

# GCSE (9-1) German



## Specification

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Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German (1GN0)

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*First teaching from September 2016*

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*First certification from 2018*

Issue 4



# Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German specification

## Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
Assessment information for Paper 1 amended with updated guidance on how to access the recordings for the listening assessment. <i>'Recordings will be issued as audio files via our Secure Download Service (SDS) prior to the exam.'</i>	10
Assessment information for Paper 2 amended with updated guidance on how to submit recordings of the speaking assessment. <i>'Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal'</i>	13

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



# Contents

<b>1 Introduction</b>	<b>2</b>
Why choose Edexcel GCSE German?	2
Supporting you in planning and implementing this qualification	3
Qualification at a glance	4
<b>2 Subject content and assessment information</b>	<b>6</b>
Themes and topics	7
Paper 1: Listening and understanding in German	9
Paper 2: Speaking in German	11
Paper 3: Reading and understanding in German	36
Paper 4: Writing in German	38
Assessment Objectives	62
<b>3 Administration and general information</b>	<b>63</b>
Entries	63
Access arrangements, reasonable adjustments, special consideration and malpractice	63
Student recruitment and progression	66
<b>Appendix 1: Candidate speaking examination record form (CS2)</b>	<b>69</b>
<b>Appendix 2: Grammar list</b>	<b>70</b>
<b>Appendix 3: Vocabulary list</b>	<b>73</b>
<b>Appendix 4: The context for the development of this qualification</b>	<b>155</b>
<b>Appendix 5: Transferable skills</b>	<b>157</b>
<b>Appendix 6: Codes</b>	<b>158</b>

# 1 Introduction

## Why choose Edexcel GCSE German?

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We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in German has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community — subject associations, academics and advisors, together with hundreds of teachers and students — and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

### **Engaging and popular topics**

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

### **Manageable content**

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

### **Content and assessments that provide an engaging real-world focus**

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

### **Straightforward assessments that are accessible to all students**

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

### **Carefully selected texts**

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

### **Clear and precise assessment criteria**

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

### **Continuous progression**

Our content builds on the understanding developed at KS2 and KS3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.

# Supporting you in planning and implementing this qualification

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## Planning

- To support you in delivering this specification, our **Getting Started Guide** available on our website gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2012 qualification.

## Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- translation and literary text booklets
- a guide to questions in the target language
- a network of leading practitioners across the country
- student guide
- online and face-to-face training events.

Published resources and CPD events will also be available to help you deliver the new qualification.

## Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- additional assessment materials to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries
- **ExamWizard**, our exam preparation tool, containing sample assessment materials for each skill.

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

## Get help and support

Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at [qualifications.pearson.com](https://www.pearson.com/qualifications)

## Qualification at a glance

### Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

**The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.**

#### **Paper 1: Listening and understanding in German \*(Paper code: 1GN0/1F and 1H)**

##### ***Written examination***

***Foundation tier: 35 minutes including 5 minutes' reading time; 50 marks***

***Higher tier: 45 minutes including 5 minutes' reading time; 50 marks***

***25% of the total qualification***

##### **Content overview**

This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).

##### **Assessment overview**

Students are assessed on their understanding of standard spoken German by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female German speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in German.

##### ***Foundation tier***

- Section A is set in English. The instructions to students are in English.
- Section B is set in German. The instructions to students are in German.

##### ***Higher tier***

- Section A is set in German. The instructions to students are in German.
- Section B is set in English. The instructions to students are in English.

#### **Paper 2: Speaking in German \*(Paper code: 1GN0/2F and 2H)**

##### ***Internally conducted and externally assessed***

***Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks***

***Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks***

***25% of the total qualification***

##### **Content overview**

This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).



## **Paper 2: Speaking in German \*(Paper code: 1GN0/2F and 2H)**

### **Assessment overview**

Students are assessed on their ability to communicate and interact effectively through speaking in German for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking.

## **Paper 3: Reading and understanding in German \*(Paper code: 1GN0/3F and 3H)**

### **Written examination**

**Foundation tier: 45 minutes; 50 marks. Higher tier: 1 hour; 50 marks**

**25% of the total qualification**

### **Content overview**

This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).

### **Assessment overview**

Students are assessed on their understanding of written German across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

Section A is set in English. The instructions to students in English.

Section B is set in German. The instructions to students in German.

Section C includes a translation passage from German into English with instructions in English.

## **Paper 4: Writing in German \*(Paper code: 1GN0/4F and 4H)**

### **Written examination**

**Foundation tier: 1 hour 10 minutes; 60 marks. Higher tier: 1 hour 20 minutes; 60 marks**

**25% of the total qualification**

### **Content overview**

This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).

### **Assessment overview**

Students are assessed on their ability to communicate effectively through writing in German for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in German. The instructions to students are in German. Word counts are specified for each question. Students must answer all questions.

**Foundation tier** – three open response questions and one translation into German.

**Higher tier** – two open response questions and one translation into German.

\*See *Appendix 6: Codes* for a description of this code and all codes related to this qualification

## 2 Subject content and assessment information

The Pearson Edexcel Level 1/Level 2 GCSE in German (9-1) allows students to develop their ability to communicate with German native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of German-speaking communities and countries. These contexts are listed under *Themes and topics* on pages 7 and 8.

Students will need to develop and use their knowledge and understanding of German grammar progressively through their course of study. Grammar requirements are contained in the grammar list (see *Appendix 2: Grammar list*).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see *Appendix 3: Vocabulary list*). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

### Subject aims and learning objectives

The aims and objectives of this qualification are to 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 in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of 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 the language is spoken
- be encouraged to 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 to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

## Themes and topics

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Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

**All themes and topics must be studied in the context of both the students' home country and that of countries and communities where German is spoken.**

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to German-speaking countries throughout the course.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students' home country and that of countries and communities where German is spoken.**

*Theme: Identity and culture*

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

*Theme: Local area, holiday and travel*

- **Holidays**: preferences, experiences and destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

*Theme: School*

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips, events and exchanges

*Theme: Future aspirations, study and work*

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs, careers and professions

*Theme: International and global dimension*

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

# Paper 1: Listening and understanding in German

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## Content

Students are assessed on their understanding of standard spoken German in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (outlined on pages 7–8).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the German language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

## Assessment information

- First assessment: May/June 2018.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring German-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as audio files via our Secure Download Service (SDS) prior to the exam.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- *Foundation tier*
  - 35 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains 12 questions set in English. Question types will comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
  - Section B contains two questions set in German. Question types comprise of multiple-response questions. The instructions to students are in German.
- *Higher tier*
  - 45 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains two questions set in German. Question types comprise of multiple-response questions. The instructions to students are in German.
  - Section B contains eight questions set in English. Question types comprise of both multiple-response and short-answer open response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in German.
- The use of dictionaries is not permitted.

## Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Sample Assessment Materials (SAMs)* document.

## Paper 2: Speaking in German

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### Content

Students are assessed on their ability to communicate and interact effectively through speaking in German for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, 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 in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of German.

These are assessed through a series of three consecutive tasks.

### Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers. The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal register relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses.

The role plays are set and are provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in German Sample Assessment Materials (SAMs) document – Paper 2: Speaking in German, General instructions to the teacher* section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from Themes 1 to 4 (listed on page 8) i.e. **not** on the Theme International and global dimension as this Theme lends itself better to the picture-based task and the conversation.

### Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 8). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in German Sample Assessment Materials (SAMs) document – Paper 2: Speaking in German, General instructions to the teacher* section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different time frames.

### Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 11, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (listed on pages 7 and 8) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in German, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see pages 7 and 8).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.



## Assessment information

### General information

- First assessment: April/May 2018.
- The entire assessment must be conducted in German.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register which the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in German Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in German, General instructions to the teacher*, section.

This grid has been designed to help ensure each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in German for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus cards for tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment; however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2 (below).
- All role plays are marked for communication only.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1*). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.

- The use of dictionaries is not permitted during the preparation time or during the assessment.

#### ***Foundation tier assessment time and marks***

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks which must be conducted in the following order:
  - o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - o Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

#### ***Higher tier assessment time and marks***

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks which must be conducted in the following order:
  - o Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - o Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - o Task 3 – a conversation recommended to last between five to six minutes for 36 marks.

## Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

## Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

### Teacher card

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

### Candidate card

The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '?') and where an unpredictable question is posed to them by the teacher (indicated by the symbol '!').

Students have access to this during their preparation time to help in preparing for the assessment.

The candidate cards each contain instructions in English and the task in German. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding each bullet point.

**At the Foundation tier**, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a familiar conditional tense where it is more natural to do so, e.g. 'ich möchte.'

**At the Higher tier**, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense (or they may also use a conditional tense if it is more natural to do so) and respond to one question set in a past tense.

## Task 2 – Picture based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

### Teacher card

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

### Candidate card

**At the Foundation tier**, students are provided with a picture and five bullets in German to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

**At the Higher tier**, students are provided with a picture and five bullets in German to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '! ' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

### Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on 'school types' and 'rules and pressures', or
- choose only to focus on 'rules and pressures'.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

## Administration and general information about the conduct of the speaking assessment

### Preparation time and notes for tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time **must** be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

### Sample assessment materials

Sample candidate and teacher cards for the role play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in German* Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.

## Marking guidance for Paper 2: Speaking in German

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier – Part 1

### Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Sample Assessment Materials (SAMs)* document.

#### Additional guidance

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Partially clear/Pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.



## Assessment criteria for the Foundation tier – Part 2

### Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"> <li>• Limited response to set questions, likely to consist of single-word answers</li> <li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond</li> <li>• A straightforward opinion may be expressed but without justification</li> <li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li> </ul>
5–8	<ul style="list-style-type: none"> <li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed</li> <li>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond</li> <li>• Straightforward, brief opinions are given but without justification</li> <li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li> </ul>
9–12	<ul style="list-style-type: none"> <li>• Responds to set questions with some development, some hesitation and some prompting necessary</li> <li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li> <li>• Expresses opinions with occasional, brief justification</li> <li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li> </ul>
13–16	<ul style="list-style-type: none"> <li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li> <li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li> <li>• Expresses opinions and gives justification with some development</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li> </ul>

#### Additional guidance

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.

### Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>Limited accuracy when responding to set questions; minimal success when referring to past, present and future events</li><li>Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation</li></ul>
3–4	<ul style="list-style-type: none"><li>Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li><li>Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li><li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
7–8	<ul style="list-style-type: none"><li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li><li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li></ul>

#### Additional guidance

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Foundation tier – Part 3

### Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task which are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Communicates limited information relevant to the topics and questions</li> <li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification</li> <li>• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary</li> <li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Communicates brief information relevant to the topics and questions</li> <li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification</li> <li>• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary</li> <li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li> <li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li> <li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li> <li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li> <li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li> <li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li> </ul>

### **Additional guidance**

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

## Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question</li><li>• Short, undeveloped responses, many incomplete</li><li>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout</li></ul>
4–6	<ul style="list-style-type: none"><li>• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question</li><li>• Short responses, any development depends on teacher prompting</li><li>• Limited ability to sustain communication, pace is mostly slow and hesitant</li></ul>
7–9	<ul style="list-style-type: none"><li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li><li>• Occasionally able to initiate and develop responses independently but regular prompting needed</li><li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li></ul>
10–12	<ul style="list-style-type: none"><li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation</li><li>• Sometimes able to initiate and develop the conversation independently, some prompting needed</li><li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li></ul>

### Additional guidance

**Rephrasing/repair strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rehearsed language:** language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

## Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Uses straightforward, individual words/phrases; limited evidence of language manipulation</li><li>• Limited accuracy, minimal success when referring to past, present and future events</li><li>• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation</li></ul>
4–6	<ul style="list-style-type: none"><li>• Uses straightforward, repetitive, grammatical structures</li><li>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li><li>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning</li></ul>
7–9	<ul style="list-style-type: none"><li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li><li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li><li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li><li>• Generally accurate grammatical structures, generally successful references to past, present and future events</li><li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication</li></ul>

### Additional guidance

**Complex grammatical structures** are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier – Part 1

### Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Sample Assessment Materials (SAMs)* document.

#### Additional guidance

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Partially clear/Pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.



