GCSE **GERMAN**

(8668)

**Specification**

For teaching from September 2016 onwards

For exams in 2018 onwards

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* We will write to you if there are significant changes to this specification.

# 1 Introduction

## 1.1 Why choose AQA for GCSE German

### A specification designed for you and your students

We’ve worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their German language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

### Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

### Comprehensive support

We are here to offer a comprehensive range of support and resources to assist your planning, teaching and assessment of our specifications. You can rely on us to support you when you need help. You can find out about all our German qualifications at [aqa.org.uk/german](http://www.aqa.org.uk/german)

## 1.2 Support and resources to help you teach

We’ve worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

Visit [aqa.org.uk/8668](http://www.aqa.org.uk/8668) to see all our teaching resources. They include:

* sample schemes of work to help you plan for course delivery
* online progress tests to provide effective means of monitoring individual student progress
* resources to support teaching of grammar, translations and the exploitation of literary texts
* text book and digital resources endorsed by AQA
* training courses to help you deliver AQA German qualifications
* subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

### Preparing for exams

Visit [aqa.org.uk/8668](http://www.aqa.org.uk/8668) for everything you need to prepare for our exams, including:

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* specimen papers and mark schemes for new courses • Exampro: a searchable bank of past AQA exam questions • exemplar student answers with examiner commentaries.

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### Help and support available

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If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/keepinformedmfl](http://contact.aqa.org.uk/aqaorguk-acja4/pages/c5b0a5a948d1e41180e2c4346bad01b4.html)

Alternatively, you can call or email our subject team direct.

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# 2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## **2.1 Subject content**

### Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture (page 10)

Theme 2: Local, national, international and global areas of interest (page 10)

Theme 3: Current and future study and employment (page 11)

## 2.2 Assessments

GCSE German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

|  |
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| **Paper 2: Speaking** |
| **What's assessed**  Communicating and interacting effectively in speech for a variety of purposes |
| **How it's assessed**   * Non-exam assessment * 7–9 minutes (Foundation Tier) + preparation time * 10–12 minutes (Higher Tier) + preparation time * 60 marks (for each of Foundation Tier and Higher Tier) * 25% of GCSE |
| **Questions**  **Foundation Tier and Higher Tier**  The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:   * Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) * Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) * General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier) |

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| **Paper 1: Listening** |
| **What's assessed**  Understanding and responding to different types of spoken language |
| **How it's assessed**   * Written exam: 35 minutes (Foundation Tier),   45 minutes (Higher Tier)   * 40 marks (Foundation Tier), 50 marks   (Higher Tier)   * 25% of GCSE   (Each exam includes 5 minutes’ reading time of the question paper before the listening stimulus is played.) |
| **Questions**  **Foundation Tier and Higher Tier**   * Section A – questions in English, to be answered in English or non-verbally * Section B – questions in German, to be answered in German or non-verbally |

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| **Paper 4: Writing** |
| **What's assessed**  Communicating effectively in writing for a variety of purposes |
| **How it's assessed**   * Written exam: 1 hour (Foundation Tier),   1 hour 15 minutes (Higher Tier)   * 50 marks at Foundation Tier and 60 marks at Higher Tier * 25% of GCSE |
| **Questions**  **Foundation Tier**   * Question 1 – message (student produces four sentences in response to a photo)   – 8 marks   * Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks * Question 3 – translation from English into German (minimum 35 words) – 10 marks * Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks   **Higher Tier**   * Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks * Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing   approximately 150 words in total) – there is a choice from two questions – 32 marks   * Question 3 – translation from English into   German (minimum 50 words) – 12 marks |

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| **Paper 3: Reading** |
| **What's assessed**  Understanding and responding to different types of written language |
| **How it's assessed**   * Written exam: 45 minutes (Foundation Tier),   1 hour (Higher Tier)   * 60 marks (for each of Foundation Tier and Higher Tier) * 25% of GCSE |
| **Questions**  **Foundation Tier and Higher Tier**   * Section A – questions in English, to be answered in English or non-verbally * Section B – questions in German, to be answered in German or non-verbally * Section C – translation from German into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier) |

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# 3 Subject content

## 3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where German is spoken.

### 3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

#### Topic 1: Me, my family and friends

* Relationships with family and friends
* Marriage/partnership

#### Topic 2: Technology in everyday life

* Social media
* Mobile technology

#### Topic 3: Free-time activities

* Music
* Cinema and TV
* Food and eating out
* Sport

**Topic 4: Customs and festivals in German-speaking countries/communities**

### 3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

**Topic 1: Home, town, neighbourhood and region**

#### Topic 2: Social issues

* Charity/voluntary work
* Healthy/unhealthy living

#### Topic 3: Global issues

* The environment
* Poverty/homelessness

**Topic 4: Travel and tourism**

### 3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics:

**Topic 1: My studies**

**Topic 2: Life at school/college**

**Topic 3: Education post-16**

**Topic 4: Jobs, career choices and ambitions**

## 3.2 Scope of study

### 3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

* demonstrate general and specific understanding of different types of spoken language
* follow and understand clear standard speech using familiar language across a range of specified contexts
* identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
* deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
* recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

### 3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

* communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
* take part in a short conversation, asking and answering questions, and exchanging opinions
* convey information and narrate events coherently and confidently, using and adapting language for new purposes
* speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
* initiate and develop conversations and discussion, producing extended sequences of speech
* make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
* make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
* use accurate pronunciation and intonation such as to be understood by a native speaker.

### 3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

* understand and respond to different types of written language
* understand general and specific details within texts using high frequency familiar language across a range of contexts
* identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
* deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
* recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
* demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
* translate a short passage from German into English.

### 3.2.4 Writing: communicate in writing

Students are expected to be able to:

* communicate effectively in writing for a variety of purposes across a range of specified contexts
* write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
* produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
* make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
* manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
* make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
* translate sentences and short texts from English into German to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

## 3.3 Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of German grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

### 3.3.1 Foundation Tier

The case system

#### 3.3.1.1 Nouns gender

singular and plural forms, including genitive singular and dative plural weak nouns: nominative and accusative singular (*Herr, Junge, Mensch*, *Name)* (R) adjectives used as nouns (*ein Deutscher*)

**3.3.1.2 Articles** definite and indefinite *kein*

#### 3.3.1.3 Adjectives

adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives adjectival endings after *etwas, nichts, viel, wenig, alles* (R) comparative and superlative, including common irregular forms (*besser, höher, näher*) demonstrative (*dieser, jeder*) possessive interrogative (*welcher*)

#### 3.3.1.4 Adverbs

comparative and superlative, including common irregular forms (*besser, lieber, mehr*) interrogative (*wann, warum, wo, wie, wie viel*) adverbs of time and place (*manchmal, oft, hier, dort*)

common adverbial phrases (*ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich*)

**3.3.1.5 Quantifiers/intensifiers** *sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen*

**3.3.1.6 Pronouns** personal, including *man* reflexive: accusative reflexive: dative (R) relative: nominative relative: other cases (R) and use of *was* (R) indefinite: *jemand, niemand* interrogative: *wer, was, was für* interrogative: *wen, wem* (R)

**3.3.1.7 Verbs** regular and irregular verbs reflexive modes of address: *du, Sie* modes of address: *ihr* (R) impersonal (most common only eg *es gibt, es geht, es tut weh*) separable/inseparable

modal: present and imperfect tenses, imperfect subjunctive of *mögen* infinitive constructions (*um…zu…*; verbs with *zu*…) (R) negative forms interrogative forms

Tenses:

* present
* perfect: excluding modals
* imperfect/simple past: *haben, sein* and modals
* imperfect/simple past: other common verbs (R)
* future
* pluperfect (R) • imperative forms.

#### 3.3.1.8 Prepositions

fixed case and dual case with accusative and/or dative with genitive (R)

**3.3.1.9 Clause structures** main clause word order

subordinate clauses, including relative clauses

#### 3.3.1.10 Conjunctions

coordinating (most common eg *aber, oder, und*) subordinating (most common eg *als, obwohl, weil, wenn*)

**3.3.1.11 Number, quantity, dates and time**

including use of *seit* with present tense

### 3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

#### 3.3.2.1 Nouns weak nouns

**3.3.2.2 Adjectives** adjectival endings after *etwas, nichts, viel, wenig, alles*

#### 3.3.2.3 Pronouns

reflexive: dative

relative: all cases, and use of *was* interrogative: *wen, wem*

**3.3.2.4 Verbs** mode of address: *ihr* impersonal

infinitive constructions (*ohne…zu…; um…zu*…); verbs with *zu*… eg *beginnen, hoffen, versuchen* modal: imperfect subjunctive of *können, sollen*

Tenses:

* imperfect/simple past of common verbs
* future
* conditional: *würde* with infinitive
* pluperfect
* imperfect subjunctive in conditional clauses: *haben* and *sein*.

**3.3.2.5 Prepositions** with genitive (most common eg *außerhalb, statt, trotz, während, wegen*)

**3.3.2.6 Conjunctions** coordinating and subordinating

**3.3.2.7 Time**

use of *seit* with imperfect tense

## 3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic German, or which they themselves might need to use. For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

### 3.4.1 Strategies for understanding

#### 3.4.1.1 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

#### 3.4.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context.

In the following examples a student could be expected to make a deduction about the word in bold type from the verbal context.

*Neue Sportarten wie Rafting und* Splanch *werden immer populärer* (a sport).

*Die* Eiche *war der größte Baum im Garten* (a type of tree).

*Der* Dom *ist viel größer als andere Kirchen in Ulm* (a kind of church).

#### 3.4.1.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns and verbs, the way verbs change to form tenses, word order and other such features to help them recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

In the sentence *Schlafzimmer im ersten Stock haben eine Dusche*, the plural form of the verb underlines that 'bedrooms' is a plural word.

#### 3.4.1.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible to anticipate words, and their meaning, in a given context. This is one reason why it is important for a German course to develop awareness and understanding of countries and communities where German is spoken.

#### 3.4.1.5 Using common patterns within German

Knowledge of the following patterns of word formation in German can help to understand a text.

* *un*- prefix (eg *unmöglich, unglücklich*)
* -*in* suffix (eg *Freundin, Engländerin*)
* -*ung* suffix (eg *Wanderung, Wohnung*)
* -*er* suffix (eg *Arbeiter, Physiker*)
* -*chen* suffix (eg *Häuschen*, *Kätzchen*)
* -*heit* suffix (eg *Krankheit, Faulheit*)
* -*keit* suffix (eg *Freundlichkeit, Ehrlichkeit*)
* -*schaft* suffix (eg *Freundschaft, Weltmeisterschaft*)
* *ab*- prefix (eg *abfahren, abholen*)
* *auf*- prefix (eg *aufstehen*, *aufgeben*)
* *aus*- prefix (eg *ausgehen*, *Ausfahrt*)
* *ein*- prefix (eg *einsteigen*, *Eintritt*)
* *durch*- prefix (eg *durchfahren*, *durchschneiden*)
* *mit*- prefix (eg *mitgehen, mitnehmen*)
* *an*- prefix (eg *ankommen, anziehen*)
* *um*- prefix (eg *umsteigen*, *umziehen*)
* *zu*- prefix (eg *zuhören*, *Zuschauer*)
* verbs with embedded adjectives (eg *ver*besser*n, be*ruhig*en*)
* infinitives used as gerunds (eg *das Schwimmen, das Wandem*)
* using the component parts of compound nouns (eg *Esszimmer, Haustür, Schülerzeitung, Straßenbahnhaltestelle*).

#### 3.4.1.6 Using cognates and near-cognates

A few 'false friends' (eg *also, Gymnasium*) make it necessary to use this strategy with care and in collaboration with the strategy of using the visual and verbal context above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of German can make good use. These fall into two main categories: cognates and near-cognates.

#### Cognates

There are many words which have exactly the same form, and essentially the same meaning, in German and in English (eg *Museum, Hand, Name*). When such words occur in a context and students can be expected to understand them in English and German.

#### Near-cognates

Students will also be expected to understand words which meet the above criteria, but which differ slightly in their written form in German (eg *Adresse, Knie*).

#### 3.4.1.7 Using common patterns between German and English

There are many words in German which, although neither cognates nor near-cognates, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them.

|  |  |
| --- | --- |
| **Pattern** | **Examples** |
| Words where *ch* in German is replaced by 'k' in English | *Koch, machen* |
| Words where *t* in German is replaced by 'd' in English | *trinken, Tropfen* |
| Words where *d* in German is replaced by 'th' in English | *das, danken* |
| Words where *pf* in German is replaced by 'p' in English | *Pfund, Pfeffer* |
| Words where *b* in German is replaced by 'f/v' in English | *Dieb, sieben* |
| Words where *ss* in German is replaced by 't' in English | *Wasser, hasse* |
| Words where *cht* in German is replaced by 'ght' in English | *Nacht, Flucht* |
| Words where *z* in German is replaced by 't' in English | *Zunge, zehn* |
| Words where *g* in German is replaced by 'y' in English | *gestern, gelb* |
| Words where *v* in German is replaced by 'f' in English | *Vater, Volk* |

Strategies such as those above will be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at leisure and study the context. Words which **look** the same in two languages may **sound** quite different (eg *Station, Religion*).

