the active role that learners play in the language acquisition process will be emphasised.
- A variety of media will be used in the teaching process (print, audio-visual materials, online learning resources and tandem learning).
- The course will be characterised by a high level of student participation in both classroom activities and self-directed learning.

## Learning Modes

Learning Type	F/T Hours	P/T Hours
Lecture	36	
Independent Learning	99	

## Assessment Methods

	Weighting	Outcomes Assessed
Continuous Assessment	100%	
Oral Examination	30%	1,3
In-Class Assessment	35%	2,4
Assignment	35%	1,2,3,4,5

## Assessment Criteria

**70%+:** The student has demonstrated the ability to understand, produce, apply and manipulate the specified language areas in a proficient manner. The student has evidenced a high degree of consistency, accuracy and functional proficiency across all skills areas.

**60–69%:** The student has demonstrated at a competent level the ability to understand, produce, apply and manipulate the specified language areas. The student has evidenced consistency and accuracy proficiency across all skills areas.

**50–59%:** The student has demonstrated at a functional level the ability to understand, produce, apply and manipulate the specified language areas. The student has evidenced consistency and accuracy proficiency, but has evidenced imbalance across the skills areas.

**40–49%:** The student has demonstrated a rudimentary ability to understand and produce the specified language areas at a basic level; and only when presented with tasks that are highly structured in nature or when the knowledge is isolated. Significant inconsistency in terms of accuracy and/or imbalance is evident across the skills areas.

**Below 40%:** The student has not demonstrated an ability to understand, produce, apply and manipulate the specific language at even a basic level in the skills area.

## Essential Material(s)

- Becker, Dr.N. and Dr.J. Braunert. *Alltag Beruf & Co 6*. "1st ed". Ismaning: Hueber Verlag, 2020.
- Perlmann-Balme, M. and S. Schalb. *Sicher B2.1: Arbeitsbuch Deutsch als Fremdsprache*. Ismaning: Hueber Verlag, 2014.
- Perlmann-Balme, M. and S. Schalb. *Sicher B2.1: Kursbuch Deutsch als Fremdsprache*. Ismaning: Hueber Verlag, 2014.

## Supplementary Material(s)

- "Deutsche Welle." <https://www.dw.com/en/learn-german/german-courses/s-2547>
- "Goethe Institute." <https://www.goethe.de>
- "deutschlernen." <https://www.deutsch-lernen.com/>
- "germanpod101." <https://www.germanpod101.com/blog/2018/02/23/7-outstanding-resources-for-learning-german/>
- "hellotalk." <https://www.hellotalk.com>

## Requested Resources

- Lecture Room: Loose Seated
- Computer Lab: Multimedia Lab