## Assessment criteria for the Higher tier – Part 2

### Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task, which are:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary</li><li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions effectively and gives justification which is mostly developed</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to the set questions with consistently fluent and developed responses</li><li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions with ease and gives fully-developed justification</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

#### Additional guidance

**Adaptation of language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

### Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li><li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li><li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li></ul>
5–6	<ul style="list-style-type: none"><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions</li><li>• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication</li></ul>
7–8	<ul style="list-style-type: none"><li>• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions</li><li>• Responses are coherent, any errors do not hinder the clarity of the communication</li></ul>

#### Additional guidance

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier – Part 3

### Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech</li><li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions</li><li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

### **Additional guidance**

**Uses language creatively:** examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

### Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li> <li>Occasionally able to initiate and develop responses independently but regular prompting needed</li> <li>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Responds spontaneously to some questions, interacting naturally for parts of the conversation</li> <li>Sometimes able to initiate and develop the conversation independently, some prompting needed</li> <li>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Responds to most questions spontaneously, resulting in mostly natural interaction</li> <li>Mostly able to initiate and develop the conversation independently</li> <li>Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Responds spontaneously and with ease to questions, resulting in natural interaction</li> <li>Consistently able to initiate and develop the conversation independently</li> <li>Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow</li> </ul>

#### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

## Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li> <li>Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li> <li>Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li> <li>Generally accurate grammatical structures, generally successful references to past, present and future events</li> <li>Generally coherent speech although errors occur that sometimes hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Manipulates a variety of grammatical structures, some variety of complex structures</li> <li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events</li> <li>Predominantly coherent speech; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Manipulates a wide variety of grammatical structures, frequent use of complex structures</li> <li>Consistently accurate grammatical structures, consistently successful references to past, present and future events</li> <li>Fully coherent speech; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Paper 3: Reading and understanding in German

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### Content

Students are assessed on their understanding of written German across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (page 7–8).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from German into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level — from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written German into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a German-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with German language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.



## Assessment information

- First assessment: May/June 2018.
- The assessment time is:
  - foundation tier — 45 minutes in length
  - higher tier — 1 hour in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in German. The instructions to students are in German.
  - For the foundation tier there are three multiple-response questions.
  - For the higher tier, there are two multiple-response questions and one short-answer open response question.
- Section C contains one translation passage from German into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

## Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Sample Assessment Materials (SAMs)* document.

## Paper 4: Writing in German

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### Content

Students are assessed on their ability to communicate effectively through writing in German.

Students need 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 the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

### Assessment information

- First assessment: May/June 2018.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in German.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into German.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in German* below.
- The instructions to students are all in German.
- The use of dictionaries is not permitted.

- *Foundation tier*
  - o The assessment time is 1 hour and 10 minutes in length.
  - o The paper consists of three open questions and one translation from English into German.
  - o Students must answer all questions.
  - o Question 1 assesses students on their ability to write to describe and to express opinions.
  - o Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register.
  - o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register.

This question is common to the Higher tier.

- o Question 4 is the translation question. Students are required to translate five sentences from English to German. The sentences are ordered by increasing level of difficulty.
- *Higher tier*
  - o The assessment time is 1 hour and 20 minutes in length.
  - o The paper consists of two questions and one translation from English into German.
  - o Students must answer all questions.
  - o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register.

This question is common to the Foundation tier.

  - o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register.
  - o Question 3 is the translation question. Students are required to translate a short paragraph from English into German. The individual sentences are ordered by increasing level of difficulty.

## Sample assessment materials

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

## Marking guidance for Paper 4: Writing in German

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier

### Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some relevant, basic information without development</li><li>• Uses language to inform, give short descriptions and express opinions with limited success</li><li>• Uses limited selection of common, familiar vocabulary and expression with frequent repetition</li></ul>
3–4	<ul style="list-style-type: none"><li>• Mostly relevant information, minimal extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with variable success</li><li>• Uses small selection of common, familiar vocabulary and expression with some repetition</li></ul>
5–6	<ul style="list-style-type: none"><li>• Relevant information with occasional extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with some success</li><li>• Uses small selection of common, familiar vocabulary and expression with little repetition</li></ul>

## Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Produces simple, short sentences in isolation</li><li>• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Produces simple, short sentences with little linking</li><li>• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>• Produces simple sentences with some linking</li><li>• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication</li></ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance* on following page).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Limited information given likely to consist of single words and phrases</li><li>• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</li><li>• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts</li><li>• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some brief information given, basic points made without development</li><li>• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</li><li>• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts</li><li>• Occasional appropriate use of register and style</li></ul>
5–6	<ul style="list-style-type: none"><li>• Some relevant information given appropriate to the task, basic points made with little development</li><li>• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</li><li>• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material</li><li>• Mostly appropriate use of register and style, mostly sustained</li></ul>

Mark	Descriptor
7–8	<ul style="list-style-type: none"> <li>• Relevant information given appropriate to the task, basic points made with some development</li> <li>• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</li> <li>• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</li> <li>• Appropriate use of register and style sustained</li> </ul>

### Additional guidance

**Independently selected ... vocabulary and expression:** Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

**Register and style definition: Formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.



## Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Repetitive use of minimal selection of straightforward grammatical structures</li> <li>• Produces individual words/set phrases</li> <li>• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Use of a restricted range of straightforward grammatical structures, frequent repetition</li> <li>• Produces simple, short sentences, which are not linked</li> <li>• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces simple, short sentences; minimal linking</li> <li>• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, occasional repetition</li> <li>• Produces predominantly simple sentences occasionally linked together</li> <li>• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication</li> </ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

### Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance* on following page).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

#### Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of some key points and ideas</li><li>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li><li>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li><li>• Appropriate use of register and style is evident but with occasional inconsistency</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with expansion of key points and ideas</li><li>• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li><li>• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li><li>• Appropriate use of register and style throughout with minimal inconsistency</li></ul>

## **Additional guidance**

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Register and style definition: Informal register and style** – examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

#### Additional guidance

**Complex** grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures is considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do **not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 4 – Foundation tier (12 marks)

### Translation mark grids and example responses

**Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</li></ul>
2	<ul style="list-style-type: none"><li>• Meaning fully communicated with occasional errors that do not hinder clarity</li></ul>

**Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>• Some words are communicated but the overall meaning of the sentence is not communicated</li></ul>
2	<ul style="list-style-type: none"><li>• The meaning of the sentence is partially communicated</li><li>• Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</li></ul>
3	<ul style="list-style-type: none"><li>• The meaning of the sentence is fully communicated</li><li>• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</li></ul>

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Assessment criteria for the Higher tier

### Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance* on following page).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of some key points and ideas</li><li>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li><li>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li><li>• Appropriate use of register and style is evident but with occasional inconsistency</li></ul>

Mark	Descriptor
10–12	<ul style="list-style-type: none"> <li>• Communicates information relevant to the task with expansion of key points and ideas</li> <li>• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li> <li>• Appropriate use of register and style throughout, with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: Informal register and style** – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

## Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance* on following page).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li><li>• Some effective adaptation of language to narrate, inform, interest/convince</li><li>• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</li><li>• Appropriate use of register and style with the occasional inconsistency</li></ul>
5–8	<ul style="list-style-type: none"><li>• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li><li>• Frequently effective adaptation of language to narrate, inform, interest/convince</li><li>• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</li><li>• Appropriate use of register and style with few inconsistencies</li></ul>
9–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li><li>• Mostly effective adaptation of language, to narrate, inform, interest/convince</li><li>• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</li><li>• Predominantly appropriate use of register and style</li></ul>

Mark	Descriptor
13–16	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</li> <li>• Consistently effective adaptation of language to narrate, inform, interest/convince</li> <li>• Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language</li> <li>• Consistent use of appropriate register and style throughout</li> </ul>

### Additional guidance

**Creative use of language:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition: Formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li> <li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li> <li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li> <li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Uses a variety of grammatical structures including some different examples of complex language</li> <li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li> <li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Uses a wide variety of grammatical structures, including complex language</li> <li>• Fluent response throughout with extended, well-linked sentences</li> <li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



### Question 3 – Higher tier (12 marks)

#### Translation mark grid and example response

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</li><li>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</li><li>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</li></ul>
7–9	<ul style="list-style-type: none"><li>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</li><li>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• The meaning of the passage is fully communicated</li><li>• Consistently accurate language and structures, any errors do not hinder clarity</li></ul>

#### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment Objectives

Students must:		% in GCSE
<b>AO1</b>	Listening – understand and respond to different types of spoken language	25
<b>AO2</b>	Speaking – communicate and interact effectively in speech	25
<b>AO3</b>	Reading – understand and respond to different types of written language	25
<b>AO4</b>	Writing – communicate in writing	25
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in German	25	0	0	0	25%
Paper 2: Speaking in German	0	25	0	0	25%
Paper 3: Reading and understanding in German	0	0	25	0	25%
Paper 4: Writing in German	0	0	0	25	25%
<b>Total for GCSE</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## 3 Administration and general information

### Entries

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

### Discount code and performance tables

Students taking Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 6: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in German. For listening and reading, all student work must follow the instruction provided for the individual question.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments*, available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 2, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

### Foundation and higher tier

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2018.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Student recruitment and progression

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

### Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

### Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German offer a suitable progression route from Key Stages 2 and 3 focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters which go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in German language. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of German-speaking countries and their cultures.

## Appendices

Appendix 1: Candidate speaking examination record form (CS2)	69
Appendix 2: Grammar list	70
Appendix 3: Vocabulary list	73
Appendix 4: The context for the development of this qualification	155
Appendix 5: Transferable skills	157
Appendix 6: Codes	158





## Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

<b>Pearson Edexcel Level 1/Level 2 GCSE (9–1) in German</b>	<b>1GN0: 2F/2H*</b> <b>(*Please delete as appropriate)</b>
Centre name:	Centre number:

Candidate name and number	Declaration and permissions signature and date*	Role play	Picture based discussion	Conversation	
				(1)	(2)
Teacher name	Declaration and permissions signature and date*				

*\* I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

**Please photocopy and continue on a separate sheet as necessary.** Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.

## Appendix 2: Grammar list

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

### German (Foundation tier)

#### The case system

##### 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*).

##### Articles:

- definite and indefinite;
- kein.

##### 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*).

##### 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*).

##### Quantifiers/intensifiers:

- sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen.

##### Pronouns:

- personal: all subjects, 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).

**Verbs:**

- regular and irregular verbs;
- reflexive;
- modes of address: *du, Sie*;
- modes of address: *ihr* (R);
- impersonal verbs (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.

**Prepositions:**

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

**Clause structures:**

- main clause word order;
- subordinate clauses, including relative clauses.

**Conjunctions:**

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

**Number, quantity, dates and time:**

- including use of *seit* with present tense.

## German (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

### Nouns:

- weak nouns.

### Adjectives:

- adjectival endings after *etwas, nichts, viel, wenig, alles*.

### Pronouns:

- reflexive: dative;
- relative: all cases, and use of *was*
- interrogative: *wen, wem*.

### 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*.

### Prepositions:

- with genitive (most common, *eg außerhalb, statt, trotz, während, wegen*).

### Conjunctions:

- coordinating and subordinating.

### Time:

- use of *seit* with imperfect tense.

## Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar 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.

### Word lists

#### *Section 1: High-frequency language*

- Common verbs
- Common adjectives
- Common adverbs
- Prepositions
- Colours
- Numbers
- Ordinal numbers
- Quantities and measures
- Some useful connecting words
- Time expressions
- Times of day
- Days of the week
- Months and seasons of the year
- Question words
- Other useful expressions
- Other high-frequency words
- Countries
- Continents
- Nationalities
- Areas/mountains/seas
- Useful acronyms
- Social conventions
- Language used in dialogue and messages

## *Section 2: Topic-specific language*

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed only in one. Many common verbs are given in the verb list with a few others included under a specific topic.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students' home country and that of countries and communities where German is spoken.**

### *Theme: Identity and culture*

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

### *Theme: Local area, holiday and travel*

- **Holidays**: preferences, experiences and destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

### *Theme: School*

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips, events and exchanges

### *Theme: Future aspirations, study and work*

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs, careers and professions

### *Theme: International and global dimension*

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

## Section 1: High-frequency language

### Common verbs

to accept	annehmen
to accompany	begleiten
to advise	beraten
to advise	raten
to allow	erlauben
to answer	antworten
to answer	beantworten
to apply for	sich bewerben um
to argue	sich streiten
to argue	streiten
to arrive	ankommen
to ask	fragen
to ask a question	eine Frage stellen
to ask for	bitten um
to avoid	vermeiden
to be able to	können
to be allowed to	dürfen
to be called	heißen
to be interested in	sich interessieren für
to be located	sich befinden
to be silent	schweigen
to be supposed to	sollen
to become	werden
to begin	anfangen
to begin	beginnen
to belong	gehören
to borrow	leihen
to bring	bringen
to buy	kaufen
to call	nennen; anrufen
to change	wechseln
to characterize yourself	sich auszeichnen
to chat	plaudern
to check	nachsehen
to choose, to dial	wählen
to click	klicken
to climb	klettern

## Common verbs (continued)

to climb, get on	steigen
to close	zumachen
to come	kommen
to come back	zurückkommen
to cost	kosten
to count	rechnen
to count	zählen
to cry	weinen
to decide	beschließen
to decide	sich entscheiden
to depart	abfahren
to describe	beschreiben
to die	sterben
to discuss	besprechen; diskutieren
to drink	trinken
to drive	fahren
to drop	fallen lassen
to earn	verdienen
to eat	essen
to eat	fressen
to end	beenden
to enjoy oneself	sich amüsieren
to enter	hineingehen
to enter	eintreten
to escape	fliehen
to expect	erwarten
to explain	erklären
to fail	scheitern
to fall	fallen
to fall asleep	einschlafen
to feel	fühlen
to fetch	holen
to fill	füllen
to find	finden
to finish, end	enden
to follow	folgen
to forget	vergessen