Some grammatical markers are more difficult to hear than to see. The comprehension of some plural nouns could depend on the recognition of a different article or the pronunciation of a preceding adjective (eg *das neue Zimmer – die neuen Zimmer*).

In order to hear accurately, students should have the specific differences of the spoken language brought to their attention.

However, some of the general strategies for understanding listed above can, with practice, be used successfully in listening, namely:

* ignoring words which are not needed for a successful completion of the task set
* using the (visual and) verbal context
* making use of the social and cultural context
* using common patterns within German.

In addition, the following strategies are included for listening and understanding, (in place of reading the above strategies regarding cognates and common patterns between German and English).

#### 3.4.1.8 Near-cognates

Although there may be few German words which sound exactly like their English equivalents, there are many near-cognates which are relatively easily recognised. Many English words have been absorbed into German, and are easily recognised (eg *Party, Manager, Job, Bar, Ketchup*). Other words are sufficiently similar in sound to be regarded as near-cognates (eg *Finger, Supermarkt, Student*).

Some words which in reading cause no problem can be very difficult to recognise in speech (eg *Religion, Ingenieur, Instrument*).

However, provided that certain relationships between sound patterns in German and English are recognised, then German words with a clearly 'different' pronunciation to English can be understood. Examples of patterns where a communicative strategy can be applied include the following:

* the characteristic pronunciation of -*tion* in words such as *Station, Nation*
* the primary stress pattern of words such as *Atom, Energie, Präsident, Elektrizität*
* voiced consonants at the end of words in English are often devoiced in German (eg *Bart, Bett, Pfund, Gold*)
* the consonant 'k' in English is often a soft *c* in German (eg *Milch, Flasche*)
* the primary stress pattern of words such as *Garage, Sandale*.

### 3.4.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

**3.4.2.1 Non-verbal strategies**

**Pointing and demonstration**

This may be accompanied by some appropriate language (eg *So groß; Was ist das?; Es tut weh…hier*).

#### Expression and gesture

This may be accompanied, where appropriate, with sounds (eg "*Ah!*" which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

#### Mime

This can also be accompanied by appropriate sounds and language and can sometimes help communication to be maintained when it might otherwise break down (eg *Kann ich Ihnen helfen?* with a suitable mime if one has forgotten words such as *abtrocknen*). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

#### Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance a home).

**3.4.2.2 Verbal strategies**

#### Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (eg *die große Kirche* for *Dom, Mantel* for *Jacke, See* or *Wasser* for *Strand*). This is not always effective and its use would be assessed according to its effectiveness in a particular context.

#### Description of physical properties

This can be used to refer to something when the name has been forgotten (eg *Wo der Bus kommt,* for *Haltestelle, ein Hotel für junge Leute* for *Jugendherberge, ein kleines braunes Tier* for *Meerschweinchen*). The use of this strategy in an exam would be assessed according to its communicative effectiveness.

#### Requests for help

These can include requests for rewording (eg *"¿Wie sagt man* 'chair' *auf Deutsch…?" "Wie heißt das auf Englisch?"*) and questions which make no reference to English (eg *"Wie heißt das Gebäude da?... Wie schreibt man das?"*). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

**Simplification**

This is when a student avoids the use of a form of which he/she is unsure (eg *"Ich freue mich auf deinen Besuch…Ich bin um 5 Uhr angekommen"*) by using a form he/she finds simpler (eg *"Es ist gut, dass du kommst…Ich war um 5 Uhr hier"*). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in students failing to make full use of their capabilities.

#### Paraphrase

This is where the student uses words and messages in acceptable German, avoiding the use of words which he/she has forgotten (eg *"Wo die Lehrer sitzen"* for *"Lehrerzimmer"…"Er hat keine Frau"* for *"Er ist nicht verheiratet"…"Ich möchte ein Stück von dem Kuchen da"* for *"Ein Stück Obsttorte, bitte"*). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

**Reference to specific features**

Reference to specific features (eg *"Der Mann mit den langen Haaren. Das Haus neben der Kirche"*) is often quite effective and its use would be assessed accordingly in an exam.

#### Word coinage

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or German words. Although this strategy can be useful in some cases (eg by the use of *-ieren: realisieren, protestieren* etc) it usually produces words which do not exist in German. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

#### Topic avoidance

Another commonly used strategy is topic avoidance, when the student ignores or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the students repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. All language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. It is an important part of the teaching and learning process.

## 3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to words and/ or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

### 3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

|  |  |
| --- | --- |
| **German** | **English** |
| **Achtung!** Du kannst die Buchstaben mehr als ein Mal benutzen. | **N.B.** You can use the same letter more than once. |
| Beantworte **die beiden Teile der Frage.** | Answer **both parts of the question.** |
| Beantworte die Fragen auf **Deutsch.** | Answer the questions in **German.** |
| Beantworte diese Fragen. | Answer these questions. |
| Ergänze…auf **Deutsch.** | Complete…in **German.** |
| Ergänze den folgenden Text mit jeweils **einem** Wort von der Liste unten. | Complete the following gap-text with **one** word from each gap from the list below. |
| **German** | **English** |
| Ergänze die Lücken. | Fill in the gaps/blanks. |
| Ergänze die Tabelle auf Deutsch. | Complete the table in **German.** |
| Erwähne einen positiven Aspekt/einen Vorteil/ einen negativen Aspekt/einen Nachteil. | Mention one positive aspect/one advantage/one negative aspect/one disadvantage. |
| Es ist welche Person? Schreib den Namen ins Kästchen. | Which person is it? Write the name in the box. |
| Füll die Tabelle auf **Deutsch** aus. | Complete the table in **German.** |
| Für eine negative Meinung, schreib **N**, für eine positive Meinung, schreib **P**, für eine positive und negative Meinung, schreib **P + N.** | For a negative opinion, write **N**, for a positive opinion, write **P**, for a positive and negative opinion, write **P + N.** |
| Gib (zwei) Details. | Give (two) details. |
| Hör das folgende Gespräch/die folgende  Diskussion/das folgende Interview/den folgenden Bericht. | Listen to the following conversation/discussion/ interview/report. |
| Lies… | Read… |
| Schreib den richtigen Buchstaben ins Kästchen. | Write the correct letter in the box. |
| Schreib **R**, wenn die Aussage richtig ist, **F**, wenn die Aussage falsch ist, **NT**, wenn die Aussage nicht im Text ist. | Write **(R),** if the statement is correct, **(F)** if the statement is false and **(NT)** if the statement is not mentioned. |
| Vollständige Sätze sind **nicht** nötig. | It is not necessary to write in complete sentences. |
| Wähle die richtige Aktivität und schreib den Buchstaben ins Kästchen. | Choose the correct activity and write the correct letter in the box. |
| Welche **(sechs)** Aussagen sind richtig? | Which **(six)** statements are correct? |
| Welche Antwort ist richtig? | Which answer is correct? |

The following is a guide to the sort of rubrics and instructions which will be used in the Writing exam. The list is indicative, not exclusive.

|  |  |
| --- | --- |
| **German** | **English** |
| Beschreib... | Describe... |
| Du musst ungefähr **40** Wörter auf **Deutsch** schreiben. | You must write approximately **40** words in **German**. |
| Du musst ungefähr **90** Wörter auf **Deutsch** schreiben. Scheib etwas über alle Punkte der Aufgabe. | You must write approximately **90** words in  **German**. Write something about each bullet point. |
| Du musst ungefähr **150** Wörter auf **Deutsch** schreiben. Schreib etwas über beide Punkte der Aufgabe. | You must write approximately **150** words in **German**. Write something about both bullet points. |
| Schreib… | Write… |
| Schreib etwas über… | Write something about… |
| **German** | **English** |
| Schreib **vier** Sätze auf **Deutsch** über das Foto. | Write **four** sentences in **German** about the photo. |
| Vergleich... | Compare... |

### 3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification. **3.5.2.1 Comparisons**

|  |  |
| --- | --- |
| **German** | **English** |
| ähnlich | similar |
| anders | different(ly) |
| Gegenteil das | opposite |
| gleich | same, equal |
| hoch; höher; höchst | high; higher; highest |
| im Großen und Ganzen | by and large |
| so … wie | as … as |
| so viel(e) … wie | as much/many … as |
| Unterschied der | difference |
| unterschiedlich | different |
| vergleichen | to compare |
| Vergleich der | comparison |
| verschieden | different |
| viel; mehr; am meisten | much; more; most |
| wenigstens | at least |

#### 3.5.2.2 Conjunctions

|  |  |
| --- | --- |
| **German** | **English** |
| als | when |
| als ob | as if |
| bevor | before |
| bis | until, to |
| da | as, because |
| damit | so that, in order that |
| denn | as, since |
| entweder … oder ... | either ... or ... |
| **German** | **English** |
| nachdem | after, afterwards |
| nicht nur ... sondern auch | not only … but also |
| ob | whether |
| obwohl | although |
| seitdem | since |
| sodass (so…dass) | so ... that |
| sowohl … als auch ... | both … and… |
| um ... zu | (in order) to |
| während | while |
| weder … noch | neither ... nor |

#### 3.5.2.3 Connectives

|  |  |
| --- | --- |
| **German** | **English** |
| abgesehen davon | apart from this |
| angenommen dass | assuming that |
| außer | besides, apart from, except |
| außerdem | besides, furthermore |
| danach | afterwards |
| das heißt (d.h.) | that is (ie) |
| dennoch | nevertheless |
| deshalb | therefore, because of that |
| deswegen | therefore, because of that |
| doch | after all, on the contrary, yes |
| drittens | thirdly |
| eigentlich | actually, really |
| erstens | firstly |
| jedoch | however |
| leider | unfortunately |
| natürlich | of course, naturally |
| ohne Zweifel | without a doubt |
| schließlich | eventually, in the end, finally |
| sonst | otherwise, or else |
| sowieso | anyway, anyhow, in any case |
| trotzdem | nevertheless |
| vorausgesetzt dass | provided that |
| **German** | **English** |
| zuerst | (at) first |
| zufällig | by chance |
| zweitens | secondly |

#### 3.5.2.4 Prepositions

|  |  |
| --- | --- |
| **German** | **English** |
| ab | from |
| an | at, to, on, close by |
| auf | on, upon, onto, on top of |
| aus | from, out of |
| bei | near, at |
| durch | through |
| entlang | along |
| gegen | against, at about, around |
| gegenüber | opposite |
| hinter | behind |
| nach | after, to, according to |
| neben | next to |
| ohne | without |
| über | over, above |
| um | around, at |
| unter | under, below |
| von | from, by, of |
| vor | in front of, before, ago |
| vorbei | over, past, by |
| während | during |
| wegen | because of |
| zu | to, at, for |
| zwischen | between |

#### 3.5.2.5 Negatives

|  |  |
| --- | --- |
| **German** | **English** |
| gar nicht | not at all |
| nicht einmal | not even |
| nicht mehr | no longer |
| nichts | nothing |
| nie | never |
| niemals | never |
| niemand | nobody |
| nirgend… | no... |
| noch nicht | not yet, still not |
| überhaupt nicht | not at all |

#### 3.5.2.6 Alphabet

Students are expected to know the letters of the alphabet, including the ß and umlauts.

|  |  |
| --- | --- |
| **German** | **English** |
| Buchstabe der | letter |
| buchstabieren | to spell |

#### 3.5.2.7 Numbers

Students are expected to know the cardinal numbers 0–1,000 and the word for 1,000,000 (Million, die).

They are also expected to know the ordinal numbers first–tenth eg 1st = erste; 2nd = zweite; 3rd = dritte etc.

