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GCSE
GERMAN
(8668)

Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.0 26 November 2015

Contents

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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

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

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- specimen papers and mark schemes for new courses
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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.

Paper 1: Listening	Paper 2: Speaking
What's assessed	**What's assessed**
Understanding and responding to different types of spoken language	Communicating and interacting effectively in speech for a variety of purposes
How it's assessed	**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.)	• 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** • 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	**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)

Paper 3: Reading	Paper 4: Writing
What's assessed	**What's assessed**
Understanding and responding to different types of written language	Communicating effectively in writing for a variety of purposes
How it's assessed	**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	• 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	**Questions**
Foundation Tier and Higher Tier	**Foundation 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 minmum of 35 words at Foundation Tier and 50 words at Higher 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

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, b*eruhig*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	*Water, 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! Sie können die Buchstaben mehr als ein Mal benutzen.	**N.B.** You can use the same letter more than once.
Beanworten Sie **die beiden Teile der Frage.**	Answer **both parts of the question.**
Beantworten Sie die Fragen auf **Deutsch**.	Answer the questions in **German.**
Beantworten Sie diese Fragen.	Answer these questions.
Ergänzen Sie... auf **Deutsch**.	Complete... in **German**.
Ergänzen Sie den folgenden Text mit jeweils **einem** Wort von der Liste unten.	Complete the following gap-text with **one** word for each gap from the list below.

German	English
Ergänzen Sie die Lücken.	Fill in the gaps/blanks.
Ergänzen Sie die Tabelle auf **Deutsch**.	Complete the table in **German**.
Erwähnen Sie einen postiven Aspekt/einen Vorteil/negative Aspekt/einen Nachteil.	Mention one positive aspect/one advantage/one negative aspect/one disadvantage.
Es ist welche Person? Schreiben Sie den Namen ins Kästchen.	Which person is it? Write the name in the box.
Füllen Sie die Tabellen auf **Deutsch** aus.	Complete the table in **German**.
Für eine negative Meinung, schreiben Sie N, für eine positive Meinung, schreiben Sie **P**, für eine positive und negative Meinung, schreiben Sie **P + N.**	For a negative opinion, write N, for a positive opinion, write **P**, for a positive and negative opinion, write **P + N.**
Geben Sie (zwei) Details.	Give (two) details.
Hören Sie das folgende Gespräch/die folgende Diskussion/das folgende Interview/den folgenden Bericht.	Listen to the following conversation/discussion/interview/report.
Lesen Sie...	Read...
Schreiben Sie den richtigen Buchstaben ins Kästchen.	Write the correct letter in the box.
Schreiben Sie **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 full sentences.
Wählen Sie die richtige Aktivität und schreiben Sie 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

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 Role-play. 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
(a) 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.

(b) 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.

(c) 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

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) 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 Role-play. 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

(a) 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.

(b) 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.

(c) 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

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) 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

(a) A major error is one which seriously affects communication.

(b) 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

(a) A major error is one which seriously affects communication.

(b) 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

(a) A major error is one which seriously affects communication.

(b) 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

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam 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

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

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

For more information and advice about access arrangements, reasonable adjustments and special consideration please see 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

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
- email: privatecandidates@aqa.org.uk

Get help and support

Visit our website for information, guidance, support and resources at 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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