## Common verbs (continued)

to forgive	vergeben
to forgive	verzeihen
to get angry	sich ärgern
to get bored	sich langweilen
to give	geben
to give (presents)	schenken
to go for a walk	einen Spaziergang machen
to go wrong	schief gehen
to happen	geschehen
to happen	passieren
to hate	hassen
to have	haben
to have to	müssen
to hear	hören
to help	helfen
to hire	leihen; mieten
to hope	hoffen
to hurry	eilen
to hurry	sich beeilen
to improve	verbessern
to inform	mitteilen; informieren
to intend	vorhaben
to introduce	vorstellen
to invite	einladen
to jump	springen
to knock	klopfen
to knock, hit	schlagen
to know	wissen
to know (be familiar with)	kennen
to land	landen
to last	dauern
to laugh	lachen
to lay	legen
to lead	führen
to learn	lernen
to leave	lassen

## Common verbs (continued)

to leave (a place)	verlassen
to lend	ausleihen
to lie	liegen
to light, turn on	einschalten
to like	gern haben
to like	mögen
to listen	zuhören
to live (to be alive)	leben
to live (in a)	wohnen
to load, to charge	laden
to look	schauen
to look	zusehen
to look after	sich kümmern um
to look forward to	sich freuen auf
to lose	verlieren
to love	lieben
to meet	begegnen
to meet	treffen
to miss	fehlen; vermissen; verpassen
to need	brauchen
to note	notieren
to open	aufmachen
to open	öffnen
to order	befehlen
to order	bestellen
to organise	organisieren
to park	parken
to pass by/to go past	vorbeigehen
to pay	zahlen
to phone	anrufen
to phone	telefonieren mit
to place	stecken
to plan	planen
to please	gefallen
to prefer	bevorzugen
to prevent	verhindern
to produce	produzieren

## Common verbs (continued)

to promise	versprechen
to push	drücken
to put	stellen
to put back	zurückstellen
to reach	erreichen
to read	lesen
to receive	erhalten
to receive	bekommen
to recommend	empfehlen
to regret, be sorry	Leid tun; bedauern
to remember	sich erinnern an
to rent	mieten
to repair	reparieren
to repeat	wiederholen
to research	forschen
to reserve	reservieren
to return	zurückfahren; zurückkehren
to return	zurückgehen
to ring	klingeln
to save	retten
to say	sagen
to see	sehen
to seem, to shine	scheinen
to sell	verkaufen
to send	schicken
to serve	bedienen
to shop	einkaufen
to show	zeigen
to shut	schließen; zumachen
to sign	unterschreiben
to sit	sitzen
to sit down	sich hinsetzen
to sleep	schlafen
to smile	lächeln
to snow	schneien
to speak	sprechen

## Common verbs (continued)

to spend (money)	ausgeben
to spend (time)	verbringen
to stay	bleiben
to steal	stehlen
to stick	kleben
to stop	aufhören
to stop	stoppen
to stop, to hold	halten
to study	studieren
to succeed	gelingen
to surf the internet	im Internet surfen
to take	nehmen
to talk	reden
to tell	erzählen
to tell a lie	lügen
to thank	danken
to think	denken
to think, believe	glauben
to think, to say	meinen
to throw	werfen
to touch	berühren
to try	versuchen
to try on	anprobieren
to type	tippen
to understand	verstehen
to use	benutzen
to visit	besuchen
to wait for	warten auf
to walk	spazieren
to walk, to run	laufen
to want	wollen
to watch television	fernsehen
to wear, to carry	tragen
to win	gewinnen
to wish	wünschen
to work	arbeiten
to write	schreiben

## Common adjectives

all	alle
alone	allein
angry	böse
angry	zornig
annoying	ärgerlich
astonished	erstaunt
awful, terrible	schrecklich
bad	schlecht
beautiful	schön
big, tall	groß
boring	langweilig
broad	breit
broken	gebrochen; zerbrochen
broken	kaputt
busy	beschäftigt
charming	reizend
clean	sauber
clear	klar
closed	geschlossen
comfortable	bequem
current	aktuell
dangerous	gefährlich
definite	bestimmt
dense	dicht
difficult	schwierig
dirty	dreckig
dirty	schmutzig
disgusting	ekelhaft
dynamic	dynamisch
easy	leicht
empty	leer
environmentally damaging	umweltfeindlich
environmentally friendly	umweltfreundlich
exact	genau
excellent	ausgezeichnet
exciting	aufregend
exciting, tense	spannend

## Common adjectives (continued)

exhausted	erschöpft
expensive	teuer
false	falsch
far	weit
fast, quick	schnell
fat	dick
favourite	Lieblings-
first	erst
flexible	flexibel
free	frei
free	kostenlos
full	satt
full	voll
funny	komisch
funny	lustig
general	allgemein
good	gut
grateful	dankbar
great	fantastisch; toll
great, marvellous	prima
happy	glücklich
hard, heavy, difficult	schwer
hardworking	fleißig
healthy	gesund
high	hoch
hot	heiß
ill	krank
important	wichtig
in a good mood	gut gelaunt
in a hurry	eilig
kind	nett
last	letzt-
lazy	faul
long	lang
low	niedrig
magnificent	großartig

## Common adjectives (continued)

marvellous	wunderbar
mature, ripe	reif
moody	launisch
narrow	eng
near	nah
necessary	nötig
necessary	notwendig
new	neu
next	nächst-
noisy	laut
numerous	zahlreich
old	alt
old, former	ehemalig
only	einzig
open	geöffnet
open	offen
other	ander-
own	eigen
peaceful, calm	ruhig; friedlich
perfect	perfekt
pleased	erfreut
practical, handy	praktisch
pretty	hübsch
proud	stolz
quiet	leise
ready	bereit
ready	fertig
real	echt
real	wirklich
responsible	verantwortlich
rich	reich
round	rund
sad	traurig
satisfied	zufrieden
sensational	klasse
serious	ernst, schwer
short	kurz
shy	schüchtern

## Common adjectives (continued)

silent	lautlos
similar, same	gleich
slim	schlank
slim, narrow	schmal
small	klein
soft	weich
steep	steil
strict	streng
strong	stark
stupid	dumm
surprised	überrascht
thin	dünn
tight	eng
tired	müde
tiring	ermüdend
together	zusammen
true	wahr
true, right	richtig
typical	typisch
ugly, horrible	hässlich
unbelievable	unglaublich
unimaginable	unvorstellbar
useful	nützlich
valid	gültig
valuable	wertvoll
variable	unterschiedlich
weak	schwach
well behaved	artig; brav
young	jung
younger	jünger



## Common adverbs

above, upstairs	oben
almost	fast
already	schon
always	immer
backwards	rückwärts
barely, hardly	kaum
below, downstairs	unten
better	besser
enough	genug
en route	unterwegs
especially	besonders
forwards	vorwärts
here	hier
however	jedoch
immediately, straight away	sofort
in the middle of	mitten
more	mehr
never	nie
often	oft
only	nur
outside	draußen
over there	da drüben
perhaps	vielleicht
probably	wahrscheinlich
quickly	schnell
rather (preferably)	lieber
rather (quite)	ziemlich
really	wirklich
recently	neulich
regularly	regelmäßig
slowly	langsam
sometimes	manchmal
somewhere	irgendwo
still	immer noch; noch immer
there	da
there	dort
too	zu

## Common adverbs (continued)

unfortunately	leider
very	sehr
willingly	gern

## Prepositions

above, over	über
after	nach
along	entlang
around	um
at	an
because of	wegen
behind	hinter
beneath, under	unter
between	zwischen
despite	trotz
during	während
except	außer
for	für
from	von
in front of	vor
in, into	in
instead of	statt
next to	neben
on	auf
opposite	gegenüber
out of	aus
since	seit
through	durch
to	zu
towards	gegen; hin zu
until	bis
with	mit
with, next to	bei
without	ohne

## Colours

black	schwarz
blue	blau
brown	braun
colour	Farbe (f)
dark	dunkel
green	grün
grey	grau
light	hell
pink	rosa
red	rot
violet	lila
white	weiß
yellow	gelb

## Numbers

1	eins	40	vierzig
2	zwei	50	fünfzig
3	drei	60	sechzig
4	vier	70	siebzig
5	fünf	80	achtzig
6	sechs	90	neunzig
7	sieben	100	hundert; einhundert
8	acht	101	hunderteins
9	neun	120	hundertzwanzig
10	zehn	200	zweihundert
11	elf	1000	tausend; eintausend
12	zwölf	1100	tausendeinhundert; elfhundert
13	dreizehn	2000	zweitausend
14	vierzehn	1,000,000	(eine) Million
15	fünfzehn	2,000,000	zwei Millionen
16	sechzehn		
17	siebzehn		
18	achtzehn		
19	neunzehn		
20	zwanzig		
21	einundzwanzig		
22	zweiundzwanzig		
23	dreiundzwanzig		
24	vierundzwanzig		
25	fünfundzwanzig		
26	sechsendzwanzig		
27	siebenundzwanzig		
28	achtundzwanzig		
29	neunundzwanzig		
30	dreißig		

## Ordinals

first	erste
second	zweite
eleventh	elfte
twenty-first	einundzwanzigste

## Quantities and measures

a bag of	eine Tüte
a bar of	eine Tafel
a bottle of	eine Flasche
a dozen	ein Dutzend
a jar of	ein Glas
a little of	ein bisschen
a packet of	eine Packung
a piece of	ein Stück
a slice of	eine Scheibe
a third of	ein Drittel
a tin, box of	eine Dose; eine Schachtel; eine Kiste
enough	genug
many	viele
several	mehrere

## Some useful connecting words

afterwards	nachher; danach
also	auch
and	und
because	weil
beforehand	vorher
but	aber
first of all	zuerst
for this reason	deshalb
for this reason	deswegen
however	jedoch
instead	dafür; anstatt
moreover	außerdem; übrigens
or	oder
so	also
then	dann

## Time expressions

afternoon	Nachmittag (m)
always	immer
at the start	am Anfang
day	Tag (m)
early	früh
evening	Abend (m)
every day	täglich
from	ab
from time to time	ab und zu
from time to time	von Zeit zu Zeit
immediately	sofort
late	spät
later	später
midnight	Mitternacht (f)
minute	Minute (f)
morning	Morgen (m)
morning	Vormittag (m)
mostly	meistens
next	nächst-
night	Nacht (f)
now	jetzt
nowadays	heutzutage
on time	pünktlich
on time	rechtzeitig
since	seit
soon	bald
still	immer noch
the day after tomorrow	übermorgen
today	heute
tomorrow	morgen
tomorrow morning	morgen früh
week	Woche (f)
weekend	Wochenende (n)
weekly	wöchentlich
yesterday	gestern

## Times of day

(at) 1 a.m.	(um) ein Uhr
1 p.m.	13.00 Uhr/dreizehn Uhr
nine o'clock in the evening	21.00 Uhr/einundzwanzig Uhr; neun Uhr abends
at exactly 2 o'clock	14.00 Uhr/genau um vierzehn Uhr
at about ..... o'clock	ungefähr um... Uhr; gegen ... Uhr
it is five past three	3.05 Uhr/es ist drei Uhr fünf
five to three	fünf vor drei
half past ten	halb elf
ten past four	zehn nach vier
ten to four	zehn vor vier
quarter to six	Viertel vor sechs
quarter past seven	Viertel nach sieben

## Days of the week

Monday	Montag
Tuesday	Dienstag
Wednesday	Mittwoch
Thursday	Donnerstag
Friday	Freitag
Saturday	Samstag/Sonnabend
Sunday	Sonntag
(on) Monday	(am) Montag
(on) Monday morning	(am) Montagvormittag
(on) Monday evening	(am) Montagabend
on Mondays	montags
every Monday	jeden Montag

## Months and seasons of the year

month	Monat (m)
January	Januar
February	Februar
March	März
April	April
May	Mai
June	Juni
July	Juli
August	August
September	September
October	Oktober
November	November
December	Dezember
season	Jahreszeit (f)
(in) spring	(im) Frühling
(in) summer	(im) Sommer
(in) autumn	(im) Herbst
(in) winter	(im) Winter

## Question words

how?	wie?
how much, how many?	wie viel(e)?
what?	was?
what for?	wofür?
what sort of?	was für?
when?	wann?
where?	wo?
where to?	wohin?
where from?	woher?
which?	welcher
who?	wer?
whom?	wen? wem?
why?	warum?