#### 3.5.2.8 Other expressions

|  |  |
| --- | --- |
| **German** | **English** |
| Dutzend das | dozen |
| Nummer die | number |
| Paar das | pair |
| Zahl die | number, figure, digit |

#### 3.5.2.9 Money

|  |  |
| --- | --- |
| **German** | **English** |
| Bargeld das | cash |
| ein 1/2/5 – Euro-Stück | a 1/2/5 Euro coin |
| ein 10/20/50 – Euro-Schein | a 10/20/50 Euro note |
| Geldschein der | note |
| **German** | **English** |
| Geldstück das | coin |
| Kleingeld das | small change |
| Münze die | coin |
| Taschengeld das | pocket money |
| wechseln | to change |

#### 3.5.2.10 Question words

|  |  |
| --- | --- |
| **German** | **English** |
| Wann? | When? |
| Warum? | Why? |
| Was für...? | What sort/type of...? |
| Was? | What? |
| Welcher/Welche/Welches? | Which? |
| Wer? | Who? |
| Wie lang(e)? | How long? |
| Wie viel(e)? | How much/many? |
| Wie? | How? |
| Wieso? | Why? How come …? |
| Wo? | Where? |
| Woher? | Where from? |
| Wohin? | Where to? |
| Womit? | What with? |

#### 3.5.2.11 Greetings and exclamations

|  |  |
| --- | --- |
| **German** | **English** |
| Alles Gute! | All the best |
| Bis bald! | See you later |
| Entschuldigung! | Excuse me/Sorry |
| Frohe Weihnachten! | Merry Christmas |
| Gern geschehen! | Don’t mention it |
| Herzlich willkommen! | Welcome |
| Herzlichen Glückwunsch! | Congratulations |
| Prost! | Cheers |
| Schöne Ferien! | Have a good/nice holiday |
| Viel Glück! | Good luck |

#### 3.5.2.12 Opinions

|  |  |
| --- | --- |
| **German** | **English** |
| Ahnung die | idea, suspicion |
| amüsant | amusing, funny |
| angenehm | pleasant, agreeable |
| Angst haben | to be afraid/scared |
| ängstlich | anxious, apprehensive |
| ausgezeichnet | excellent |
| bequem | comfortable |
| bestimmt | definite(ly)/certain(ly) |
| billig | cheap |
| blöd | stupid |
| Blödsinn der | nonsense, rubbish |
| böse | naughty, evil, angry |
| dafür (sein) | (to be) in favour of something |
| dagegen (sein) | (to be) against/opposed to something |
| das ist mir egal | it doesn’t matter, it’s all the same to me |
| denken | to think |
| deprimiert | depressed |
| die Nase voll haben | to be fed up with something |
| doof | stupid |
| eindrucksvoll | impressive |
| einfach | simple, simply, easy |
| entsetzlich | terrible, awful, appalling |
| es/das stimmt (nicht) | that’s (not) right/correct |
| es gefällt mir | I like it (it pleases me) |
| es kommt darauf an, ob … | it depends on …, whether … |
| es satt haben | to be fed up with something |
| froh | happy, glad, pleased |
| furchtbar | terrible, dreadful, awful |
| gefallen | to like, to please |
| gemütlich | cosy, comfortable |
| genießen | to enjoy |
| glauben | to believe |
| hassen | to hate |
| herrlich | marvellous, magnificent, glorious |

|  |  |
| --- | --- |
| **German** | **English** |
| hervorragend | excellent, outstanding |
| interessieren (sich für) | to be interested in |
| keine Ahnung haben | to have no idea/no clue |
| klasse | brilliant, great |
| kompliziert | complicated |
| langweilen (sich) | to be bored |
| leicht | easy |
| lieb | kind, lovely, dear |
| lieben | to love |
| lustig | funny |
| meinen | to think |
| Meinung die | opinion |
| mies | rotten, lousy |
| möglich | possible |
| mühelos | effortless |
| mühsam | arduous, laborious, with difficulty |
| nützlich | useful |
| nutzlos | useless |
| prima | great, fantastic |
| sauer sein | to be cross, annoyed |
| schade | it’s a shame/pity |
| schrecklich | terrible, horrible |
| schwierig | difficult |
| sensibel | sensitive |
| sicher | sure, safe |
| sogar | even |
| Spitze! | great |
| teuer | expensive, dear |
| typisch | typical(ly) |
| überrascht | surprised |
| unglaublich | unbelievable |
| unmöglich | impossible |
| unsicher | unsure |
| vielleicht | perhaps |
| völlig | completely |
| **German** | **English** |
| vorziehen | to prefer |
| wahrscheinlich | probably |
| wichtig | important |
| wirklich | real(ly) |
| wunderbar | wonderful |
| wunderschön | gorgeous, very beautiful |
| wünschen (sich) | to wish |
| zufrieden | content, happy |
| zustimmen | to agree |

**3.5.2.13 Expressions of time**

#### Seasons

|  |  |
| --- | --- |
| **German** | **English** |
| Jahreszeit die | season |

#### Months of the year

|  |  |
| --- | --- |
| **German** | **English** |
| Jahr das | year |
| Monat der | month |

#### The clock

|  |  |
| --- | --- |
| **German** | **English** |
| genau | exactly |
| halb | half |
| Mittag der | midday |
| Mitternacht die | midnight |
| nachgehen | to be slow |
| pünktlich | punctual, on time |
| spät | late |
| Stunde die | hour (length) |
| Uhr die | clock, watch, o’clock |
| Um wie viel Uhr? | at what time, when? |
| Viertel das | quarter |
| vorgehen | to be fast |
| Wie spät ist es? | What time is it? |
| **German** | **English** |
| Wie viel Uhr ist es? | What time is it? |
| Zeit die | time |

#### Other expressions of time

|  |  |
| --- | --- |
| **German** | **English** |
| ab und zu | now and again |
| Abend der | evening |
| abends | in the evenings |
| Anfang der | beginning, start |
| Augenblick der | moment, instant |
| aus sein | to be over, finished |
| bald | soon |
| damals | then, in those days |
| Datum das | date |
| dauern | to last |
| ehemalig | former |
| einmal | once |
| endlich | finally |
| erst | (at) first, only |
| fast | almost, nearly |
| früh | early |
| Gegenwart die | present (time, tense) |
| gerade | just |
| gestern | yesterday |
| gewöhnlich | usually, normally |
| gleich | immediately, in a minute |
| heute | today |
| heutzutage | nowadays, these days |
| im Voraus | in advance |
| immer | always |
| immer wieder | again and again |
| inzwischen | in the meantime |
| Jahrhundert das | century |
| jetzt | now |
| kürzlich | recently, lately |

|  |  |
| --- | --- |
| **German** | **English** |
| langsam | slow(ly) |
| letzter/letzte/letztes | last |
| Mal das | time |
| ~mal | ~ times |
| manchmal | sometimes |
| montags | on Mondays |
| morgen | tomorrow |
| Morgen der | morning |
| morgen früh | tomorrow morning |
| morgens | in the mornings, every morning |
| nachher | afterwards |
| Nachmittag der | afternoon |
| nächster/nächste/nächstes | next |
| Nacht die | night |
| nachts | at night |
| neulich | recently, the other day |
| noch einmal | once again, once more |
| normalerweise | normally, usually |
| nun | now |
| plötzlich | suddenly |
| regelmäßig | regular |
| schnell | quick(ly) |
| schon | already |
| seit | since, for (length of time) |
| selten | seldom, rarely |
| sofort | immediately, straight away |
| täglich | daily |
| übermorgen | the day after tomorrow |
| Vergangenheit die | past (time, tense) |
| (bis) vor kurzem | (until) recently |
| vorgestern | the day before yesterday |
| vorher | before(hand) |
| Vormittag der | morning |
| wieder | again |
| Zeitpunkt der | point in time |
| **German** | **English** |
| zu Ende sein | to come to an end, to finish |
| Zukunft die | future (time, tense) |

#### 3.5.2.14 Location and distance

|  |  |
| --- | --- |
| **German** | **English** |
| außen | outside |
| außerhalb | outside of |
| bleiben | to stay |
| da | here, there |
| draußen | outside, outdoors |
| drinnen | inside, indoors |
| drüben | over there |
| Ecke die | corner |
| entfernt | distant, (far) away |
| geradeaus | straight ahead |
| her~ | from ~ (towards the speaker) |
| hin und her | to and fro |
| hin und zurück | there and back, return (ticket) |
| hin~ | away ~ (from the speaker) |
| in der Nähe von | nearby, close to |
| irgendwo | somewhere |
| liegen | to lie, to be situated (in) |
| Meile die | mile |
| mitten in | in the middle of |
| nah | near |
| nirgendwo | nowhere |
| oben | above, up |
| Ort der | place |
| Seite die | side |
| überall | everywhere |
| unten | at the bottom, below, down |
| vorwärts | forwards |
| weg | away |
| weit | wide, far |
| zurück | back |

#### 3.5.2.15 Weights and measures

|  |  |
| --- | --- |
| **German** | **English** |
| alle (-r, -s) | all, all the |
| alle sein | to be all gone, to have run out (of) |
| alles | everything |
| anderer/andere/anderes | other, different |
| beide | both |
| breit | wide, broad |
| dick | thick, fat |
| Ding das | thing |
| Dose die | can, tin |
| dünn | thin |
| ein bisschen | a little |
| ein paar | a few, a couple |
| eine Menge | a lot of, lots |
| einige | some, a few |
| einzeln | single |
| etwa | about, roughly |
| Flasche die | bottle |
| ganz | whole, complete, quite |
| genug | enough |
| gewaltig | enormously |
| Gewicht das | weight |
| Größe die | size |
| irgend… | some… |
| Karton der | cardboard box |
| Kasten der | box, case, crate |
| kaum | hardly |
| leer | empty |
| leicht | light |
| Maß das | measure |
| mehrere | several |
| messen | to measure |
| mindestens | at least |
| mittelgroß | medium-sized |
| noch | still |
| **German** | **English** |
| Päckchen das | small parcel |
| Packung die | packet, pack |
| Paket das | parcel |
| Pfund das | pound |
| pro | per |
| Schachtel die | box, packet |
| Scheibe die | slice |
| schwer | heavy |
| Stück das | piece |
| Tüte die | bag |
| ungefähr | about |
| voll | full |
| wenig | little, not much |
| wiegen | to weigh |

#### 3.5.2.16 Shape

|  |  |
| --- | --- |
| **German** | **English** |
| Kreis der | circle |
| rund | round |
| viereckig | square |

#### 3.5.2.17 Weather

|  |  |
| --- | --- |
| **German** | **English** |
| bedeckt | overcast, cloudy |
| Blitz der | lightning |
| Donner der | thunder |
| es blitzt | it’s lightning |
| es donnert | it’s thundering |
| es hagelt | it’s hailing |
| feucht | damp |
| frieren | to freeze |
| frisch | fresh |
| Gewitter das | thunderstorm |
| Grad der | degree |
| Hagel der | hail |
| **German** | **English** |
| heftig | heavy, severe |
| heiter | bright, fine, clear, fair |
| Himmel der | sky |
| Klima das | climate |
| kühl | cool |
| Mond der | moon |
| nass | wet |
| Nebel der | fog |
| nebelig | foggy |
| Niederschlag der | precipitation |
| Regen der | rain |
| regnen | to rain |
| Schatten der | shadow |
| schattig | shady |
| Schauer der | shower |
| scheinen | shine |
| schneien | to snow |
| Sturm der | storm |
| stürmisch | stormy |
| trocken | dry |
| Wetterbericht der | weather report |
| Wettervorhersage die | weather forecast |
| Wolke die | cloud |
| wolkig | cloudy |

#### 3.5.2.18 Access

|  |  |
| --- | --- |
| **German** | **English** |
| auf sein | to be open |
| aufmachen | to open |
| Ausfahrt die | exit (motorway) |
| Ausgang der | exit (building) |
| besetzt | occupied, engaged |
| Einfahrt die | entry, entrance |
| Eingang der | entrance (building) |
| Eintritt der | admission |
| **German** | **English** |
| frei | free |
| geschlossen | closed |
| offen | open |
| öffnen | to open |
| schließen | to close |
| verboten | forbidden |
| zu sein | to be closed |
| zumachen | to close |

#### 3.5.2.19 Correctness

|  |  |
| --- | --- |
| **German** | **English** |
| falsch | false, wrong, incorrect |
| Fehler der | mistake, error |
| Recht haben | to be right |
| richtig | right, correct |
| Unrecht haben | to be wrong |
| verbessern | to correct, to improve |
| Verbesserung die | correction, improvement |

#### 3.5.2.20 Materials

|  |  |
| --- | --- |
| **German** | **English** |
| Baumwolle die | cotton |
| bestehen aus | to consist of, to be made of/from |
| Eisen das | iron |
| Holz das | wood |
| Leder das | leather |
| Pappe die | cardboard |
| Seide die | silk |
| Stoff der | material |
| Wolle die | wool |

#### 3.5.2.21 Common abbreviations

|  |  |
| --- | --- |
| **German** | **English** |
| £ = Pfund das | £ = pound sterling |
| AG = Arbeitsgruppe, Arbeitsgemeinschaft | work group (extra-curricular, school) |
| d.h. = das heißt | ie = that is |
| DB = Deutsche Bahn | German Railways |
| Dr = Doktor der | doctor |
| gem. = gemischt | mixed |
| ICE = Inter-City-Express der | fast long-distance train |
| inkl. = inklusive | included |
| LKW = Lastkraftwagen der | HGV, lorry |
| PLZ = Postleitzahl die | postcode |
| usw. = und so weiter | etc = and so on |
| z.B. = zum Beispiel | eg = for example |

### 3.5.3 Theme-based vocabulary (Foundation Tier)

**3.5.3.1 Identity and culture**

#### Me, my family and friends

|  |  |
| --- | --- |
| **German** | **English** |
| allein | alone |
| Alter das | age |
| altmodisch | old-fashioned |
| ärgern (sich) | to be annoyed |
| auf die Nerven gehen | to get on one’s nerves |
| auskommen (mit) | to get on (with) |
| aussehen | to look like |
| Ausweis der | identity card |
| Bart der | beard |
| berühmt | famous |
| Besuch der | visit |
| besuchen | to visit |
| bevorzugen | to favour, to prefer |
| bitten | to ask, to beg |
| Brieffreund der | pen-friend |
| Brille die | spectacles, glasses |

|  |  |
| --- | --- |
| **German** | **English** |
| egoistisch | selfish |
| ehrlich | honest |
| Einzelkind das | only child |
| Enkelkind das | grandchild |
| entschuldigen (sich) | to apologise |
| erlauben | to allow |
| ernst | serious |
| Erwachsene der/die | adult, grown-up |
| Familienmitglied das | member of the family |
| frech | cheeky |
| Freundschaft die | friendship |
| fühlen (sich) | to feel |
| füttern | to feed |
| geboren (am) | born (on) |
| Geburt die | birth |
| Geburtsdatum das | date of birth |
| Geburtsort der | place of birth |
| geduldig | patient |
| Gefühl das | feeling |
| gemein | mean |
| gern haben | to like |
| geschieden | divorced |
| Geschlecht das | sex, gender |
| getrennt | separated |
| glatt | straight, smooth |
| glücklich | happy |
| Grund der | reason |
| gut/schlecht gelaunt | good/bad tempered |
| gute/schlechte Laune haben | to be in a good/bad mood |
| hässlich | ugly |
| heiraten | to marry |
| hilfsbereit | helpful |
| Hochzeit die | wedding |
| höflich | polite |
| hübsch | pretty |

|  |  |
| --- | --- |
| **German** | **English** |
| humorlos | humourless, no sense of humour |
| humorvoll | humorous, witty |
| ich kann ... gut leiden | I like ... (very much) |
| ich kann ... nicht leiden | I can’t stand .../I don’t like ... |
| Jugendliche der/die | youth |
| Junge der | boy |
| kennen | to know (a person) |
| kennen lernen | to get to know |
| komisch | funny, comical, strange, odd |
| kümmern (sich um) | to look after |
| Kuss der | kiss |
| küssen | to kiss |
| leben | to live |
| lebhaft | lively |
| ledig | single |
| Leute (pl) | people |
| lockig | curly |
| Mensch der | human being |
| nennen | to name, to call |
| nerven | to get on someone’s nerves |
| Ohr das | ear |
| ordentlich | tidy, neat |
| Persönlichkeit die | personality |
| Reisepass der | passport |
| ruhig | quiet, calm |
| schämen (sich) | to be/feel ashamed |
| scheiden (sich lassen) | to get divorced |
| Schnurrbart der | moustache |
| schüchtern | shy |
| selbst | self |
| selbstständig | independent |
| sorgen (für) | to care (for), to look after |
| Spitzname der | nick name |
| Stief~ | step ~ |
| still | quiet |
| **German** | **English** |
| Streit der | argument |
| streiten (sich) | to quarrel, to argue |
| streng | strict |
| Tätowierung die | tattoo |
| Traum der | dream |
| traurig | sad |
| trennen (sich) | to separate |
| Typ der | type, person, bloke |
| unternehmungslustig | adventurous, like doing lots of things |
| unterstützen | to support |
| vergeben | to forgive |
| Verhältnis das | relationship |
| verheiratet | married |
| verloben (sich) | to get engaged |
| verlobt | engaged (to someone) |
| verstehen (sich mit) | to get on with |
| Vorname der | first name |
| vorstellen (sich) | to introduce oneself |
| weinen | to cry |
| witzig | funny |
| Wohnort der | place of living |
| Zahn der | tooth |
| zivile Partnerschaft die | civil partnership |
| zusammen | together |
| Zwillinge (pl) | twins |

#### Technology in everyday life

|  |  |
| --- | --- |
| **German** | **English** |
| (aus) drucken | to print (out) |
| Anrufbeantworter der | (telephone) answering machine |
| anrufen | to call, to ring (phone) |
| benutzen/benützen | to use |
| beschreiben (sich) | to describe (oneself) |
| Bindestrich der | dash, hyphen |
| Daten (pl) | data |

|  |  |
| --- | --- |
| **German** | **English** |
| Drucker der | printer |
| eingeben | to enter (data into computer/phone) |
| empfangen | to receive |
| entwickeln | to develop |
| Entwicklung die | development |
| funktionieren | to work, to function |
| Gefahr die | danger |
| gehören (zu) | to belong (to) |
| herunterladen | download |
| hochladen | upload |
| Klingelton der | ringtone |
| lehrreich | informative, instructive, educational |
| löschen | to delete |
| Medien (pl) | media |
| Missbrauch der | abuse |
| missbrauchen | to abuse |
| Nachrichten (pl) | messages |
| Netz das | net |
| Netzwerk das | network |
| peinlich | embarrassing |
| Postfach das | mail box (email) |
| Punkt der | dot |
| Rechner der | calculator (phone) |
| Risiko das | risk |
| schicken | to send |
| Schrägstrich der | forward slash |
| Schutz der | protection |
| simsen | to send an SMS/text message |
| soziale Medien (pl) | social media |
| speichern | to save (data on computer) |
| Startseite die | homepage (internet) |
| teilen | to share |
| Unterstrich der | underscore |
| WLAN | WiFi/wifi |

#### Free-time activities

|  |  |
| --- | --- |
| **German** | **English** |
| Abenteuerfilm der | adventure film |
| amüsieren (sich) | to have fun, to enjoy oneself |
| Ananas die | pineapple |
| anfangen | to start, begin |
| angeln | to fish |
| Apfelsine die | orange |
| Aprikose die | apricot |
| Badeanzug der | swim suit |
| Badehose die | swimming trunks |
| bedienen | to serve |
| Bedienung, bitte! | Service, please! |
| beschweren (sich) | to complain |
| bestellen | to order |
| bezahlen | to pay |
| Bildschirm der | screen (TV, computer) |
| Birne die | pear |
| Blockflöte die | recorder |
| Blumenkohl der | cauliflower |
| Bohne die | bean |
| Braten der | roast meat, joint |
| Bratwurst die | fried sausage |
| drücken | press |
| Durst der | thirst |
| durstig | thirsty |
| Ei das | egg |
| Eintrittsgeld das | admission fee |
| Eintrittskarte die | (admission) ticket |
| Eisdiele die | ice cream parlour |
| Eislaufen das | ice-skating |
| empfehlen | to recommend |
| Erbse die | pea |
| Erdbeere die | strawberry |
| Essig der | vinegar |
| fechten | to fence |

|  |  |
| --- | --- |
| **German** | **English** |
| Federball der | badminton |
| folgen | to follow |
| Freibad das | outdoor swimming pool |
| Frikadelle die | rissole, meat ball |
| Fruchtsaft der | fruit juice |
| Gasthaus das | inn, pub |
| Gurke die | cucumber |
| Haferflocken (pl) | (porridge) oats |
| Hallenbad das | indoor swimming pool |
| hart | hard |
| Hauptgericht das | main course |
| Herr Ober! | Waiter! |
| Himbeere die | raspberry |
| holen | to fetch, to get |
| Imbiss der | snack |
| Imbissbude die | snack bar, takeaway |
| Imbissstand der | snack bar, takeaway |
| Interesse haben an | to be interested in |
| Jugendklub der | youth club |
| Kakao der | cocoa |
| Kännchen das | pot (tea, coffee) |
| Kartoffel die | potato |
| Käse der | cheese |
| kegeln | bowling (nine pin) |
| Keks der | biscuits |
| Kirsche die | cherry |
| klettern | to climb |
| Korbball der | netball |
| köstlich | delicious |
| Kotelett das | pork chop |
| Krimi der | crime (film/book), thriller |
| lachen | to laugh |
| laufen | to run |
| lecker | tasty |
| Leinwand die | (big) screen (in cinema) |

|  |  |
| --- | --- |
| **German** | **English** |
| Liebesfilm der | film with a love story |
| Lied das | song |
| Lust haben etwas zu tun | to feel like doing something |
| Mitglied das | member |
| Nachrichten (pl) | news |
| Nachspeise die | dessert |
| Nachtisch der | dessert |
| Nudeln (pl) | noodles, pasta |
| Nuss die | nut |
| Obst das | fruit |
| Öl das | oil |
| Pfeffer der | pepper |
| Pfirsich der | peach |
| Pflaume die | plum |
| Pilz der | mushroom |
| Praline die | chocolate (in a box of chocolates) |
| probieren | to try, to taste |
| Pute die | turkey |
| Rechnung die | bill |
| rennen | to run |
| riechen | to smell |
| ringen | to wrestle |
| rodeln | to go sledging |
| roh | raw |
| Rollschuh laufen | to go roller skating |
| rudern | to row |
| Saft der | juice |
| Sahne die | cream |
| sammeln | to collect |
| satt sein | to be full up, have had enough (to eat) |
| Schach das | chess |
| scharf | spicy, hot |
| Schaschlik das | kebab |
| schießen | to shoot |
| schmecken | to taste |

|  |  |
| --- | --- |
| **German** | **English** |
| Schnellimbiss der | snack bar |
| Segelboot das | sailing boat |
| segeln | to sail |
| Seifenoper die | soap opera |
| Selbstbedienung die | self-service |
| Sendung die | programme |
| Senf der | mustard |
| Serie die | series |
| Sitz(platz) der | seat |
| sitzen | to sit |
| spannend | exciting, thrilling |
| Speisekarte die | menu |
| Speisesaal der | dining hall, dining room |
| Spielzeug das | toy(s) |
| Spinat der | spinach |
| Sportart die | type of sport |
| springen | to jump |
| Stadion das | stadium |
| Stehcafé das | small area with tables in a bakery or supermarket (but no seating) |
| Stimme die | voice |
| stricken | to knit |
| Suppe die | soup |
| süß | sweet |
| Tagesgericht das | dish of the day |
| Tagesmenü das | menu of the day |
| tauchen | to dive |
| Thunfisch der | tuna |
| Tor das | goal |
| Torte die | gateau |
| Trainingsanzug der | track suit |
| Trainingsschuh der | sport shoe, trainers |
| treffen (sich mit) | to meet (someone) |
| Trinkgeld das | tip (for waiter/waitress) |
| turnen | to do gymnastics |
| **German** | **English** |
| unterhalten (sich) | to have a chat |
| Unterhaltung die | entertainment |
| Vegetarier der | vegetarian |
| verlieren | to lose |
| Volksmusik die | folk music |
| vorschlagen | to suggest |
| Vorspeise die | starter (on menu) |
| Vorstellung die | showing, performance |
| wandern | to hike, to walk |
| weich | soft |
| (Wiener) Schnitzel das | veal/pork cutlet (boneless) |
| Weintraube die | grape |
| Werbung die | advert(isement) |
| werfen | to throw |
| Wettbewerb der | competition |
| Wurst die | sausage |
| zahlen | to pay |
| Zeichentrickfilm der | cartoon |
| Zeitschrift die | magazine |
| Zeitung die | newspaper |
| Zeug das | stuff, things, gear |
| ziehen | pull |
| Zitrone die | lemon |
| Zucker der | sugar |
| Zuschauer der | spectator, member of the audience |
| Zwiebel die | onion |

#### Customs and festivals in German-speaking countries/communities

|  |  |
| --- | --- |
| **German** | **English** |
| Adventskranz der | advent wreath |
| anzünden | to light |
| Aschermittwoch der | Ash Wednesday |
| bekommen | to get, to receive |
| danken | to thank |
| einladen | to invite |

|  |  |
| --- | --- |
| **German** | **English** |
| Einladung die | invitation |
| Feier die | celebration |
| feiern | to celebrate |
| Feiertag der | public holiday |
| Fest das | festival, celebration |
| Feuerwerk das | fireworks |
| freuen (sich auf) | to look forward to |
| freuen (sich über) | to be pleased about something |
| Gast der | guest |
| Gastgeber der | host |
| Geschenk das | present |
| Heiliger Abend (24 Dez) | Christmas Eve |
| Heilige Drei Könige (6 Jan) | Epiphany |
| Karfreitag der | Good Friday |
| Karneval der | carnival |
| Kerze die | candle |
| kirchlich | religious |
| Lebkuchen der | type of gingerbread |
| Maifeiertag der | May Day |
| Muttertag der | Mother’s Day |
| Neujahrstag der (1 Jan) | New Year’s Day |
| Osterei das | Easter egg |
| Osterhase der | Easter bunny |
| Ostern | Easter |
| Pfingsten | Whitsuntide |
| Sankt Nikolaus (Tag) (6 Dez) | St Nicholas' Day |
| schmücken | to decorate |
| Silvester | New Year’s Eve |
| Tag der Deutschen Einheit (3 Okt) | Day of German Unity |
| Umzug der | street procession |
| Valentinstag der (14 Feb) | St Valentine’s Day |
| verkleiden (sich) | to dress up, to disguise oneself, to put on fancy dress |
| verstecken | to hide |
| Weihnachten | Christmas |
| **German** | **English** |
| Weihnachtsbaum der | Christmas tree |
| Weihnachtslieder (pl) | Christmas carols |
| 1. (erste) Weihnachtstag der | Christmas Day |
| 2. (zweite) Weihnachtstag der | Boxing Day |