## Other useful expressions

good luck	viel Glück
here is/are	hier gibt es
how do you spell that?	wie schreibt man das?
I don't know	ich weiß es nicht
I don't mind	es ist mir egal
I don't understand	ich verstehe nicht
I'm fine	es geht mir gut
I've had enough (to eat)	ich bin satt
I like it	es gefällt mir
in my opinion	meiner Meinung nach; ich denke, dass
it annoys me	es ärgert mich
it depends	es kommt darauf an
it doesn't matter	es macht nichts
it makes me laugh	es bringt mich zum Lachen
it's not worth it	es lohnt sich nicht
you are not allowed to	man darf nicht
you must (one must)	man muss
personally	persönlich
of course	natürlich
okay (in agreement)	in Ordnung
once again	noch einmal
that doesn't interest/appeal to me	das interessiert mich nicht
that's enough	genug davon
there is/are	es gibt
too bad, what a shame	schade
what does that mean?	was bedeutet das?
with pleasure	mit Vergnügen

## Other high-frequency words

as, like	wie
because	weil
description	Beschreibung (f)
end	Ende (n)
everybody	jeder
everyone	alle
figure	Zahl (f)
for example	zum Beispiel
if	wenn
middle	Mitte (f)
Mr	Herr (m)
Mrs	Frau (f)
no	nein
number	Nummer (f)
object	Gegenstand (m)
reason	Grund (m)
shape	Form (f)
someone	jemand
something	etwas
that	das
thing	Ding (n)
thing	Sache (f)
time	Mal (n)
type	Art (f)
way	Weise (f)
whether	ob
yes	ja

## Countries

This list includes some, but not all, countries in which German is spoken. It also includes larger common European countries and non-European countries likely to be familiar to a large number of students in the UK. Other countries and nationalities should be taught according to the needs of the candidature.

Austria	Österreich
Belgium	Belgien
Denmark	Dänemark
England	England
France	Frankreich
Germany	Deutschland
Great Britain	Großbritannien
Greece	Griechenland
Holland	Holland
India	Indien
Ireland	Irland
Italy	Italien
Netherlands	die Niederlande
Pakistan	Pakistan
Poland	Polen
Russia	Russland
Scotland	Schottland
Spain	Spanien
Switzerland	die Schweiz
Turkey	die Türkei
United States	die Vereinigten Staaten, die USA
Wales	Wales

## Continents

Africa	Afrika
Asia	Asien
Australia	Australien
Europe	Europa
North America	Nordamerika
South America	Südamerika

## Nationalities

American	Amerikaner/in, amerikanisch
Austrian	Österreicher/in, österreichisch
Belgian	Belgier/in, belgisch
British	Brite/Britin, britisch
Danish	Däne/Dänin, dänisch
Dutch	Holländer/in, holländisch
English	Engländer/in, englisch
European	Europäer/in, europäisch
French	Franzose/Französin, französisch
German	Deutsche(r), deutsch
Greek	Griechen/Griechin, griechisch
Indian	Inder/in, indisch
Irish	Ire/Irin, irisch
Italian	Italiener/in, italienisch
Pakistani	Pakistani, pakistanisch
Russian	Russe/Russin, russisch
Scottish	Schotte/Schottin, schottisch
Spanish	Spanier/in, spanisch
Swiss	Schweizer/in, schweizerisch
Turkish	Türke/Türkin, türkisch
Welsh	Waliser/in, walisisch

## Areas/mountains/seas

Bavaria	Bayern
Cologne	Köln
Lake Constance	der Bodensee
Munich	München
the Alps	die Alpen
the Black Forest	der Schwarzwald
the Channel Tunnel	der Eurotunnel
the Danube	die Donau
the English Channel	der Ärmelkanal
the Rhine	der Rhein
Vienna	Wien

## Useful acronyms

Abitur, school leaving exam	Abi
Bundesrepublik, Federal Republic	BRD
European Union	EU
German railway company	DB
German television company	ARD
German television company	ZDF
Inter-City-Express	ICE
Nord-Rhein-Westfalen	NRW
value added tax	MwSt.

## Social conventions

all the best	alles Gute
best wishes	mit bestem Gruß
excuse me	Entschuldigung
good evening	guten Abend
goodbye	auf Wiedersehen
goodnight	gute Nacht
hello	Grüß Gott
hello, good day	guten Tag
help	Hilfe (f)
I beg your pardon?	Wie bitte?
please	bitte
see you later	bis später
see you soon	bis bald
see you tomorrow	bis morgen
thank you	danke schön
you're welcome	bitte schön

## Language used in dialogues and messages

area code	Vorwahl (f)
call me (formal)	Rufen Sie mich an
call me (informal)	Ruf mich an
can I take a message?	kann ich etwas ausrichten?
concerning	Betreff (m)
dial the number	die Telefonnummer wählen
email	Email (f)
for the attention of	zu Händen von
for the moment	im Moment, vorerst
further to/following	in Bezug auf
I will put you through	Ich verbinde Sie
I'll be right back	Ich bin gleich wieder da
I'm listening	Ich höre zu
in communication with	im Gespräch mit
in fact	eigentlich
moment	Augenblick (m)
on the line/speaking	am Apparat
receiver (telephone)	Hörer (m)
see you later	bis später
see you soon	bis bald
sent by	gesandt von
telephone	Telefon (n)
text message	SMS (f)
to text	simsen
tone	Ton (m)
wait a moment	Warten Sie einen Moment
wrong number	falsche Nummer

## Section 2 – Topic-specific vocabulary

### Identity and culture: daily life, food and drink, including eating out

#### Foundation

appetite	Appetit (m)
apple	Apfel (m)
apricot	Aprikose (f)
banana	Banane (f)
bean	Bohne (f)
beef	Rindfleisch (n)
beer	Bier (n)
bill	Rechnung (f)
biscuit	Keks (m)
blackcurrant	Johannisbeere (f)
boiled sausage	Bockwurst (f)
bottle	Flasche (f)
bowl	Schüssel (f)
bread	Brot (n)
breakfast	Frühstück (n)
brussels sprouts	Rosenkohl (m)
butter	Butter (f)
cabbage	Kohl (m)
café	Café (n)
cake	Kuchen (m)
can/tin	Dose (f)
carrot	Karotte (f), Mohrrübe (f)
cauliflower	Blumenkohl (m)
champagne	Champagner (m), Sekt (m)
cheese	Käse (m)
cherry	Kirsche (f)
chicken	Hähnchen (n)
chips	Pommes (frites) (pl)
chocolate	Schokolade (f)
choice, selection	Auswahl (f)
chop (e.g. pork/lamb)	Kotelett (n)
cider	Apfelmost (m)
closed (on Mondays)	(montags) geschlossen
cocoa	Kakao (m)

## Identity and culture: daily life, food and drink, including eating out

### Foundation (continued)

coffee	Kaffee (m)
cold sliced meat selection	Aufschnitt (m)
cooked, boiled	gekocht
cream	Rahm (m), Sahne (f)
crisps	Chips, Kartoffelchips (pl)
cucumber	Gurke (f)
cup	Tasse (f)
customer	Kunde (m)
delicious	köstlich
dessert	Nachspeise (f), Nachtisch (m)
dining room	Esszimmer (n)
dining hall	Speisesaal (m)
dish of the day	Tagesgericht (n)
doughnut	Krapfen (m)
drink	Getränk (n)
egg	Ei (n)
enjoy your meal!	Guten Appetit!
escalope (veal or pork, usually in breadcrumbs)	Schnitzel (n)
euro	Euro (m)
evening meal, dinner, supper	Abendessen (n), Abendbrot (n)
fish	Fisch (m)
food	Essen (n)
fork	Gabel (f)
fruit	Obst (n)
fruit pie	Obsttorte (f)
fruit juice	Fruchtsaft (m), Obstsaft (m)
full	voll, satt
glass	Glas (n)
grapefruit	Grapefruit (f), Pampelmuse (f)
grapes	Trauben (pl), Weintrauben (pl)
gravy, sauce	Bratensoße (f), Soße (f)
green beans	grüne Bohnen (pl)
grilled sausage	Bratwurst (f)
ham	Schinken (m)



## Identity and culture: daily life, food and drink, including eating out

### Foundation (continued)

hamburger	Hamburger (m), Frikadelle (f)
hot chocolate	heiße Schokolade (f)
ice cream	Eis (n)
ice cream parlour	Eisdiele (f)
Inn (traditional)	Gasthaus (n), Gasthof (m), Wirtshaus (n)
jam	Marmelade (f)
jar	Glas (n)
juice	Saft (m)
kebab	Kebab (m), Döner (m)
ketchup	Ketchup (m) or (n)
knife	Messer (n)
lamb	Lammfleisch (n)
lemon	Zitrone (f)
lemonade	Limonade (f)
lettuce, salad	Salat (m)
liver sausage	Leberwurst (f)
lunch	Mittagessen (n)
main course	Hauptgericht (n)
margarine	Margarine (f)
meal	Mahlzeit (f)
meat	Fleisch (n)
meatball	Fleischbällchen (n), Frikadelle (f)
melon	Melone (f)
menu	Speisekarte (f)
meal/menu of the day, set menu	Menü (n)
milk	Milch (f)
mince	Hackfleisch (n)
mineral water	Mineralwasser (n)
mixed	gemischt
money	Geld (n)
mushroom	Pilz (m)
mustard	Senf (m)
napkin	Serviette (f)
oil	Öl (n)
onion	Zwiebel (f)

## Identity and culture: daily life, food and drink, including eating out

### Foundation (continued)

omelette	Omelett (n)
orange	Orange (f), Apfelsine (f)
packet	Packung (f)
pasta	Teigwaren (pl), Nudeln (pl)
pastries	Gebäck (n)
peas	Erbse (f)
peach	Pfirsich (m)
pear	Birne (f)
pizza	Pizza (f)
pepper	Pfeffer (m)
pepper (vegetable)	Paprika (f)
pickled cabbage, sauerkraut	Sauerkraut (n)
piece of bread (with butter)	Butterbrot (n)
pineapple	Ananas (f)
pizzeria, pizza restaurant	Pizzeria (f)
plate	Platte (f)
plum	Pflaume (f)
pork	Schweinefleisch (n)
portion	Portion (f)
pot (of coffee, hot chocolate etc.)	Kanne (f), Kännchen (n)
potato	Kartoffel (f)
boiled potato	Salzkartoffel (f)
prepared food/ready meal	Fertiggericht (n)
radish	Rettich (m)
raspberry	Himbeere (f)
red cabbage	Rotkohl (m)
refreshments	Erfrischungen (pl)
rest day, day off	Ruhetag (m)
restaurant	Restaurant (n)
rice	Reis (m)
roast (meat)	Braten (m)
roll (bread)	Brötchen (n)
salt	Salz (n)
salty/savoury	salzig/gesalzen
salad dressing	Salatsoße (f)

## Identity and culture: daily life, food and drink, including eating out

### Foundation (continued)

sandwich	Sandwich (n), belegtes Brot (n)
sausage	Wurst (f)
sausage in curry sauce	Currywurst (f)
self-service	Selbstbedienung (f)
service	Bedienung (f)
shopping	Einkäufe (pl)
slice	Scheibe (f), Stück (n)
snack	Imbiss (m)
snack bar	Imbissstube (f), Imbissstand (m)
soup	Suppe (f)
speciality	Spezialität (f)
spaghetti	Spaghetti (pl)
spoon	Löffel (m)
starter	Vorspeise (f)
strawberry	Erdbeere (f)
steak	Steak (n)
sweet	süß
sugar	Zucker (m)
table	Tisch (m)
table cloth	Tischdecke (f), Tischtuch (n)
tart	Torte (f)
tasty	lecker
tea	Tee (m)
teaspoon	Teelöffel (m)
tip (money)	Trinkgeld (n)
to ask	fragen, bitten
to drink	trinken
to eat	essen
to order	bestellen
to pay	bezahlen
to serve	bedienen
tomato	Tomate (f)
tuna	Thunfisch (m)
vanilla	Vanille (f)
vegetable	Gemüse (n)

## Identity and culture: daily life, food and drink, including eating out

### Foundation (continued)

vegetarian	Vegetarier (m), vegetarisch
vinegar	Essig (m)
waiter/waitress	Kellner (m)/Kellnerin (f)
water	Wasser (n)
wine	Wein (m)
yoghurt	Joghurt (m/n)

## Identity and culture: daily life, food and drink, including eating out

### Higher

appetising	appetitlich
artichoke	Artischocke (f)
beer (draught)	Bier vom Fass (n)
bitter	bitter
boiled egg; hard-boiled egg	gekochtes Ei, hart gekochtes Ei
courgette	Zucchini (f)
drink before meal	Aperitif (m)
duck	Ente (f)
fried egg	Spiegelei (n)
fruit tea	Früchtetee (m)
full-fat milk	Vollmilch (f)
garlic	Knoblauch (m)
goose	Gans (f)
herbal tea	Kräutertee (m)
home made	hausgemacht
honey	Honig (m)
leeks	Lauch (m), Poree (m)
loaf of bread	Brot (n)
medium (steak)	halb durch
noodles	Nudeln (pl)
organic groceries/food	Bio-Lebensmittel (pl)
pistachio	Pistazie (f)
rare (steak)	blutig
raw	roh
salmon	Lachs (m)

## Identity and culture: daily life, food and drink, including eating out

### Higher (continued)

saucer	Untertasse (f)
scrambled egg	Rührei (n)
sea food	Meeresfrüchte (pl)
skimmed milk	teilentrahmte/fettarme Milch (f)
semi-skimmed milk	entrahmte Milch (f), Magermilch (f)
smoked	geräuchert
spicy	würzig, pikant
spinach	Spinat (m)
steamed (boiled)	gedämpft, gedünstet, gekocht
tray	Tablett (n)
trout	Forelle (f)
turkey	Truthahn (m), Pute (f)
veal	Kalbfleisch (n)
well cooked	durch

## Identity and culture – what my friends and family are like

### Words relating to dress and style

#### Foundation

belt	Gürtel (m)
boot	Stiefel (m)
boxer shorts	Boxershorts (pl)
bra	Büstenhalter (m), BH (m)
bracelet	Armband (n)
cap	Mütze (f)
casual jacket	Jacke (f)
changing room, fitting room	Umkleidekabine (f), Umkleideraum (m)
clothes	Kleider (pl), Kleidung (f)
clothes (familiar, e.g. gear)	Klamotten (pl)
clothes shop	Kleidergeschäft (n)
coat	Mantel (m)
cotton (made of cotton)	(aus) Baumwolle (f)
dress	Kleid (n)
dressed in	angezogen
earring	Ohrring (m)
fashion	Mode (f)
fashionable	modisch
glove	Handschuh (m)
handbag	Handtasche (f)
hat	Hut (m)
it fits/suits you	das passt dir
jacket	Jacke (f)
jeans	Jeans (f), Jeanshose (f)
jeweller's (shop)	Juweliergeschäft (n)
jewels	Juwelen (pl)
leather (made of leather)	(aus) Leder (n)
leggings	Leggings (pl)
linen (made of linen)	aus Leinen (n)
lipstick	Lippenstift (m)
loose (i.e. too big)	groß/breit
make, brand	Marke (f)
makeup	Make-up (n), Schminke (f)
medium (size)	mittelgroß

## Words relating to dress and style

### Foundation (continued)

necklace	Halskette (f)
nightdress	Nachthemd (n)
old fashioned	altmodisch
pants, briefs	Unterhose (f), Slip (m)
perfume	Parfüm (n)
polo shirt	Polohemd (n)
pyjamas	Pyjama (m), Schlafanzug (m)
ring	Ring (m)
scarf	Halstuch (n)
shirt	Hemd (n)
shoe	Schuh (m)
shoe shop	Schuhgeschäft (n)
shorts	Shorts (pl), kurze Hose (f)
size (general), shoe size	Größe (f), Schuhgröße (f)
skirt	Rock (m)
slippers	Hausschuhe (pl), Pantoffeln (pl)
small	klein
smart	gepflegt, schick, flott
sock	Socke (f)
sports kit	Sportsachen (pl)
sports shirt	Sporthemd (n)
spotted	gepunktet
striped	gestreift
style	Stil (m)
suit	Anzug (m)
sweater, jumper	Pullover, Pulli (m)
sweatshirt	Sweatshirt (n)
swimming costume/trunks	Badeanzug (m)/Badehose (f)
tattoo	Tätowierung (f), tätowieren (vb)
tie	Krawatte (f), Schlips (m)
tights	Strumpfhose (f)
trainers	Sportschuhe (pl)
trousers	Hose (f)
umbrella	Regenschirm (m), Schirm (m)
watch	Uhr (f), Armbanduhr (f)
wool (made of wool)	(aus) Wolle (f)

## ***Words relating to dress and style***

### **Higher tier**

cardigan	Wolljacke (f)
dressing gown	Morgenmantel (m), Schlafrock (m)
dyed	gefärbt
model	Modell (n), Mannequin (n)
silk (made of silk)	(aus) Seide (f)
straw hat	Strohhut (m)
tight	eng
to have one's hair cut	sich die Haare schneiden lassen
to put on makeup	sich schminken
velvet (made of velvet)	(aus) Samt (m)



## Identity and culture: what my friends and family are like

### *Words on relations, relationships, personal and physical characteristics*

#### **Foundation tier**

adolescent	Jugendliche (m, f, pl)
adult, grown-up	Erwachsener (m)
adventurous	abenteuerlich, unternehmungslustig
age	Alter (n)
alone	allein
armchair	Sessel (m)
at home; at my/our house	zu Hause
aunt	Tante (f)
baby	Baby (n)
bald	eine Glatze haben
bathroom	Badezimmer (n)
beard; bearded	Bart (m), einen Bart haben
beautiful	schön
bedroom	Schlafzimmer (n)
(date of) birth	Geburtsdatum (n)
birthday	Geburtstag (m)
birthplace	Geburtsort (m)
block (of flats)	Wohnblock (m)
born	geboren
bossy	rechthaberisch
body piercing	Piercing (n)
boy	Junge (m), Knabe (m)
brother	Bruder (m)
brother-in-law/sister-in-law	Schwager (m)/Schwägerin (f)
brothers and sisters, siblings	Geschwister (pl)
cat	Katze (f)
celebrity	Prominente (m, f, pl)
chair	Stuhl (m)
character	Charakter (m)
character, personality	Persönlichkeit (f)
charming	charmant
chatty	gesprächig, schwatzhaft
child	Kind (n)
clothes	Kleidung (f), Kleider (pl)

## **Words on relations, relationships, personal and physical characteristics**

### **Foundation tier (continued)**

comfortable (house, furniture)	bequem, gemütlich
cousin	Cousin (m), Cousine (f)
curly	lockig
dad	Vati (m), Papa (m)
daughter	Tochter (f)
dead	tot
dining room	Esszimmer (n)
divorced	geschieden
dog	Hund (m)
engaged	verlobt
eyes	Augen (pl)
face	Gesicht (n)
family	Familie (f)
famous	berühmt, bekannt
father	Vater (m)
feeling	Gefühl (n)
first name	Vorname (m)
flat	Wohnung (f)
foolish, silly	dumm, doof
friend	Freund (m), Freundin (f)
friend (also boyfriend, girlfriend)	fester Freund, feste Freundin
friendly	freundlich
friendship	Freundschaft (f)
furniture	Möbel (pl)
garden	Garten (m)
garage	Garage (f)
girl	Mädchen (n)
glasses	Brille (f)
goldfish	Goldfisch (m)
grandad	Opa (m)
grandchild	Enkelkind (n), Enkel (m), Enkelin (f)
grandfather	Großvater (m)
grandma, granny	Oma (f)
grandmother	Großmutter (f)
grandparents	Großeltern (pl)

## **Words on relations, relationships, personal and physical characteristics**

### **Foundation tier (continued)**

guinea pig	Meerschweinchen (n)
guy, dude, bloke	Typ (m), Kerl (m)
hair	Haar (n), Haare (pl)
half- (half-sister etc.)	Halb- (Halbschwester usw.)
hamster	Hamster (m)
home	zu Hause
honest	ehrlich
house	Haus (n)
husband	Mann (m), Ehemann (m)
ideal	ideal
in a good/bad mood	guter Laune/schlechter Laune sein
in love	verliebt
intelligent	intelligent, klug
invitation	Einladung (f)
kiss	Kuss (m), küssen (vb)
kitchen	Küche (f)
lazy	faul
life	Leben (n)
lively	lebendig
living room/front room/lounge	Wohnzimmer (n)
loft	Dachboden (m)
man	Mann (m)
married	verheiratet
mean, nasty	gemein
member of the family	Familienmitglied (n)
mood	Laune (f), Stimmung (f)
mother	Mutter (f)
moustache	Schnurrbart (m), Oberlippenbart (m)
mouth	Mund (m)
multicultural	multikulturell, multikulti
mum	Mutti (f), Mama (f)
naughty	unartig, böse
neighbour	Nachbar (m), Nachbarin (f)
nephew	Neffe (m)
nice, kind	nett, lieb

## **Words on relations, relationships, personal and physical characteristics**

### **Foundation tier (continued)**

nice, likeable	sympathisch
nickname	Spitzname (m), Kosename (m)
niece	Nichte (f)
no sense of humour	humorlos, keinen Sinn für Humor haben
normal	normal
old	alt
old fashioned	altmodisch
older	älter
oldest (brother/sister)	Älteste (m, f)
only child	Einzelkind (n)
optimistic	optimistisch
parents	Eltern (pl)
party	Party (f), Feier (f)
penfriend	Brieffreund (m), Brieffreundin (f)
people	Leute (pl)
person	Person (f), Mensch (m)
pessimistic	pessimistisch
pet	Haustier (n)
picture	Bild (n)
place of residence	Wohnort (m)
postcode	Postleitzahl (f)
present; gift	Geschenk (n)
pretty	hübsch
rabbit	Kaninchen (n)
reasonable	vernünftig
relationship	Beziehung (f)
religion	Religion (f)
self	selbst
selfish	egoistisch, selbstsüchtig
semi-detached house	Doppelhaus (n)
separated	getrennt
serious	ernst
shy	schüchtern
single (unmarried)	unverheiratet, ledig

## **Words on relations, relationships, personal and physical characteristics**

### **Foundation tier (continued)**

sister	Schwester (f)
sofa; settee	Sofa (n)
son	Sohn (m)
son-in-law/daughter-in-law	Schwiegersohn (m)/Schwiegertochter (f)
step (members of family)	Stief-
straight (hair)	glatt
study (room), home office	Arbeitszimmer (n)
surname	Familiename (m)
survey	Umfrage (f)
telephone number	Telefonnummer (f)
terraced house	Reihenhaus (n)
thin/slim	dünn/schlank
tidy; neat	ordentlich
to annoy	ärgern
to argue, to quarrel	(sich) streiten
to babysit	babysitten
to be called	heißen
to be in a good/bad mood	guter/schlechter Laune sein
to care for, to look after	aufpassen auf
to celebrate	feiern
to chat, chatter	plaudern, schwatzen
to chat (online)	chatten
to get divorced	sich scheiden lassen
to get engaged	sich verloben
to get on (well) with	gut auskommen mit
to invite	einladen
to look (e.g. angry/happy etc.)	aussehen
to respect	Respekt haben (vor)
to separate, to split up	sich trennen
tortoise	Schildkröte (f)
tropical fish	tropische Fische (pl)
twin	Zwillings-
twins	Zwillinge (pl)
ugly	hässlich
uncle	Onkel (m)

## ***Words on relations, relationships, personal and physical characteristics***

### **Foundation tier (continued)**

unemployed	arbeitslos
unbearable	unerträglich
untidy	unordentlich
visit	Besuch (m), besuchen (vb)
well behaved	artig, brav
wife, woman	Ehefrau, Frau (f)
youth (i.e the time of life)	Jugend (f)

## ***Words on relations, relationships, personal and physical characteristics***

### **Higher tier**

acquaintance, friend	Bekannte (m, f, pl), Freund (m)/Freundin (f)
adopted	adoptiert
adventurous	unternehmungslustig
a good deed	eine gute Tat (f)
annoying	ärgerlich, ätzend
argument	Streit (m)
career	Karriere (f)
character trait	Charaktereigenschaft (f)
cheeky	frech
comfortable, at ease	bequem, entspannt
conceited	eingebildet, arrogant
depressed	deprimiert
discrimination	Diskriminierung (f)
faith (religious)	Glaube (m)
fiancé(e)	Verlobte (m, f)
furnished	möbliert
gang	Bande (f), Gruppe (f)
gender, sex	Geschlecht (n)
generous	großzügig
humour	Humor (m)
identical twins	eineiige Zwillinge (pl)
independent	unabhängig
jealous	eifersüchtig, neidisch
loyal, faithful	treu
mad, crazy	verrückt

## **Words on relations, relationships, personal and physical characteristics**

### **Higher tier (continued)**

meeting	Treffen (n)
old age/third age	(hohes) Alter (n), das Dritte Alter (n)
old people's home	Altersheim (n), Seniorenheim (n)
pensioner, senior citizen	Rentner (m), Rentnerin (f), Senior (m), Seniorin (f)
pretentious	angeberisch
priest	Priester (m), Pfarrer (m)
racist	rassistisch
relationship	Beziehung (f)
relative, relation	Verwandte (m, f)
reliable	zuverlässig
role model	Vorbild (n)
self-confident	selbstsicher, selbstbewusst
sensitive	sensibel, empfindlich
sense of humour	Sinn (m) für Humor
sexist	sexistisch
similar	ähnlich
single parent	Alleinerziehende (m, f)
single person; single	Alleinstehende (m, f)
spoilt	verwöhnt, verdorben
spot, pimple	Pickel (m)
stubborn	stur, dickköpfig
to disadvantage	jdn benachteiligen
to experience	erleben, erfahren
to look after (e.g. children)	aufpassen auf
to pick on, to harass, to bully	schikanieren, mobben
to resemble/look like	ähneln, gleichen
to suffer	leiden
to support	unterstützen
to thank	danken
underage	minderjährig
understanding	Verständnis (n), verständnisvoll (adj)
wellbalanced	ausgeglichen, ausgewogen