**3.5.3.2 Local, national, international and global areas of interest**

#### Home, town, neighbourhood and region

|  |  |
| --- | --- |
| **German** | **English** |
| Ampel die | traffic light |
| anbieten | to offer |
| Angebot das | offer |
| anmachen | to turn/switch on |
| anprobieren | to try on (clothes) |
| Apotheke die | pharmacy |
| Apparat der | apparatus, appliance, gadget |
| aufräumen | to tidy (up) |
| ausgeben | to spend (money) |
| ausmachen | to turn/switch off |
| Ausverkauf der | sale |
| ausverkauft | sold out |
| Bäckerei die | bakery |
| Backofen der | oven |
| baden | to have a bath |
| Badewanne die | bathtub |
| Bauernhaus das | farm house |
| Bauernhof der | farm |
| Baum der | tree |
| Benzin das | petrol |
| Berg der | mountain |
| Bild das | picture |
| Blume die | flower |
| braten | to fry |
| Brücke die | bridge |
| Bücherei die | library |
| Buchhandlung die | book shop |

|  |  |
| --- | --- |
| **German** | **English** |
| Bürgersteig der | pavement |
| Dach das | roof |
| Dachboden der | attic, loft |
| Decke die | ceiling; blanket |
| Denkmal das | monument |
| Diele die | hall |
| Dom der | cathedral |
| Doppelhaus das | semi-detached house |
| Drogerie die | chemist’s |
| Ecke die | corner |
| eigen | own |
| Einfamilienhaus das | detached house |
| einkaufen | to shop |
| Einkaufskorb der | shopping basket |
| Einkaufstasche die | shopping bag |
| Einkaufswagen der | shopping trolley |
| einpacken | to wrap (up) |
| Einwohner der | inhabitant |
| Elektrogeschäft das | shop for electrical goods |
| Erdgeschoss das | ground floor |
| Etage die | floor, storey |
| Etagenbett das | bunk bed |
| Fabrik die | factory |
| Fahrkarte die | ticket (eg for bus) |
| Feld das | field |
| flach | flat |
| Fleischerei die | butcher’s |
| Flur der | hall, coridor |
| Fluss der | river |
| Friseur (salon) der | hairdresser’s |
| Fußboden der | floor |
| Fußgängerzone die | pedestrian precinct |
| Gabel die | fork |
| Gasherd der | gas cooker |
| Gebäude das | building |

|  |  |
| --- | --- |
| **German** | **English** |
| Gegend die | region, area |
| günstig | reasonable, good value for money |
| Hafen der | harbour, port |
| Haltestelle die | stop (bus, tram etc) |
| Hauptbahnhof der | main railway station |
| Hauptstadt die | capital city |
| Haushalt der | household |
| Hecke die | hedge |
| Heizung die | heating |
| Helm der | helmet |
| Herd der | cooker, stove |
| Hochhaus das | high rise block of flats |
| Hügel der | hill |
| Insel die | island |
| Juweliergeschäft das | jeweller’s |
| kaputt | broken |
| Kasse die | till, cash point |
| Kaufhaus das | department store |
| Kirchturm der | church tower, spire |
| Kleidergeschäft das | clothes shop |
| klingeln | to ring (bell) |
| klopfen | to knock (door) |
| kochen | to cook |
| Kochfeld das | hob |
| Kommode die | chest of drawers |
| Konditorei die | confectioner’s |
| Kopfkissen das | pillow |
| kostenlos | free of charge |
| Kreuzung die | crossroads |
| Kühlschrank der | fridge |
| Kunde der | customer |
| Kunstgalerie die | art gallery |
| Laden der | shop |
| Land das | land, countryside |
| Landschaft die | landscape |

|  |  |
| --- | --- |
| **German** | **English** |
| Lebensmittelgeschäft das | grocer’s |
| leeren | to empty |
| legen | to lay, to put, to place (down) |
| Licht das | light |
| liefern | to deliver |
| Löffel der | spoon |
| mähen | to mow |
| Mahlzeit die | meal, meal time |
| Marke die | brand, make |
| Marktplatz der | market place |
| Mauer die | wall (outside) |
| Messer das | knife |
| Metzgerei die | butcher’s |
| Miete die | rent |
| mieten | to rent, to hire |
| Mikrowelle die | microwave oven |
| Möbel (pl) | furniture |
| Mofa das | (motorised) bicycle |
| Motorrad das | motor bike |
| nach Hause | (going) home |
| nach oben | upstairs |
| nach unten | downstairs |
| Nachbar der | neighbour |
| Nachteil der | disadvantage |
| Nachttisch der | bedside cabinet |
| Notausgang der | emergency exit |
| Obst- und Gemüseladen der | green grocer’s |
| Ordnung die | order |
| Parkplatz der | parking place |
| Pflanze die | plant |
| Plakat das | poster, billboard |
| Platz der | place; square |
| Preis der | price |
| putzen | to clean |
| Quittung die | receipt |

|  |  |
| --- | --- |
| **German** | **English** |
| Rasen der | lawn |
| Regal das | shelf |
| Reihenhaus das | terraced house |
| Reinigung die | dry cleaner's |
| Rolltreppe die | escalator |
| Sache die | thing; stuff |
| sauber machen | to clean |
| S-Bahn die | suburban (fast) railway |
| Schaufenster das | shop window |
| Schlange stehen | to queue |
| Schlüssel der | key |
| Schrank der | cupboard |
| Schreibwarengeschäft das | stationery shop |
| Schublade die | drawer |
| Sonderangebot das | special offer |
| Sonst noch etwas? | Anything else? |
| Spiegel der | mirror |
| Spielplatz der | play ground |
| Stadtrand der | outskirts of a town |
| stecken | to put (something into) |
| stellen | to put, to place (upright) |
| Straßenbahn die | tram |
| tanken | to fill up with petrol/diesel |
| Tankstelle die | petrol station |
| Tasse die | cup |
| Teelöffel der | teaspoon |
| Teller der | plate |
| Teppich der | carpet |
| Tiefkühlschrank der | freezer |
| Tischdecke die | table cloth |
| Topf der | pan |
| Treppe die | stairs |
| Turm der | tower |
| U-Bahn die | underground train, tube |
| umgeben von | surrounded by |
| **German** | **English** |
| Umgebung die | surrounding area |
| umziehen | to move (house) |
| Vorhang der | curtain |
| Vorort der | suburb |
| Vorteil der | advantage |
| Wald der | wood, forest |
| Wand die | wall (inside) |
| Warenhaus das | department store |
| Waschbecken das | wash basin |
| Wiese die | meadow |
| Wintergarten der | conservatory |
| Wohnblock der | block of flats |
| Zebrastreifen der | zebra crossing |

#### Social issues

|  |  |
| --- | --- |
| **German** | **English** |
| abhängig sein von | to be dependent on |
| abnehmen | to lose weight |
| Ader die | vein |
| Altenheim das | old people's home |
| anonym | anonymous |
| atmen | breath |
| aufgeben | to give up |
| aufhören | to stop |
| Ausländer der | foreigner |
| ausländisch | foreign |
| betrunken | drunk, intoxicated |
| Bewegung die | movement; exercise |
| bewusstlos | unconscious |
| Bewusstsein das | consciousness |
| Bio~ | biological ~, organic |
| Blut das | blood |
| brechen | to be sick; to break |
| Droge die | drug |
| Drogenhändler der | drug dealer |

|  |  |
| --- | --- |
| **German** | **English** |
| Drogensüchtige der/die | drug addict |
| Einwanderer der | immigrant |
| entspannen (sich) | to relax |
| Ernährung die | food, nourishment, nutrition |
| Erste Hilfe | First Aid |
| es geht mir gut/schlecht | I am fine, well/not well |
| Fett das | fat |
| fettig | fatty |
| fettleibig | obese |
| Feuerwehr die | fire brigade |
| freiwillig | voluntarily |
| Freiwillige der/die | volunteer |
| gebrochen | broken |
| gesund | healthy |
| Gesundheit die | health |
| Gewicht das | weight |
| gewinnen | to win |
| Gleichheit die | equality |
| halten | to hold, to keep |
| Hautfarbe die | colour of the skin |
| Heim das | home, hostel |
| helfen | to help |
| Herz das | heart |
| Hilfe die | help |
| hilflos | helpless |
| in Form sein | to be in form/in (good) shape |
| krank | ill |
| Krankenhaus das | hospital |
| Krankenwagen der | ambulance |
| Krankheit die | illness |
| Krebs der | cancer |
| Leber die | liver |
| Magen der | stomach |
| Medikament das | medicine |
| menschlich | human, humane |

|  |  |
| --- | --- |
| **German** | **English** |
| Preis der | prize |
| Rasse die | race |
| Rassismus der | racism |
| rassistisch | racist |
| Rat der | advice |
| rauchen | to smoke |
| Rote Kreuz das | Red Cross |
| Ruhe die | peace, quiet, tranquillity |
| schädlich | damaging, harmful |
| Schmerz der | pain, ache |
| …schmerzen haben | to have …ache |
| Sorge die | worry |
| sorgen für | to care for, to look after |
| spenden | to donate |
| Spritze die | syringe, injection |
| spritzen | to inject |
| sterben | to die |
| Sucht die | addiction |
| süchtig | addicted, addictive |
| Tierheim das | animal shelter |
| tot | dead |
| übel (mir ist) | I feel ill, sick |
| Unfall der | accident |
| Vene die | vein |
| Verkehrsunfall der | traffic accident |
| verletzen (sich) | to be/get injured |
| Verletzung die | injury |
| weh tun | to hurt |
| Wohltätigkeit die | charity |
| Wohltätigkeitskonzert das | charity concert |
| Wohltätigkeitsveranstaltung die | charity event |
| zunehmen | to put on weight |

#### Global issues

|  |  |
| --- | --- |
| **German** | **English** |
| Abfall der | rubbish, waste |
| Abfalleimer der | rubbish bin, litter bin |
| Abgase (pl) | exhaust fumes |
| Achtung die | respect, esteem |
| alternative Energiequelle die | alternative source of energy |
| Altpapier das | waste paper |
| anbauen | to grow |
| arbeitslos | unemployed |
| arm | poor |
| Armut die | poverty |
| aussterben | to die out |
| bedrohen | to threaten |
| Benzin das | petrol |
| Bettler der | beggar |
| Bevölkerung die | population |
| biologisch | biological, organic |
| Biomüll der | organic waste |
| bleifrei | lead free |
| brauchen | to need |
| Brennstoff der | fuel |
| chemisch | chemical(ly) |
| Dieb der | thief |
| Diskriminierung die | discrimination |
| einsam | lonely |
| entsorgen | to dispose of (waste, refuse, sewage) |
| erfrieren | to freeze to death |
| Fahrradweg der | bicycle track/lane |
| FCKWs | CFCs |
| fliehen | to flee |
| Flüchtling der | refugee |
| Gebrauch der | usage |
| gefährlich | dangerous |
| Gesellschaft die | society |
| Gewalt die | violence |

|  |  |
| --- | --- |
| **German** | **English** |
| gewalttätig | violent |
| heizen | to heat |
| Heizung die | heating |
| im Freien | outside |
| Kaugummi der | chewing gum |
| keinen festen Wohnsitz haben | to have no fixed abode |
| Kohle die | coal |
| Kraftwerk das | power station |
| Krieg der | war |
| Kunststoff der | man-made/synthetic material |
| Lärm der | noise |
| laut | noisy |
| Leben das | life |
| Luft die | air |
| Luftverschmutzung die | air pollution |
| Müll der | refuse, waste, rubbish |
| Mülltonne die | dustbin |
| Not die | need |
| obdachlos | homeless |
| öffentlich | public(ly) |
| Opfer das | victim |
| Ozonloch das | hole in the ozone layer |
| Ozonschicht die | ozone layer |
| Pfand das | deposit |
| reich | rich |
| reinigen | to clean |
| sauber | clean |
| Sauerstoff der | oxygen |
| saure Regen der | acid rain |
| schaden | to damage, to harm |
| Schaden der | damage |
| schädlich | harmful |
| Schale die | skin (fruit), peel (potato), shell (egg) |
| schmutzig | dirty |
| schützen | to protect |

|  |  |
| --- | --- |
| **German** | **English** |
| schwach | weak |
| Solarzelle die | solar cell |
| Sonnenenergie die | solar energy |
| Sozialhilfe die | income support |
| Sozialwohnung die | council flat |
| sparen | to save, to conserve |
| Spraydose die | aerosol |
| stark | strong |
| stehlen | to steal |
| Suppenküche die | soup kitchen |
| Treibhauseffekt der | greenhouse effect |
| überbevölkert | over-populated |
| ultraviolette Strahlen (pl) | ultra-violet rays |
| Umfrage die | survey, opinion poll |
| Umwelt die | environment |
| umweltfeindlich | environmentally hostile |
| umweltfreundlich | environmentally friendly |
| unterstützen | to support |
| Unterstützung die | support, help |
| Verbrauch der | consumption |
| Verbrechen das | crime |
| Verbrecher der | criminal |
| Verkehr der | traffic |
| Verkehrsmittel das | means of transport |
| Verpackung die | packaging |
| verschmutzen | to pollute |
| Verschmutzung die | pollution |
| verschwinden | to disappear |
| vertreiben | to drive out, to expel |
| Wasserkraft die | hydroelectric power |
| Wasserverschmutzung die | water pollution |
| wegwerfen | to throw away |
| weltweit | worldwide |
| zerstören | to destroy |
| Zuhause das | home, house |

#### Travel and tourism

|  |  |
| --- | --- |
| **German** | **English** |
| abfahren | to leave, to depart |
| abholen | to collect, to pick up |
| ankommen | to arrive |
| Asien | Asia |
| Ausflug der | trip, excursion |
| ausfüllen | to fill in |
| Ausland das | foreign country, abroad |
| Aussicht die | view |
| aussteigen | to alight, get off (bus) |
| Bahnsteig der | platform |
| Belgien | Belgium |
| beliebt | popular |
| besichtigen | to sightsee, to visit, to have a look |
| bleiben | to stay |
| Blick der | view, glance |
| Boot das | boat |
| Briefkasten der | letter box |
| Briefmarke die | postage stamp |
| Burg die | (fortified) castle |
| Campingplatz der | campsite |
| Donau die | Danube |
| Doppelzimmer das | double room |
| einsteigen | to get in/on |
| Einzelzimmer das | single room |
| entwerten | to stamp/validate a ticket |
| Erinnerung die | memory |
| erleben | to experience |
| Ermäßigung die | reduction |
| Fähre die | ferry |
| Fahrkarte die | ticket |
| Fahrkartenautomat der | ticket machine |
| Fahrkartenschalter der | ticket office |
| Fahrpreis der | fare |
| Fahrradvermietung die | bicycle hire |

|  |  |
| --- | --- |
| **German** | **English** |
| Fahrt die | journey |
| Flug der | flight |
| Flughafen der | airport |
| Flugzeug das | plane |
| Formular das | form |
| Fotoapparat der | camera |
| Führung die | guided tour |
| Gepäck das | luggage |
| Gleis das | track, platform |
| Griechenland | Greece |
| Halbpension die | half board |
| herumfahren | to travel around |
| Jugendherberge die | youth hostel |
| Koffer der | suitcase |
| Köln | Cologne |
| Küste die | coast |
| Linie die | line, number (tram, bus) |
| Meer das | sea |
| Mittelmeer das | Mediterranean |
| Mosel die | Moselle |
| München | Munich |
| Notausgang der | emergency exit |
| Öffnungszeiten (pl) | opening times |
| örtlich | local |
| Ostsee die | Baltic Sea |
| Panne die | breakdown, puncture, flat tyre |
| Passagier der | passenger |
| Pension die | (small) hotel |
| Polen | Poland |
| Reise die | journey, trip, voyage |
| Reisebüro das | travel agency |
| Reisebus der | coach |
| reisen | to travel |
| Reisende der/die | traveller |
| Reisescheck der | traveller’s cheque |

|  |  |
| --- | --- |
| **German** | **English** |
| Reisetasche die | travel bag |
| Reiseziel das | destination |
| Rhein der | Rhine |
| Richtung die | direction |
| Rundfahrt die | round trip, tour |
| Russland | Russia |
| Schließfach das | locker |
| Schloss das | castle, palace |
| See der | lake |
| See die | sea |
| seekrank | sea sick |
| sehenswert | worth seeing |
| Sehenswürdigkeit die | tourist attraction, sight |
| Sicherheitsgurt der | safety belt, seat belt |
| sonnen (sich) | to sunbathe |
| Sonnenbrand der | sunburn |
| Sonnencreme die | suntan lotion |
| Speisewagen der | dining car, restaurant car (train) |
| Stadtbummel der | stroll through town; window shopping |
| Stadtrundfahrt die | sightseeing tour of a town/city |
| Stau der | traffic jam |
| Strand der | beach |
| Straßenkarte die | road map |
| suchen | to look for, search |
| Überfahrt die | crossing (sea) |
| übernachten | to stay overnight |
| Übernachtung die | overnight stay |
| Übernachtung mit Frühstück | B&B |
| überqueren | to cross (road, sea) |
| umsteigen | to change (means of transport) |
| unterwegs | on the way |
| Urlaub der | holiday |
| verbringen | to spend (time) |
| verpassen | to miss |
| Verspätung die | delay |
| **German** | **English** |
| Vollpension die | full board |
| warten (auf) | to wait (for) |
| Wartesaal der | waiting room (eg station) |
| weg | away |
| Weg der | way, path |
| wegfahren | to leave, to travel away |
| weggehen | to leave, to go away |
| weiterfahren | to travel on |
| wieder | again |
| Wien | Vienna |
| Wohnwagen der | caravan |
| Zelt das | tent |
| zelten | to camp |
| Zweibettzimmer das | twin bed room |

**3.5.3.3 Current and future study and employment**

#### My studies

|  |  |
| --- | --- |
| **German** | **English** |
| Direktor der | headteacher, principal |
| Fach das | subject |
| Fremdsprache die | foreign language |
| gerecht | fair, just |
| klug | clever, intelligent |
| lehren | to teach |
| Schulfach das | school subject |
| Schulleiter der | headteacher, principal |
| Stunde die | lesson |
| ungerecht | unfair |
| Werken | DT |

#### Life at school/college

|  |  |
| --- | --- |
| **German** | **English** |
| 1 = sehr gut | very good |
| 2 = gut | good |
| 3 = befriedigend | satisfactory, fair |

|  |  |
| --- | --- |
| **German** | **English** |
| 4 = ausreichend | sufficient, pass (just) |
| 5 = mangelhaft | poor, unsatisfactory, fail |
| 6 = ungenügend | extremely poor, inadequate |
| Abschlusszeugnis das | school leaving certificate |
| Anspitzer der | pencil sharpener |
| Antwort die | answer |
| antworten | to answer |
| anziehen (sich) | to get dressed |
| Anzug der | suit |
| aufpassen | to pay attention |
| aufstehen | to get up |
| aufwachen | to wake up |
| Aula die | (assembly) hall |
| Austausch der | exchange |
| Auswahl die | choice |
| ausziehen (sich) | to get undressed |
| bestehen | to pass (exam/test) |
| blau machen | to skip work, to play truant |
| Bluse die | blouse |
| dauern | to last |
| Erfolg der | success |
| erfolgreich | successful |
| erklären | to explain |
| erzählen | to tell, to narrate |
| faul | lazy |
| fehlen | to be missing, absent |
| Ferien (pl) | holidays |
| fleißig | hard working, industrious |
| Frage die | question |
| fragen | to ask |
| Ganztagsschule die | school that lasts all day |
| Gesamtschule die | comprehensive school |
| gründen | to found |
| Grundschule die | primary school |
| Gymnasium das | grammar school |

|  |  |
| --- | --- |
| **German** | **English** |
| Halle die | hall |
| Hauptschule die | secondary school |
| Hausmeister der | caretaker |
| Hemd das | shirt |
| Hose die | trousers |
| Internat das | boarding school |
| Klassenarbeit die | test |
| Klassenfahrt die | school trip |
| Kleid das | dress |
| korrigieren | to correct |
| Krawatte die | tie |
| Kreide die | chalk |
| Labor das | laboratory |
| Lehrerzimmer das | staff room |
| Lineal das | ruler |
| malen | to paint |
| Mittagspause die | lunch break |
| mündlich | orally |
| nachsitzen | to have a detention |
| Note die | grade, mark |
| Notendruck der | pressure to achieve good marks/grades |
| Pause die | break |
| plaudern | to chat, to talk |
| Prüfung die | exam |
| rasieren (sich) | to shave |
| Raum der | room |
| Realschule die | secondary school |
| rechnen | to calculate, to do sums |
| Regel die | rule |
| Rock der | skirt |
| schaffen | to manage, to cope; to create |
| Schal der | scarf |
| schminken (sich) | to put on make-up |
| schriftlich | written |
| Schüler der | student |

|  |  |
| --- | --- |
| **German** | **English** |
| Schulhof der | school yard, playground |
| schwatzen/schwätzen | to chatter |
| Seite die | page |
| Sekretariat das | office (school), reception |
| setzen (sich) | to sit down |
| sitzen bleiben | to repeat a school year |
| Sprachlabor das | language lab |
| Stundenplan der | timetable |
| Tafel die | black/white board |
| Turnhalle die | sports hall |
| üben | to practise |
| Übung die | exercise |
| Umkleideraum der | changing room |
| umziehen (sich) | to get changed, change clothes |
| Unterricht der | lessons; teaching |
| unterrichten | to teach |
| verlassen | to leave |
| Versammlung die | assembly |
| verstehen | to understand |
| versuchen | to try |
| wählen | to choose |
| waschen (sich) | to have a wash |
| wiederholen | to repeat |
| wissen | to know |
| Wörterbuch das | dictionary |
| Zahnbürste die | toothbrush |
| Zahnpasta die | toothpaste |
| zeichnen | to draw |
| Zeugnis das | school report |
| zuhören | to listen |

#### Education post-16

|  |  |
| --- | --- |
| **German** | **English** |
| (Azubi) = Auszubildende der | apprentice, trainee |
| Abitur das | A-level equivalent |
| Abiturient der | person doing the Abitur |
| arbeiten | to work |
| Arbeitspraktikum das | work experience |
| Ausbildung die | (job) training, education |
| Ausbildungsplatz der | vacancy/place for a trainee |
| Berufsberater der | careers adviser |
| Berufsschule die | vocational training school |
| bewerben (sich um) | to apply for |
| Bewerbung die | application |
| Brief der | letter |
| Chef der | boss |
| entscheiden (sich) | to decide |
| Erfahrung die | experience |
| fertig | ready, done |
| Führerschein der | driving licence |
| Gelegenheit die | opportunity |
| Kollege der | colleague |
| Kurs der | course |
| Lebenslauf der | curriculum vitae (CV) |
| Lehre die | apprenticeship |
| Lohn der | wage |
| Mindestlohn der | minimum wage |
| Nebenjob der | part-time job |
| Oberstufe die | equivalent to sixth-form |
| Rat der | advice |
| Semester das | term |
| Studienplatz der | university place |
| Studium das | studies |
| theoretisch | theoretical |
| verdienen | to earn |

#### Jobs, career choices and ambitions

|  |  |
| --- | --- |
| **German** | **English** |
| Angestellte der/die | employee |
| Apotheker der | pharmacist |
| Arbeitszeit die | work hours |
| Bäcker der | baker |
| Bauarbeiter der | building/construction worker |
| bauen | to build |
| Bauer der | farmer |
| Beamte der/die | civil servant |
| Beruf der | job, occupation |
| berufstätig (sein) | (to be) in work |
| beschäftigt (sein) | (to be) busy, employed |
| beschließen | to decide |
| besitzen | to own |
| Besitzer der | owner |
| Bezahlung die | payment |
| Briefträger der | postman |
| Büro das | office |
| erfüllen | to fulfil |
| Feuerwehrmann der | fire fighter |
| Fleischer der | butcher |
| Friseur der | hairdresser |
| ganztags | all day |
| Gärtner der | gardener |
| Gehalt das | salary |
| Halbtagsarbeit die | part time employment |
| Hausfrau die | house wife |
| im Freien | outside, in the open air |
| Karriere die | career |
| Kassierer der | cashier, bank clerk |
| Klempner der | plumber |
| Koch der | chef, cook |
| Krankenschwester die | nurse |
| LKW-Fahrer der | lorry driver |
| Maler der | painter, decorator |
| **German** | **English** |
| Metzger der | butcher |
| Pfarrer der | parish priest, vicar |
| Polizei die | police |
| Polizist der | policeman |
| Postbote der | postman |
| Rentner der | pensioner |
| Schauspieler der | actor |
| Schichtarbeit die | shift work |
| suchen | to look for, to search |
| Teilzeitjob der | part time job |
| Termin der | date, appointment |
| Tischler der | carpenter |
| Verkäufer der | shop assistant |
| Vollzeitarbeit die | full time work |
| Vorstellungsgespräch das | job interview |
| Werkstatt die | garage |
| Wunsch der | wish |

### 3.5.4 Theme-based vocabulary (Higher Tier)

**3.5.4.1 Identity and culture**

#### Me, my family and friends

|  |  |
| --- | --- |
| **German** | **English** |
| Alleinerziehende der/die | single parent |
| alleinstehend | single |
| Angeber der | show off, poser |
| aufpassen (auf) | to look after |
| ausgeglichen | balanced |
| Bekannte der/die | acquaintance, friend |
| Beziehung die | relationship |
| Braut die | bride |
| Bräutigam der | groom |
| Ehe die | marriage |
| eifersüchtig | jealous |
| einen (guten) Sinn für Humor haben | to have a (good) sense of humour |
| **German** | **English** |
| eingebildet | conceited |
| Enkel der | grandson |
| Enkelin die | granddaughter |
| gleichgeschlechtliche Ehe/Partnerschaft die | same-sex marriage/partnership |
| großzügig | generous |
| Junggeselle der | bachelor |
| lebhaft | lively |
| leiden | to suffer |
| minderjährig | (to be a) minor, under legal age |
| miteinander | with one another, together |
| Neffe der | nephew |
| Nichte die | niece |
| Schulter die | shoulder |
| Schwager der | brother-in-law |
| Schwägerin die | sister-in-law |
| Schwieger~ | ~ in-law |
| selbstbewusst | self-confident, self-assured |
| Trauung die | wedding (ceremony) |
| treu | faithful, loyal |
| Verlobte der/die | fiancé(e) |
| verrückt | crazy |
| Verwandte der/die | relative |
| Verwandtschaft die | relations (pl); relatives (pl) |
| verzeihen | to forgive |
| volljährig | (to be) of age |
| Vorwahl(nummer) die | long distance code (telephone) |
| zurechtkommen mit | to cope with |
| zuverlässig | reliable |
| zweifeln | to doubt |