## Identity and culture: cultural life

### Foundation tier

Activity	Aktivität (f)
Address	Adresse (f)
adventure film	Abenteuerfilm (m)
archery	Bogenschießen (n)
athletics	Leichtathletik (f)
badminton	Federball (m), Badminton (n)
ball	Ball (m)
band/group	Band (f)/Gruppe (f)
basketball	Basketball (m)
body building	Bodybuilding (n)
book	Buch (n)
boxing	Boxen (n)
bridegroom	Bräutigam (m)
camera	Fotoapparat (m), Kamera (f)
canoeing	Kanufahren (n)
cartoon	Zeichentrickfilm (m)
cat	Katze (f)
CD (compact disc)	CD (f)
celebration, party	Feier (f), Party (f)
chess	Schach (n)
Christmas	Weihnachten (n)
Christmas Eve	Heiligabend (m)
clarinette	Klarinette (f)
classical, classic	klassisch
(rock) climbing	(Felsen-) Klettern (n)
club	Verein (m), Klub (m)
to collect	sammeln
collection	Sammlung (f)
comic (magazine)	Comic (m), Comicheft (n)
competition	Wettbewerb (m)
computer game	Computerspiel (n)
concert	Konzert (n)
cycling	Radfahren (n)
dance/dancing	Tanz (m)/Tanzen (n)
detective/police (story)	Krimi (m)



## Identity and culture: cultural life

### Foundation tier (continued)

disco (place)	Disco/Disko (f)
documentary	Doku/Dokumentation (f), Dokumentarfilm (m)
drums	Schlagzeug (n)
Easter	Ostern (n)
Easter Monday	Ostermontag (m)
entertainment	Unterhaltung (f)
equipment	Ausrüstung (f)
extreme sports	Extremsport (m)
fan	Fan (m)
fantasy film	Fantasyfilm (m)
flute	Flöte (f)
folk music	Volksmusik (f)
football	Fußball (m)
free time, leisure	Freizeit (f)
game	Spiel (n)
games console	Spielkonsole (f)
(score a) goal	(ein) Tor schießen (n)
Good Friday	Karfreitag (m)
guitar	Gitarre (f)
gymnastics	Turnen (n), Gymnastik (f)
hall	Halle (f)
handball	Handball (m)
Happy birthday!	Herzlichen Glückwunsch zum Geburtstag!
Happy New Year!	Frohes Neues Jahr! Prosit Neujahr! Guten Rutsch!
hobby	Hobby (n)
hockey	Hockey (n)
horror film	Horrorfilm (m)
(to go) horse riding	reiten
ice skating	Schlittschuhlaufen (n)
judo	Judo (n)
karate	Karate (n)
keyboard	Keyboard (n), Tastatur (f)
leisure activity	Freizeitbeschäftigung (f)
Lent (period leading up to Easter)	Fastenzeit (f)
life	Leben (n)

## Identity and culture: cultural life

### Foundation tier (continued)

magazine	Zeitschrift (f)
marriage	Ehe (f)
martial arts	(asiatische) Kampfsportarten (pl)
medium sized	mittelgroß
mobile phone	Handy (n)
Mother's Day	Muttertag (m)
mountain bike	Mountainbike (n)
mountaineering	Bergsteigen (n)
MP3 (file)	MP3-Datei (f)
music	Musik (f)
New Year	Neujahr (n)
New Year's Eve	Silvester (m)
news	Nachrichten (pl)
nightclub	Nachtlokal (n), Nachtclub (m)
orchestra	Orchester (n)
parachuting	Fallschirmspringen (n)
paragliding	Gleitschirmfliegen (n)
piano	Klavier (n)
play (theatre)	Theaterstück (n), Schauspiel (n)
player	Spieler (m)
pleasure/amusement	Vergnügen (n), Unterhaltung (f)
pocket money	Taschengeld (n)
pop music	Popmusik (f)
postcode	Postleitzahl (f)
(television) programme	Sendung (f)
quiz show	Quizsendung (f)
race/racing	Rennen (n), Pferderennen (n)
rap	Rapmusik (f), Rap (m)
reading	Lesen (n)
recorder (instrument)	Blockflöte (f)
referee	Schiedsrichter (m)
rock (musical)	Rockmusik (f) (Rockmusical (n))
rollerblading	Inlineskaten (n)
romantic	romantisch
romantic film/love film	Liebesfilm (m)
rugby	Rugby (n)
sailing	Segeln (n)

## Identity and culture: cultural life

### Foundation tier (continued)

saxophone	Saxofon (n)
science fiction film	Science-Fiction-Film (m)
series	Serie (f)
show (theatre etc.), TV show	Aufführung (f), Vorstellung (f), Show (f), Schau (f)
singer	Sänger(-in) (m) (f)
skate boarding	Skateboarden (n)
skiing	Skifahren (n)
soap (opera)	Seifenoper (f)
song	Lied (n)
sport	Sport (m), Sportart (f)
sports ground	Sportplatz (m)
sporty	sportlich
spy story novel	Spionageroman (m), Agentenroman (m)
squash (sport)	Squash (n)
stage	Bühne (f)
straight (hair)	glatt (glattes Haar)
surfing	Surfen (n)
swimming	Schwimmen (n)
table tennis	Tischtennis (n)
tattoo	Tätowierung (f)
team	Mannschaft (f)
tennis	Tennis (n)
thin (slim)	dünn (schlank)
thriller	Krimi (m), Thriller (m)
to take out for a walk (dog)	mit dem Hund spazieren gehen
toy	Spielzeug (n)
tracksuit	Trainingsanzug (m), Jogginganzug (m)
trampolining	Trampolinspringen (n)
trumpet	Trompete (f)
TV channel	Fernsehsender (m), Sender (m)
twelfth night/Epiphany/6 <sup>th</sup> January	Dreikönigsfest (n)
violin	Geige (f), Violine (f)
volleyball	Volleyball (m)
waterskiing	Wasserski (n)
wedding	Hochzeit (f)

## Identity and culture: cultural life

### Foundation tier (continued)

wedding ring	Ehering (m)
western (film etc.)	Western (m), Westernfilm (m)
windsurfing	Windsurfen (n)
youth club (activity; place)	Jugendklub (m)

## Identity and culture: cultural life

### Higher tier

archery	Bogenschießen (n)
athletics championship	Leichtathletikmeisterschaften (f)
board game, electronic game	Brettspiel (n), Computerspiel (n)
cable TV	Kabelfernsehen (n)
camcorder/video camera	Camcorder (m)/Videorecorder(m)
changing rooms	Umkleidekabine (f), Umkleideraum (m)
detective/mystery/police (film)	Krimi (m)
DIY (do it yourself)	Heimwerken (n), Selbstbau (m)
drama (TV)	Fernseh-drama (n), Fernsehspiel (n)
dubbed (film)	synchronisiert
earphones	Kopfhörer (pl), Ohrhörer (pl)
engagement (to be married)	Verlobung (f)
fencing	Fechten (n)
fishing rod	Angelrute (f)
half-time	Halbzeit (f), Halbzeitpause (f)
knowledge	Wissen (n)
league; division (sports)	Liga (f)
marriage ceremony; wedding	Hochzeitsfeier (f)
melody/tune	Melodie (f)
musical comedy	musikalische Komödie (f)
original version	Originalfassung (f)
remote control	Fernbedienung (f)
rowing	Rudern (n)
sailing boat	Segelboot (n)
satellite TV	Satellitenfernsehen (n)
scuba diving	Sporttauchen (n)

## Identity and culture: cultural life

### Higher tier (continued)

sitcom	Fernsehkommödie (f)
sports equipment	Sportausrüstung (f)
subtitles	Untertitel (pl)
tournament	Turnier (n)
viewer/audience	Zuschauer (m/pl), Zuhörer (m/pl), Publikum (n)

## Verbs associated with cultural life

to attend (match etc.)	besuchen
to be a member of	Mitglied sein
to congratulate	gratulieren
to get married	heiraten
to go bowling (tenpin)	kegeln gehen
to dance	tanzen
to do sport	Sport treiben
to do gymnastics	turnen
to exercise	trainieren
to fish/go fishing	angeln
to go for a walk	spazieren gehen
to go for a stroll	bummeln
to hike, ramble	wandern
to rollerskate	Rollschuh laufen
to sail	segeln
to score a goal	ein Tor schießen
to shoot	schießen
to skateboard	Skateboard fahren
to swim	schwimmen
to take part (in)	teilnehmen an
to train	trainieren, üben

## Identity and culture: using social media

blog	Blog (m/n)
chatroom	Chatroom (m), Chatraum (m)
(to) chat online	chatten
computer	Computer (m)
connection	Verbindung (f), Anschluss (m)
cyber bullying	Internet-Mobbing (n)
digital	digital
disk	Platte (f)
email	Email (f), mailen
forward slash	Schrägstrich (m)
homepage	Homepage (f)
internet	Internet (n)
internet page	Internetseite (f)
key (of keyboard)	Taste (f)
keyboard	Tastatur (f)
mouse	Maus (f)
password	Passwort (n)
printer	Drucker (m)
programmer	Progammierer (m), Programmiererin (f)
risk	Risiko (n), Gefahr (f)
screen	Bildschirm (m)
security	Sicherheit (f)
social network	soziales Netzwerk (n)
software	Software (f)
to burn	brennen
to download	herunterladen, downloaden
to erase, delete	löschen
to load	laden
to print	drucken
to save, to store	sichern, speichern, absaven
to type	tippen
to upload	hochladen, heraufladen, uploaden
virus	Computervirus (m/n)
web	Web (n)
webcam	Webcam (f), Netzkamera (f)
webpage	Internetseite (f)
website	Website (f)

## Local area, holiday and travel

### Foundation tier

(to) rent/hire	mieten
(to) turn/switch off	abschalten
(to) turn/switch on	einschalten
abroad	im Ausland
accommodation	Unterkunft (f)
admission/entry fee	Eintrittsgeld (n)
admission/entry ticket	Eintrittskarte (f)
adult	Erwachsene/r (m/f)
advertisement; advert	Werbung (f)
airport	Flughafen (m)
appointment	Termin (m)
arrival	Ankunft (f)
art gallery	Kunstgalerie (f)
(German) state	Land (n)
baker's	Bäckerei (f)
balcony	Balkon (m)
bank	Bank (f)
basement	Untergeschoss (n)
bath	Bad (n)
bath towel	Badetuch (n)
bath tub	Badewanne (f)
bathroom	Badezimmer (n)
beach	Strand (m)
bed	Bett (n)
bed and breakfast place	Pension (f)
bedlinen	Bettwäsche (f)
berth/bunk (on boat)	Liegeplatz (m)
berth/bunk (on train)	Schlafwagenplatz (m)
bicycle	Fahrrad (n)
bike (motorbike)	Motorrad (n)
bike hire	Fahrradverleih (m)



## Local area, holiday and travel

### Foundation tier (continued)

boat	Boot (n)
bookshop	Buchhandlung (f)
bowling alley (tenpin)	Bowling (n)
brand/make	Marke (f)
bridge	Brücke (f)
brochure/leaflet	Broschüre (f)
building	Gebäude (n)
bus	Bus (m)
business (also shop)	Geschäft (n)
bus stop	Bushaltestelle (f)
bus/coach station	Busbahnhof (m)
business/trade	Geschäft (n)
butcher's shop	Metzgerei (f)
café	Café (n)
campsite	Campingplatz (m)
capital city	Hauptstadt (f)
car	Auto (n)
car hire	Autovermietung (f)
caravan	Wohnwagen (m)
car park	Parkplatz (m)
carriage (train)	Wagen (m)
(carry) straight on	geradeaus
castle	Schloss (n)
cathedral	Dom (m)
chemist's	Apotheke (f)
church	Kirche (f)
cinema	Kino (n)
city	(Groß)stadt (f)
closed	geschlossen
coach	Reisebus (m)
coast	Küste (f)

## Local area, holiday and travel

### Foundation tier (continued)

compartment	Abteil (n)
concert	Konzert (n)
connection (transport)	Verbindung (f); Anschluss (m)
corner (of street)	Ecke (f)
country (i.e. nation)	Land (n)
countryside, scenery	Landschaft (f)
crossroads	Kreuzung (f)
cycle path	(Fahr)radweg (m)
delay	Verspätung (f)
department store	Kaufhaus (n)
departure	Abfahrt (f)
diesel (fuel)	Diesel (m)
direct	direkt
direction	Richtung (f)
disco	Disko (f)
district, part of town	Stadtviertel (n); Stadtteil (m)
diversion, detour	Umleitung (f)
double room	Doppelzimmer (n)
drinking water	Trinkwasser (n)
driver	Fahrer (m)
driving licence	Führerschein (m)
dustbin	Mülltonne (f)
enjoy your stay	Guten Aufenthalt
entertainment, things to do	Unterhaltungsmöglichkeiten (pl)
entrance	Eingang (m)
entry, admission (to place/event)	Eintritt (m)
exhibition	Ausstellung (f)
exit	Ausgang (m)
factory	Fabrik (f)
farm	Bauernhof (m)
ferry	Fähre (f)

## Local area, holiday and travel

### Foundation tier (continued)

field	Feld (n)
flat	flach
floor (1st, 2nd)	Stock (m)
floor; storey	Etage (f)
forbidden to	verboten
foreigner	Ausländer (m)
form	Formular (n)
free, available, vacant	frei
fruit shop/greengrocer	Obst- und Gemüsehändler (m)
full board (in hotel)	Vollpension (f)
games room	Aufenthaltsraum (m)
garage	Werkstatt (f)
grocer's shop	Lebensmittelgeschäft (n)
ground floor	Erdgeschoss (n)
guest (in a hotel)	Gast (m)
half board (in hotel)	Halbpension (f)
heating	Heizung (f)
hill	Hügel (m)
historic	historisch
holiday, fair, fête; festival	Fest (n)
hospital	Krankenhaus (n)
hotel	Hotel (n)
hotel list	Hotelerzeichnis (n)
ice rink	Eishalle (f)
identity card	Personalausweis (m)
in advance	im Voraus
in the open air	im Freien
included, inclusive of	inbegriffen; inklusiv
indoor swimming pool	Hallenbad (n)
industrial	industriell
industry	Industrie (f)

## Local area, holiday and travel

### Foundation tier (continued)

information (office)	Informationsbüro (n)
inhabitant	Einwohner (m)
island	Insel (f)
journey	Reise (f); Fahrt (f)
key	Schlüssel (m)
lake	See (m)
laundrette	Waschsalon (m)
left luggage	Gepäckaufbewahrung (f)
left luggage locker	Schließfach (n)
leisure centre	Freizeitzentrum (n)
library	Bibliothek (f)
lift	Aufzug (m); Fahrstuhl (m)
line/route	Linie (f); Route (f)
litter/rubbish bin	Abfalleimer (m)
lorry	Lastwagen (m)
luggage	Gepäck (n)
main road	Bundesstraße (f)
map	Landkarte (f)
map (of the town)	Stadtplan (m)
market	Markt (m)
market square, marketplace	Marktplatz (m)
means of transport	Verkehrsmittel (n)
media	Medien (pl)
metre	Meter (m)
meeting place	Treffpunkt (m)
underground railway	U-Bahn (f)
monument	Denkmal (n)
moped	Mofa (n)
motorbike	Motorrad (n)
motorway	Autobahn (f)
mountain	Berg (m)
museum	Museum (n)

## Local area, holiday and travel

### Foundation tier (continued)

nature	Natur (f)
newspaper	Zeitung (f)
newspaper stall; kiosk	Zeitungskiosk (m)
nightclub	Nachtklub (m)
nightlife	Nachtleben (n)
occupied; taken (seat etc.)	besetzt
office	Büro (n)
on foot	zu Fuß
one-way street/system	Einbahnstraße (f)
open	geöffnet
opening hours/times	Öffnungszeiten (pl)
outing	Ausflug (m)
outside	draußen
outskirts (of town/city)	Stadtrand (m)
owner	Besitzer (m)
palace	Palast (m)
park	Park (m)
passenger	Passagier (m)
passport control	Passkontrolle (f)
pavement	Bürgersteig (m)
pedestrian	Fußgänger (m)
pedestrian area	Fußgängerzone (f)
pedestrian crossing	Fußgängerübergang (m)
petrol	Benzin (n)
petrol station	Tankstelle (f)
picturesque	malerisch
pillow	Kopfkissen (n)
place	Ort (m)
plane	Flugzeug (n)
platform	Bahnsteig (m)
playground	Spielplatz (m)

## Local area, holiday and travel

### Foundation tier (continued)

police	Polizei (f)
police station	Polizeiwache (f)
policeman/woman	Polizist/in (m/f)
port	Hafen (m)
post office	Post (f); Postamt (n)
postcard	Postkarte (f)
poster/notice	Poster (n)
press (i.e. newspapers etc.)	Presse (f)
price list	Preisliste (f)
priority	Vorfahrt (f); Priorität
problem	Problem (n)
pub; bar	Kneipe (f); Lokal (n)
public holiday	Feiertag (m)
public/municipal	öffentlich
reception	Empfang (m); Rezeption (f)
receptionist	Empfangschef (m) Empfangsdame (f)
reduction	Ermäßigung (f)
region, area	Gegend (f)
rent	Miete (f)
reservation	Reservierung (f)
return ticket	Rückfahrkarte (f); hin und zurück
river	Fluss (m)
road (main road)	Bundesstraße (f)
road map	Straßenkarte (f)
road/street	Straße (f)
room (e.g. hotel room)	Zimmer (n)
roundabout (traffic)	Kreisverkehr (m)
sea	Meer (n); See (f)
seat (train, plane)	Platz (m)
seat; bench	Sitzplatz (m); Sitzbank (f)
service station	Tankstelle (f)

## Local area, holiday and travel

### Foundation tier (continued)

sheet	Bettuch (n)
shop	Laden (m); Geschäft (n)
shopping centre	Einkaufszentrum (n)
shower	Dusche (f)
sight, place of interest	Sehenswürdigkeit (f)
sign (road sign)	Schild (n)
single room	Einzelzimmer (n)
single ticket	Einzelfahrkarte (f); einfach
sleeping bag	Schlafsack (m)
sleeping car (on train)	Schlafwagen (m)
snack bar, buffet	Schnellimbiss (m)
soap	Seife (f)
souvenir	Andenken (n)
sports centre	Sportzentrum (n)
square (in a town)	Platz (m)
stadium	Stadion (n)
staircase	Treppe (f)
station (railway); main station	Bahnhof (m); Hauptbahnhof (m)
suburb	Vorort (m)
suitcase	Koffer (m)
supermarket	Supermarkt (m)
swimming pool	Schwimmbad (n)
taxi	Taxi (n)
television	Fernsehen (n)
television (set)	Fernsehapparat (m)
tennis court	Tennisplatz (m)
tent	Zelt (n)
theatre	Theater (n)
theme park, amusement park	Freizeitpark (m)
ticket	Fahrkarte (f); Karte (f)
ticket inspector	Kontrolleur (m)

## Local area, holiday and travel

### Foundation tier (continued)

ticket office (station etc.)	Schalter (m); Fahrkartenschalter (m)
till (cashier's desk)	Kasse (f)
timetable	Fahrplan (m)
to be situated	sich befinden
to camp (in a tent)	zelten
to change (money)	wechseln
to change (trains etc.)	umsteigen
to cross	überqueren
to follow; carry on	folgen
to function, to work	funktionieren
to get on (bus, train etc.)	einsteigen
to get off (bus, train etc.)	aussteigen
to rent	(ver)mieten
to miss (train, bus etc.)	verpassen
to pack/unpack (cases)	packen; auspacken
to park	parken
to take off (plane)	abfliegen
to validate a ticket	entwerten
toilet	Toiletten (pl)
toilet paper	Toilettenpapier (n)
toothbrush	Zahnbürste (f)
toothpaste	Zahnpasta (f)
tour	Tour (f)
tour (on transport)	Rundfahrt (f)
tour (walking)	Rundgang (m)
tourist	Tourist (m)
tourist information office	Verkehrsamt (n)
tower	Turm (m)
tower block	Hochhaus (n)
town	Stadt (f)
town centre	Stadtmitte (f); Stadtzentrum (n); Innenstadt (f)



## Local area, holiday and travel

### Foundation tier (continued)

town hall	Rathaus (n)
track; platform (railway)	Gleis (n)
traffic	Verkehr (m)
traffic jam	Stau (m)
traffic lights	Ampel (f)
train	Zug (m)
tram	Straßenbahn (f)
twin room	Zweibettzimmer (n)
underground station	U-Bahnstation (f)
view	Aussicht (f)
village	Dorf (n)
visit	Besuch (m)
waiting room	Wartesaal (m)
wardrobe	Kleiderschrank (m)
wash basin	Waschbecken (n)
way, route (or road)	Weg (m)
welcome	Willkommen
well worth seeing	sehenswert
window	Fenster (n)
(shop) window	Schaufenster (n)
with a view over	mit Blick auf
wood, forest	Wald (m)
youth hostel	Jugendherberge (f)
zoo	Zoo (m); Tiergarten (m)

## Local area, holiday and travel

### Higher tier

air conditioning	Klimaanlage (f)
area	Gebiet (n)
ATM; cashpoint	Geldautomat (n)
bedlinen	Bettwäsche (f)
bike hire	Fahrradvermietung (f)
canal	Kanal (m)
customs (i.e. at border crossing)	Zoll (m)
discount	Rabatt (m)
dry cleaner's	Reinigung (f)
dry cleaning	Reinigung (f)
emergency exit	Notausgang (m)
event	Veranstaltung (f)
experience	Erlebnis (n)
fireworks	Feuerwerk (n)
flea market	Flohmarkt (m)
fountain	Brunnen (m)
heavy goods vehicle	Lastwagen (m)
helicopter	Hubschrauber (m)
hospitality	Gastfreundschaft (f)
level crossing	Bahnübergang (m)
memorial, monument	Denkmal (n)
memory	Erinnerung (f)
motorway junction	Autobahnkreuz (n)
motorway services	Raststätte (f)
noise	Lärm (m)
no parking	Parken verboten
package holiday	Pauschalreise (f)
park, green space	Grünanlage (f)
procession	Umzug (m)
registration/booking in	Anmeldung (f)
run over (traffic accident)	überfahren
rush hour	Stoßzeit (f)

## Local area, holiday and travel

### Higher tier (continued)

savings bank	Sparkasse (f)
seaside resort	Badeort (m)
seatbelt	Sicherheitsgurt (m)
speed	Geschwindigkeit (f)
speed limit	Geschwindigkeitsbegrenzung (f)
stay	Aufenthalt (m)
surrounding area, vicinity	Umgebung (f)
to confirm	bestätigen
to board, embark (on plane, boat)	an Bord gehen
to brake	bremsen
toll	Maut (f)
to overtake	überholen
to put someone up; to accommodate	unterbringen
to stay (for a holiday)	übernachten
to take place	stattfinden
town centre	Stadtzentrum (n)
winter/skiing holiday	Winterurlaub/Skiurlaub (m)
vehicle	Fahrzeug (n)

## Phrases associated with weather

### Foundation tier

bad	schlecht
bright	heiter
climate	Klima (n)
cloud	Wolke (f)
cloudy	bewölkt; wolkig
cold	kalt
degree (temperature)	Grad (m)
dry	trocken
fog	Nebel (m)
foggy; misty	neblig
heat	Hitze (f)
highest temperature	Höchsttemperatur (f)
hot	heiß
in the east	im Osten
in the north	im Norden
in the south	im Süden
in the west	im Westen
it is freezing	es friert
it is lightning	es blitzt
it is raining	es regnet
it is snowing	es schneit
it is thundering	es donnert
lowest temperature	Tiefsttemperatur (f)
overcast	bedeckt
rain	Regen (m)
rainy	regnerisch
season	Jahreszeit (f)
sky	Himmel (m)
snow	Schnee (m)
storm; thunderstorm	Sturm (m); Gewitter (n)
sun	Sonne (f)

## Phrases associated with weather

### Foundation tier (continued)

sunny	sonnig
the sun is shining	die Sonne scheint
to change	wechseln
to freeze	frieren
to rain	regnen
to shine	scheinen
to snow	schneien
weather	Wetter (n)
weather report	Wetterbericht (m)
wind	Wind (m)
windy	windig

## Phrases associated with weather

### Higher tier

average temperature	Durchschnittstemperatur (f)
bright spell	Aufheiterung (f)
changeable	wechselhaft
hail	Hagel (m)
low (temperature)	niedrig
rainfall	Niederschlag (m)
shower	Schauer (m)
stormy	stürmisch
to brighten up	aufklären
to hail	hageln
weather forecast	Wettervorhersage (f)

## Asking for directions

are you going on foot/in a car?	gehen Sie zu Fuß?/fahren Sie mit dem Auto?
as far as	bis
continue	gehen Sie weiter
cross (over)	überqueren Sie
go straight on	gehen Sie geradeaus
high street/main street	Hauptstraße (f)
how do I get to...?	wie komme ich zu...?
it is 100 metres away	es ist hundert Meter entfernt
it is very close	es ist hier in der Nähe
on the left	links; auf der linken Seite
on the right	rechts; auf der rechten Seite
take the first road on the left	nehmen Sie die erste Straße links
turn left	gehen Sie links; biegen Sie links ab
turn right	gehen Sie rechts; biegen Sie rechts ab

## Dealing with problems

### Foundation tier

accident	Unfall (m)
address	Adresse (f)
bill (invoice)	Rechnung (f)
breakdown	Panne (f)
broken	kaputt
colour	Farbe (f)
complaint	Beschwerde (f)
correct number	richtige Nummer (f)
customer	Kunde (m); Kundin (f)
customer service	Kundendienst (m)
damage	Schaden (m)
delivery	Lieferung (f)
email address	Email-Adresse (f)
fault	Schuld (f)
form	Formular (n)