#### Technology in everyday life

|  |  |
| --- | --- |
| **German** | **English** |
| Anwendungen (pl) | applications |
| Betriebssystem das | operating system |
| Einstellungen (pl) | settings |
| **German** | **English** |
| leistungsstark | powerful (battery, processor) |
| Sicherheit die | safety |

#### Free-time activities

|  |  |
| --- | --- |
| **German** | **English** |
| aufnehmen | to record |
| aufregend | exciting |
| Bergsteigen das | mountain climbing |
| Dirigent der | conductor |
| Ente die | duck |
| Ergebnis das | result |
| ermüdend | tiring |
| Flachbildschirm der | flat screen TV |
| Flimmerkiste die | TV, box, telly |
| Forelle die | trout |
| Gans die | goose |
| Geige die | violin |
| geräuchert | smoked |
| Halbfettmilch die | semi-skimmed milk |
| hausgemacht | home made |
| Honig der | honey |
| Kalbfleisch das | veal |
| Knoblauch der | garlic |
| Lachs der | salmon |
| Lamm(fleisch) das | lamb |
| Leichtathletik die | athletics |
| Magermilch die | skimmed milk |
| Mehl das | flour |
| Querflöte die | flute |
| Rennen das | race |
| Rindfleisch das | beef |
| Rührei das | scrambled egg(s) |
| Schlagzeug das | percussion, drums |
| Schlittschuh laufen | ice skating |
| schmackhaft | tasty |
| **German** | **English** |
| Schweinefleisch das | pork |
| Spiegelei das | fried egg |
| Sprudel(wasser) der (das) | fizzy mineral water |
| Truthahn der | turkey |
| Überraschung die | surprise |
| Untertitel der | subtitle |
| Verein der | club |
| Vergnügen das | fun, enjoyment |
| Vollmilch die | full fat milk |
| würzig | spicy |

#### Customs and festivals in German-speaking countries/communities

|  |  |
| --- | --- |
| **German** | **English** |
| Aprilscherz der | April fool’s trick |
| Gastfreundschaft die | hospitality |
| Tag der Arbeit (1 Mai) | May Day |

**3.5.4.2 Local, national, international and global areas of interest**

#### Home, town, neighbourhood and region

|  |  |
| --- | --- |
| **German** | **English** |
| Abstellraum der | storeroom |
| ausschalten | to switch off |
| Besteck das | cutlery |
| Brunnen der | well |
| Einbahnstraße die | one way street |
| einschalten | to switch on |
| Essecke die | eating area (eg in the kitchen) |
| Fahrschein der | ticket (public transport) |
| Gerät das | appliance |
| geräumig | roomy, spacious |
| Geschirr das | crockery |
| gratis | free of charge |
| Grünanlage die | green area, park |
| Mehrfamilienhaus das | house for several families (three to six storeys) |
| Möbelstück das | piece of furniture |
| **German** | **English** |
| ~möglichkeiten | ~ possibilities |
| öffentliche Verkehrsmittel (pl) | public transport |
| pleite (sein) | to be skint |
| preiswert | good value for money, cheap |
| Rabatt der | discount |
| Sackgasse die | cul-de-sac |
| Sparkasse die | (savings) bank |
| Stadtteil der | part of the town |
| Stadtviertel das | district, part of the town |
| Stockwerk das | floor, storey |
| Strom der | electricity |
| Tiefkühltruhe die | chest freezer |
| Treppenhaus das | staircase |
| umsonst | free of charge; in vain |
| Umzug der | move, moving (house) |
| Wolkenkratzer der | sky-scraper |

#### Social issues

|  |  |
| --- | --- |
| **German** | **English** |
| abstinent | teetotal |
| Atem der | breath |
| Atembeschwerden (pl) | breathing difficulties |
| Bedürftige der/die | somebody in need |
| begehen | to commit, to perpetrate |
| benachteiligen | to disadvantage |
| bewegen (sich) | to move; to get/take some exercise |
| Drogenberatungsstelle die | advice centre for drug addicts |
| ehrenamtlich | honorary, voluntarily |
| ein Mittel gegen … | something, a medicine for … |
| einatmen | to breathe in |
| Eingliederung die | integration |
| einnehmen | to take (in) |
| Entziehungskur die | rehab for drug addiction/alcoholism |
| erbrechen (sich) | to be sick |
| fettarm | low in fat |
| **German** | **English** |
| Gehirn das | brain |
| lebendig | alive |
| magersüchtig | anorexic |
| Mindesthaltbarkeitsdatum das | best before date |
| Nahrung die | food, nourishment |
| Rassenvorurteile (pl) | racial prejudice |
| Rassist der | racist |
| Raucherhusten der | smoker’s cough |
| Rauschgift das | drug, narcotic |
| schaden | to damage, to harm |
| Straftat die | criminal offence, act |
| Süßigkeiten (pl) | sweets |
| Überdosis die | overdose |
| übergewichtig | overweight |
| vermeiden | to avoid |

#### Global issues

|  |  |
| --- | --- |
| **German** | **English** |
| Abholzung die | deforestation |
| Auspuffgase (pl) | exhaust fumes |
| bedürftig | needy |
| Düngemittel das | fertiliser |
| Einwegflasche die | non-recyclable bottle |
| Gleichheit die | equality |
| Hauptverkehrszeit die | rush hour |
| menschlich | human, humane |
| Müllentsorgung die | waste disposal |
| Not die | need |
| Obdachlosenheim das | hostel for homeless people |
| Rote Kreuz das | Red Cross |
| überschreiten | to exceed |
| verpesten | to pollute |
| verschwenden | to waste |
| verwenden | to use |
| wiederverwerten | to recycle |
| **German** | **English** |
| Wiederverwertung die | recycling |

#### Travel and tourism

|  |  |
| --- | --- |
| **German** | **English** |
| Andenken das | souvenir, memento |
| ansehen (sich etwas) | to have a look at something |
| Ärmelkanal der | (English) Channel |
| Aufenthalt der | stay |
| Auskunft die | information |
| Autovermietung die | car rental (firm) |
| beeilen (sich) | to hurry |
| begleiten | to accompany |
| bestätigen | to confirm |
| Bodensee der | Lake Constance |
| Dampfer der | steam boat |
| Empfang der | welcoming, reception (hotel) |
| entdecken | to discover |
| erinnern (sich) | to remember |
| Fahrradverleih der | bicycle hire |
| Genf | Geneva |
| Gepäckaufbewahrung die | place where one can leave luggage for payment (station, airport) |
| Klimaanlage die | air conditioning |
| Prospekt der | brochure, leaflet |
| Strandkorb der | wicker beach chair |
| Verbindung die | connection |
| Verkehrsamt das | tourist information office |
| wegen Betriebsferien (pl) geschlossen | (firm/shop/attraction) closed because of holiday |
| Zoll der | customs |
| Zuschlag der | extra charge, surcharge |

**3.5.4.3 Current and future study and employment**

#### My studies

|  |  |
| --- | --- |
| **German** | **English** |
| Fremdsprachenassistent der | language assistant |

#### Life at school/college

|  |  |
| --- | --- |
| **German** | **English** |
| abschreiben | to copy |
| abwesend | absent |
| anwesend | present |
| Aussprache die | pronunciation |
| beantworten | to answer |
| durchfallen | to fail (exam/test) |
| eine Frage stellen | to ask a question |
| Ergebnis das | result, outcome |
| Gang der | corridor |
| Leistung die | achievement |
| Leistungsdruck der | pressure to achieve |
| Patrone die | cartridge |
| Schere die | scissors |
| schwänzen | to play truant |
| Strafarbeit die | punishment, lines |
| versetzt werden | to be moved up to the next year group |

#### Education post-16

|  |  |
| --- | --- |
| **German** | **English** |
| einstellen | to employ |
| Fachschule die | technical college |
| Hauswirtschaftslehre die | home economics |
| Pflichtfach das | compulsory subject |
| Sozialkunde die | social studies, politics |
| Wahlfach das | optional subject |
| Wirtschaftslehre die | business studies, economics |

#### Jobs, career choices and ambitions

|  |  |
| --- | --- |
| **German** | **English** |
| Arbeitgeber der | employer |
| Besprechung die | meeting, discussion |
| Betrieb der | business, concern, works |
| kündigen | to hand in one's notice; to sack someone |
| vereinbaren | to agree, to arrange |

# 4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://www.aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in German include questions that allow students to demonstrate their ability to:

* draw together their knowledge, skills and understanding from across the full course of study
* provide extended responses.

## 4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of German should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification should enable students to:

* develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
* express and develop thoughts and ideas spontaneously and fluently
* listen to and understand clearly articulated, standard speech at near normal speed
* deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
* acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
* develop awareness and understanding of the culture and identity of the countries and communities where German is spoken
* make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
* develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
* develop language strategies, including repair strategies.

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE German specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

* AO1: Listening – understand and respond to different types of spoken language.
* AO2: Speaking – communicate and interact effectively in speech.
* AO3: Reading – understand and respond to different types of written language.
* AO4: Writing – communicate in writing.

### 4.2.1 Assessment objective weightings for GCSE German

#### 4.2.1.1 Foundation and Higher Tiers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment objectives (AOs)** | **Component weightings (approx %)** | | |  | **Overall weighting (approx %)** |
| **Paper 1:**  **Listening** | **Paper 2: Speaking** | **Paper 3: Reading** | **Paper 4: Writing** |
| AO1 (Listening) | 25 |  |  |  | 25 |
| AO2 (Speaking) |  | 25 |  |  | 25 |
| AO3 (Reading) |  |  | 25 |  | 25 |
| AO4 (Writing) |  |  |  | 25 | 25 |
| Overall weighting of components |  |  |  |  | 100 |

## 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students’ final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

### 4.3.1 Foundation Tier

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Maximum raw mark** | **Scaling factor** | **Maximum scaled mark** |
| Paper 1 (Listening) | 40 | x3/2 | 60 |
| Paper 2 (Speaking) | 60 | x1 | 60 |
| Paper 3 (Reading) | 60 | x1 | 60 |
| Paper 4 (Writing) | 50 | x6/5 | 60 |
|  |  | Total scaled mark: | 240 |

### 4.3.2 Higher Tier

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Maximum raw mark** | **Scaling factor** | **Maximum scaled mark** |
| Paper 1 (Listening) | 50 | x6/5 | 60 |
| Paper 2 (Speaking) | 60 | x1 | 60 |
| Paper 3 (Reading) | 60 | x1 | 60 |
| Paper 4 (Writing) | 60 | x1 | 60 |
|  |  | Total scaled mark: | 240 |

## 4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

* The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
* The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
* Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
* Students will be given five minutes’ reading time at the beginning of the test to give them time to read the questions.
* An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
* Each item will be heard twice and pauses for students to answer will be built into the test.
* Students will be allowed to make notes at any time during the test.
* Access to dictionaries is not permitted at any time during the test.

### 4.4.1 Foundation Tier and Higher Tier

In Section A, students’ understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students’ comprehension will be tested by a range of question types in German, requiring non-verbal responses or responses in German. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

## 4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher’s booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in German.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the General conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

### 4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

#### 4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

#### 4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student’s card.

#### 4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker. See the Speaking test assessment criteria.

## 4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

* Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
* An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
* Access to dictionaries is not permitted at any time during the test.

### 4.6.1 Foundation Tier and Higher Tier

In Section A, students’ understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students’ comprehension will be tested by a range of question types in German, requiring non-verbal responses or responses in German. In Section C, there will be a translation from German into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

## 4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

* Access to dictionaries is not permitted at any time during the test.
* All instructions are in English. All questions are in German.

### 4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in German.

#### 4.7.1.1 Question 1 (8 marks)

A message which demonstrates students’ ability to write short sentences using familiar language in a familiar context.

#### 4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students’ ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

#### 4.7.1.3 Question 3 (10 marks)

A translation from English into German, requiring a minimum of 35 words. This demonstrates students’ ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

#### 4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students’ ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

### 4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in German.

#### 4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students’ ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

#### 4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 2.1 or 2.2.

#### 4.7.2.3 Question 3 (12 marks)

A translation from English into German, requiring a minimum of 50 words. This demonstrates students’ ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

## 4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

### 4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Knowledge and use of language** | **Range and accuracy of language** | **Pronunciation and intonation** | **Spontaneity and fluency** | **Total** |
| Role-play | 10 | 5 |  |  |  | 15 |
| Photo card | 15 |  |  |  |  | 15 |
| Conversation | 10 |  | 10 | 5 | 5 | 30 |
| Total | 35 | 5 | 10 | 5 | 5 | 60 |

**4.8.2.1 Foundation Tier**

#### Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student’s Knowledge and use of language in the Roleplay. Up to 5 marks will be available for this assessment.

For each task:

|  |  |
| --- | --- |
| **Mark** | **Communication** |
| 2 | The message is conveyed without ambiguity. |
| 1 | The message is partially conveyed or conveyed with some ambiguity. |
| 0 | No part of the message is conveyed. |

##### Notes

1. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
2. Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
3. The tasks on the Candidate’s card and the notes in the Teacher’s Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall:

|  |  |
| --- | --- |
| **Mark** | **Knowledge and use of language** |
| 5 | Very good knowledge and use of language. |
| 4 | Good knowledge and use of language. |
| 3 | Reasonable knowledge and use of language. |
| 2 | Limited knowledge and use of language. |
| 1 | Poor knowledge and use of language. |
| 0 | No language produced is worthy of credit. |

#### Part 2: Photo card (15 marks)

The student’s responses to the five questions are assessed for Communication only, as specified in the criteria below.

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Communication** |
| 5 | 13–15 | The speaker replies to all questions clearly and develops most answers. He/ she gives and explains an opinion. |
| 4 | 10–12 | The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion. |
| 3 | 7–9 | The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion. |
| 2 | 4–6 | The speaker gives understandable replies to most questions but they may be short and/or repetitive. |
| 1 | 1–3 | The speaker replies to some questions but the answers are likely to be short and/or repetitive. |
| 0 | 0 | Communication does not meet the standard required for Level 1 at this tier. |

##### Notes

1. At least one question on each Photo card asks students to give and explain an opinion.
2. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Foundation

Tier, the conversation should last between three and five minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

#### Communication

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Communication** |
| 5 | 9–10 | A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained. |
| 4 | 7–8 | A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions. |
| 3 | 5–6 | A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion. |
| 2 | 3–4 | A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond. |
| 1 | 1–2 | A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible. |
| 0 | 0 | Communication does not meet the standard required for Level 1 at this tier. |

##### Notes

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

#### Range and accuracy of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Range and accuracy of language** |
| 5 | 9–10 | Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension. |
| 4 | 7–8 | Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication. |
| 3 | 5–6 | Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication. |
| **Level** | **Mark** | **Range and accuracy of language** |
| 2 | 3–4 | Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication. |
| 1 | 1–2 | Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement. |
| 0 | 0 | The language does not meet the standard required for Level 1 at this tier. |

#### Pronunciation and intonation

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Pronunciation and intonation** |
| 5 | 5 | Generally good but some inconsistency at times. |
| 4 | 4 | Pronunciation generally understandable with some intonation. |
| 3 | 3 | Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed. |
| 2 | 2 | Pronunciation very anglicised with almost no intonation, making comprehension difficult at times. |
| 1 | 1 | Pronunciation is only just understandable making comprehension difficult. |
| 0 | 0 | Pronunciation and intonation do not meet the standard required for Level 1 at this tier. |

**Spontaneity and fluency**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Spontaneity and fluency** |
| 5 | 5 | Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions. |
| 4 | 4 | Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times. |
| 3 | 3 | Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow. |
| 2 | 2 | Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow. |
| 1 | 1 | Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses. |
| 0 | 0 | Spontaneity and fluency do not meet the standard required for Level 1 at this tier. |

##### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

**4.8.2.2 Higher Tier**

#### Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student’s Knowledge and use of language in the Roleplay. Up to 5 marks will be available for this assessment.

For each task:

|  |  |
| --- | --- |
| **Mark** | **Communication** |
| 2 | The message is conveyed without ambiguity. |
| 1 | The message is partially conveyed or conveyed with some ambiguity. |
| 0 | No part of the message is conveyed. |

##### Notes

1. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
2. Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
3. The tasks on the Candidate’s card and the notes in the Teacher’s Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall:

|  |  |
| --- | --- |
| **Mark** | **Knowledge and use of language** |
| 5 | Very good knowledge and use of language. |
| 4 | Good knowledge and use of language. |
| 3 | Reasonable knowledge and use of language. |
| 2 | Limited knowledge and use of language. |
| 1 | Poor knowledge and use of language. |
| 0 | No language produced is worthy of credit. |

#### Part 2: Photo card (15 marks)

The student’s responses to the five questions are assessed for Communication only, as specified in the criteria below.

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Communication** |
| 5 | 13–15 | The speaker replies to all questions clearly and develops most answers. He/ she gives and explains an opinion. |
| 4 | 10–12 | The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion. |
| 3 | 7–9 | The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion. |
| 2 | 4–6 | The speaker gives understandable replies to most questions but they may be short and/or repetitive. |
| 1 | 1–3 | The speaker replies to some questions but the answers are likely to be short and/or repetitive. |
| 0 | 0 | Communication does not meet the standard required for Level 1 at this tier. |

##### Notes

1. At least one question on each Photo card asks students to give and explain an opinion.
2. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

#### Communication

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Communication** |
| 5 | 9–10 | A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly. |
| 4 | 7–8 | A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions. |
| 3 | 5–6 | A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions. |
| 2 | 3–4 | A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained. |
| **Level** | **Mark** | **Communication** |
| 1 | 1–2 | A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions. |
| 0 | 0 | Communication does not reach the standard required for Level 1 at this tier. |

##### Notes

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

#### Range and accuracy of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Range and accuracy of language** |
| 5 | 9–10 | Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted. |
| 4 | 7–8 | Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted. |
| 3 | 5–6 | Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension. |
| 2 | 3–4 | Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension. |
| 1 | 1–2 | Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication. |
| 0 | 0 | The language does not meet the standard required for Level 1 at this tier. |

#### Pronunciation and intonation

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Pronunciation and intonation** |
| 5 | 5 | Consistently good pronunciation and intonation throughout. |
| 4 | 4 | Good pronunciation and intonation with only occasional lapses. |
| 3 | 3 | Generally good but with some inconsistency in more challenging language. |
| 2 | 2 | Generally good but some inconsistency at times. |
| 1 | 1 | Pronunciation generally understandable with some intonation. |
| 0 | 0 | Pronunciation and intonation do not reach the standard required for Level 1 at this tier. |

**Spontaneity and fluency**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Spontaneity and fluency** |
| 5 | 5 | Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker. |
| 4 | 4 | Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language. |
| 3 | 3 | Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace. |
| 2 | 2 | Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions. |
| 1 | 1 | Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times. |
| 0 | 0 | Spontaneity and fluency do not reach the standard required for Level 1 at this tier. |

##### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

### 4.8.4 Writing

#### 4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Content** | **Quality of language** | **Conveying key messages** | **Application of grammatical knowledge of language and structures** | **Total** |
| Question 1 | 8 |  |  |  |  | 8 |
| Question 2 |  | 10 | 6 |  |  | 16 |
| Question 3 |  |  |  | 5 | 5 | 10 |
| Question 4 |  | 10 | 6 |  |  | 16 |
| Total | 8 | 20 | 12 | 5 | 5 | 50 |

#### Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

|  |  |
| --- | --- |
| **Mark** | **Communication** |
| 2 | The relevant message is clearly communicated. |
| 1 | The message is relevant but has some ambiguity and causes a delay in communication. |
| 0 | The message is irrelevant or cannot be understood. |

#### Question 2 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

#### Content

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 9–10 | A full coverage of the required information. Communication is clear. |
| 4 | 7–8 | A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses. |
| 3 | 5–6 | A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses. |
| 2 | 3–4 | A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed. |
| 1 | 1–2 | A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

#### Quality of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 3 | 5–6 | Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate. |
| 2 | 3–4 | Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate. |
| 1 | 1–2 | Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

#### Question 3 (10 marks)

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student’s response across all five sentences should be considered as a whole.

#### Conveying key messages

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 5 | All key messages are conveyed. |
| 4 | 4 | Nearly all key messages are conveyed. |
| 3 | 3 | Most key messages are conveyed. |
| 2 | 2 | Some key messages are conveyed. |
| 1 | 1 | Few key messages are conveyed. |
| 0 | 0 | No key messages are conveyed. |

#### Application of grammatical knowledge of language and structures

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 5 | Very good knowledge of vocabulary and structures; highly accurate. |
| 4 | 4 | Good knowledge of vocabulary and structures; generally accurate. |
| 3 | 3 | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate. |
| 2 | 2 | Limited knowledge of vocabulary and structures; generally inaccurate. |
| 1 | 1 | Very limited knowledge of vocabulary and structures; highly inaccurate. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

#### Question 4 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

#### Content

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 9–10 | A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 4 | 7–8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 3 | 5–6 | A reasonable response covering almost all aspects of the task.  Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 2 | 3–4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1 | 1–2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

##### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

#### Quality of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 3 | 5–6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 2 | 3–4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1 | 1–2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

1. A major error is one which seriously affects communication.
2. A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

#### 4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Content** | **Quality of language** | **Range of language** | **Accuracy** | **Conveying key messages** | **Application of grammatical knowledge of language and structures** | **Total** |
| Question 1 | 10 | 6 |  |  |  |  | 16 |
| Question 2 | 15 |  | 12 | 5 |  |  | 32 |
| Question 3 |  |  |  |  | 6 | 6 | 12 |
| Total | 25 | 6 | 12 | 5 | 6 | 6 | 60 |

#### Question 1 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

#### Content

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 9–10 | A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 4 | 7–8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 3 | 5–6 | A reasonable response covering almost all aspects of the task.  Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 2 | 3–4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1 | 1–2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

##### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

#### Quality of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 3 | 5–6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 2 | 3–4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1 | 1–2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

1. A major error is one which seriously affects communication.
2. A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

#### Question 2 (32 marks)

There are two compulsory bullet points, assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

#### Content

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 13–15 | An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified. |
| 4 | 10–12 | A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified. |
| 3 | 7–9 | A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities.  Opinions are expressed and may be justified. |
| 2 | 4–6 | A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed. |
| 1 | 1–3 | A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

##### Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

#### Range of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 4 | 10–12 | Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate. |
| 3 | 7–9 | Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate. |
| 2 | 4–6 | Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. |
| 1 | 1–3 | Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register. |
| 0 | 0 | The range of language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

#### Accuracy

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 5 | Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure. |
| 4 | 4 | Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct. |
| 3 | 3 | Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct. |
| 2 | 2 | More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct. |
| 1 | 1 | There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations. |
| 0 | 0 | The accuracy does not meet the standard required for Level 1 at this tier. |

##### Notes

1. A major error is one which seriously affects communication.
2. A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

#### Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student’s response across the passage will be considered as a whole.

#### Conveying key messages

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 6 | 6 | All key messages are conveyed. |
| 5 | 5 | Nearly all key messages are conveyed. |
| 4 | 4 | Most key messages are conveyed. |
| 3 | 3 | Some key messages are conveyed. |
| 2 | 2 | Few key messages are conveyed. |
| 1 | 1 | Very few key messages are conveyed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

#### Application of grammatical knowledge of language and structures

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 6 | 6 | Excellent knowledge of vocabulary and structures; virtually faultless. |
| 5 | 5 | Very good knowledge of vocabulary and structures; highly accurate. |
| 4 | 4 | Good knowledge of vocabulary and structures; generally accurate. |
| 3 | 3 | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate. |
| 2 | 2 | Limited knowledge of vocabulary and structures; generally inaccurate. |
| 1 | 1 | Very limited knowledge of vocabulary and structures; highly inaccurate. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, nonexam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

* further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
* only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Students can be entered for only one tier in any exam series.

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification title** | **Option** | **AQA entry code** | **DfE discount code** |
| AQA GCSE in German | Foundation Tier | 8668F | FKG |
| Higher Tier | 8668H | FKG |

This specification complies with:

* Ofqual *General conditions of recognition* that apply to all regulated qualifications
* Ofqual GCSE qualification level conditions that apply to all GCSEs
* Ofqual GCSE subject level conditions that apply to all GCSEs in this subject • all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8159/X.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

## 5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who **just** fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

## 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at [jcq.org.uk](http://www.jcq.org.uk/)

### 5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at [aqa.org.uk/eaqa](http://www.aqa.org.uk/eaqa)

### 5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://www.aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](http://www.aqa.org.uk/access) or email accessarrangementsqueries@aqa.org.uk

## 5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](http://www.aqa.org.uk/becomeacentre)

## 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

* speak to the exams officer at the school or college where you intend to take your exams
* visit our website at [aqa.org.uk/privatecandidates](http://www.aqa.org.uk/student-support/private-candidates)
* email: privatecandidates@aqa.org.uk

## **Get help and support**

Visit our website for information, guidance, support and resources at [aqa.org.uk/8668](http://aqa.org.uk/8668)

You can talk directly to the German subject team

E: mfl@aqa.org.uk T: 01423 534 381 aqa.org.uk

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