## Dealing with problems

### Foundation tier (continued)

guarantee	Garantie (f)
mistake	Fehler (m)
purse	Portemonnaie (n)
quantity	Menge (f)
receipt	Quittung (f)
reduction	Ermäßigung (f)
repair	Reparatur (f)
replacement (part)	Ersatz (m), Ersatzteil (n)
service	Bedienung (f)
size	Größe (f)
telephone number	Telefonnummer (f)
theft; robbery	Diebstahl (m)
to complain	sich beschweren
to deliver	liefern
to exchange	umtauschen
to guarantee	garantieren
to pay	zahlen
to repair	reparieren
to replace	ersetzen
to work, function	funktionieren
waiting time	Wartezeit (f)
wallet	Brieftasche (f)

## Dealing with problems

### Higher tier

crash/collision	(Auto)unfall (m)
instructions for use	Gebrauchsanweisung (f)
insurance	Versicherung (f)
progress, improvement	Fortschritt (m)
to bring back; take back (e.g. to shop)	zurückbringen
to insure	versichern
to return/give back	zurückgeben

## School

### Foundation tier

absent	abwesend
A Levels (equivalent)	Abitur (n)
achievement, performance	Leistung (f)
answer	Antwort (f)
art	Kunst (f)
biology	Biologie (f)
board (blackboard, whiteboard etc.)	Tafel (f)
book	Buch (n)
break	Pause (f)
calculator	Taschenrechner (m)
canteen	Kantine (f)
careers adviser	Berufsberater (m)
caretaker	Hausmeister (m)
changing room	Umkleideraum (m)
chemistry	Chemie (f)
choir	Chor (m)
class test, assessment	Klassenarbeit (f)
classroom	Klassenzimmer (n)
clever	klug
comprehensive school (secondary school)	Gesamtschule (f)
copy (of an exam paper)	Kopie (f)
corridor	Gang (m)
desk	Schreibtisch (m)
detention	nachsitzen
dictionary	Wörterbuch (n)
drama	Theater, Schauspiel (n)
drama group, acting group	Theatergruppe (f)
drawing	Zeichnen (n)
DT (design technology)	Werken (n)
education	Bildung (f)
English	Englisch
examination	Prüfung (f)



## School

### Foundation tier (continued)

exchange	Austausch (m)
exercise book	Heft (n)
exercise, practice	Übung (f)
experiment	Experiment (n)
fair	gerecht
felt tip	Filzstift (m)
first day back at school	erster Schultag (m)
foreign languages	Fremdsprachen (pl)
fountain pen	Füller (m)
French	Französisch
future plans	Zukunftspläne (pl)
GCSE equivalent	Mittlere Reife (f)
geography	Erdkunde (f)/Geographie (f)
German	Deutsch
glue	Klebstoff (m)
grammar school	Gymnasium (n)
gym	Turnhalle (f)
gymnastics	Turnen (n)
hardworking	fleißig
headteacher	Direktor (m)/Schulleiter (m)
history; story	Geschichte (f)
humanities	Geisteswissenschaften (pl)
(school) holidays	(Schul)ferien (pl)
homework	Hausaufgaben (pl)
ICT	Informatik (f)
Italian	Italienisch
kindergarten, play school, nursery school	Kindergarten (m)
laboratory	Labor (n)
(modern) languages	(Neu)sprachen (pl)
language lab	Sprachlabor (n)
Latin	Latein
lesson	Unterricht (m)

## School

### Foundation tier (continued)

lesson, hour	Stunde (f)
library	Bibliothek (f)
lunch break	Mittagspause (f)
mark, grade	Note (f)
maths	Mathe(matik) (f)
media studies	Medienwissenschaft (f)
mixed	gemischt
music	Musik (f)
oral	mündlich
pad of paper	Schreibblock (m)
page	Seite (f)
PE	Sport (m)
pen, ballpoint pen	Kuli (m)/Kugelschreiber (m)
pencil	Bleistift (m)
pencil case	Etui (n)
physics	Physik (f)
plan, project	Projekt (n)
playground	Schulhof (m)
present (in school)	anwesend
primary school	Grundschule (f)
private school	Privatschule (f)
progress	Fortschritt (m)
projector	Projektor (m)
pupil	Schüler (m)/Schülerin (f)
qualification	Qualifikation (f)
question	Frage (f)
religion, Religious Studies	Religion (f)
result	Resultat (n)
rubber	Radiergummi (m)
rule	Regel (f)
ruler	Lineal (n)
school	Schule (f)

## School

### Foundation tier (continued)

school bag	Schultasche (f)
school book	Schulbuch (n)
school bus	Schulbus (m)
school day	Schultag (m)
school group/party	Schulgruppe (f)
school hall	Aula (f)
school leaving certificate	Schulabschluss (m)
school newspaper	Schülerzeitung (f)
school office	Sekretariat (n)
school report, certificate	Zeugnis (n)
school trip	Klassenfahrt (f)
school year	Schuljahr (n)
sciences	Naturwissenschaften (pl)
scissors	Schere (f)
script (exam paper)	Arbeit (f)
secondary modern school (lower ability)	Hauptschule (f)
secondary school (middle ability)	Realschule (f)
semester	Semester (n)
serious (hardworking)	fleißig
sharpener	Spitzer (m)
sixth form (in a school)	Oberstufe (f)
sociology	Soziologie (f)
Spanish	Spanisch
sports field	Sportplatz (m)
sports hall, gym	Sporthalle (f)
staff room	Lehrerzimmer (n)
state	staatlich (adj)
state school	staatliche Schule (f)
strict	streng
strong, good at (subject)	stark
student (school)	Schüler (m)/Schülerin (f)
student (university)	Student (m)/Studentin (f)

## School

### Foundation tier (continued)

subject	Fach (n)
success	Erfolg (m)
successful	erfolgreich
summer holidays	Sommerferien (pl)
team	Mannschaft (f)
term	Trimester (n)
test	Klassenarbeit (f)
tie	Krawatte (f)
tippex	Tipp-Ex (n)
timetable	Stundenplan (m)
to answer	antworten
to attend school	Schule besuchen
to calculate	rechnen
to carry on	weitermachen
to copy	kopieren
to correct	korrigieren
to discuss	diskutieren
to draw	zeichnen
to fail (an exam)	durchfallen
to fill out	ausfüllen
to last	dauern
to pass (exam)	bestehen
to pay attention, to watch out, to be careful	aufpassen
to practise	üben
to read	lesen
to repeat	wiederholen
to repeat a year	sitzen bleiben
to revise	wiederholen
to sing	singen
to sit an exam	eine Prüfung machen
to study	studieren

## School

### Foundation tier (continued)

to teach	unterrichten
to understand	verstehen
to work hard	fleißig arbeiten
training, education	Ausbildung (f)
unfair	ungerecht
uniform	Uniform (f)
vocational school; technical college	Berufsschule (f)
weak, bad at (subject)	schwach
work sheet	Arbeitsblatt (n)
yr 7 (British schools)	Klasse sechs (German schools)
yr 8 (British schools)	Klasse sieben (German schools)
yr 9 (British schools)	Klasse acht (German schools)
yr 10 (British schools)	Klasse neun (German schools)
yr 11 (British schools)	Klasse zehn (German schools)
yr 12 (British schools)	Klasse elf (German schools)
yr 13 (British schools)	Klasse zwölf (German schools)

## School

### Higher tier

student, student who has passed the Bac (equivalent of A Levels)	Abiturient (m)
boarding school	Internat (n)
business studies	Wirtschaftslehre (f)
class register	Klassenbuch (n)
core/compulsory subject	Pflichtfach (n)
degree (university)	Hochschulabschluss (m)
distance (i.e. distance learning)	Fernunterricht (m)
earphones	Kopfhörer (m)
economics	Wirtschaftslehre (f)
essay	Aufsatz (m)
final exam	Abschlussprüfung (f)
foreign language assistant	Fremdsprachenassistent (m)
gifted	begabt
headphones	Kopfhörer (m)
ink cartridge	Patrone (f)
meeting, discussion	Besprechung (f)
necessary	notwendig
optional (subject)	Wahlfach (n)
parents' evening	Elternsprechabend (m)
permission	Erlaubnis (f)
pressure to achieve good marks/grades	Leistungsdruck (m)
pronunciation	Aussprache (f)
studies	Studium (n)
supervisor	Tutor (m)
text book	Schulbuch (n)
to agree something	vereinbaren
to agree with something	mit etwas einverstanden sein
to ask a question	eine Frage stellen
to be cancelled (lessons)	ausfallen
to copy	abschreiben
to drop a subject	abwählen

## School

### Higher tier (continued)

to explain	erklären
to follow	folgen
to have a detention	nachsitzen
to improve(one's knowledge/skills in)	erweitern
to move up (to the next form/year)	versetzt werden
to pronounce	aussprechen
to skive/to skip/bunk lessons	schwänzen
to spell	buchstabieren
to teach	lehren
to translate	übersetzen
training centre	Ausbildungszentrum (n)
translation	Übersetzung (f)
university	Universität (f)
waste of time	Zeitverschwendung (f)
(to do a) written punishment, lines	Strafarbeit (f)

## Future aspirations, study and work

### Foundation tier

abroad	im Ausland
actor; actress	Schauspieler (m); Schauspielerin (f)
advertisement	Anzeige (f)
air hostess/air steward	Steward (m); Stewardess (f)
ambition	Ehrgeiz (m)
answerphone	Anrufbeantworter (m)
apprenticeship	Lehre (f)
architect	Architekt (m)
artist	Künstler (m)
badly paid	schlecht bezahlt
baker	Bäcker (m)
builder	Bauarbeiter (m)
business/shop	Geschäft (n)
busy	beschäftigt
butcher	Metzger (m)
cashier	Kassierer (m)
charity	Wohltätigkeit (f)
civil servant	Beamter (m)/Beamtin (f)
coffee (tea/lunch) break	Kaffeepause (f); Teepause (f); Mittagspause (f)
colleague	Kollege (m)/Kollegin (f)
computer science	Informatik (f)
computer scientist	Informatiker (m)
conference	Konferenz (f)
cook	Koch (m)
degree (university)	Hochschulabschluss (m)
dentist	Zahnarzt (m)/Zahnärztin (f)
designer	Designer (m)
designer (fashion)	Modeschöpfer (m)
doctor	Arzt (m)/Ärztin (f)
drama	Theater (n)
drama	Drama (n)



## Future aspirations, study and work

### Foundation tier (continued)

dream	Traum (m)
driver	Fahrer (m)
educational	lehrreich
electrician	Elektriker (m)
(bank/office) employee	(Bank/Büro)angestellter (m)/Angestellte (f)
employer	Arbeitgeber (m)
engineer	Ingenieur (m)
experienced	erfahren
farmer	Bauer (m)
fashion	Mode (f)
file	Akte (f)
fireman	Feuerwehrmann (m)
folder	Aktenmappe (f)
form	Formular (n)
interview (job)	Vorstellungsgespräch (n)
interview (e.g. TV or magazine)	Interview (n)
job	Job (m)/Stelle (f)
journalist	Journalist (m)
language	Sprache (f)
manager	Manager (m)
marketing	Marketing (n)
mechanic	Mechaniker (m)
meeting	Besprechung (f)
message	Nachricht (f)
musician	Musiker (m)
nurse	Krankenpfleger (m)/Krankenschwester (f)
part time	Teilzeit (f)
per hour	pro Stunde
pharmacist	Apotheker (m)
plan, project	Plan (m); Projekt (n)

## Future aspirations study and work

### Foundation tier (continued)

planned	geplant
plumber	Klempner (m)
poet	Dichter (m)
police officer	Polizist (m)
programmer	Programmierer (m)
representative; sales rep	Vertreter (m)
salary	Gehalt (n)
sewing	Nähen (n)
situation wanted	Stellengesuche (pl)
skills	Fähigkeiten (pl)
society/company	Gesellschaft (f)
student	Student (m)
tailoring	Schneiderei (f)
teacher	Lehrer (m)/Lehrerin (f)
teacher (primary)	Grundschullehrer (m)/ Grundschullehrerin (f)
technician	Techniker (m)
telephone call	Telefonanruf (m)
terms of employment	Arbeitsbedingungen (pl)
to apply for a job	sich um einen Job bewerben
to cut off (phone)	unterbrechen
to dial a number	wählen
to do a course	einen Kurs besuchen
to fill in a form	ein Formular ausfüllen
to file	abheften
to hang up	auflegen
to organise	organisieren
to study	studieren
training	Ausbildung (f)
travel agency	Reisebüro (n)
unemployment	Arbeitslosigkeit (f)
university	Universität (f)

## Future aspirations study and work

### Foundation tier (continued)

voluntarily/without pay/ as a volunteer	freiwillig
waiter/waitress	Kellner (m); Kellnerin (f)
wage	Lohn (m)
well paid	gut bezahlt
work	Arbeit (f)
work experience	Arbeitspraktikum (n)/Betriebspraktikum (n)

## Future aspirations, study and work

### Higher tier

(data) file	Datei (f)
aim; goal	Ziel (n)
(to fill in the) application form	das Bewerbungsformular (ausfüllen)
appointment	Termin (m)
apprentice	Lehrling (m)
at (in email address: @ )	Affenklammer (f)
charity sale (e.g. bake sale)	Spendenaktion (f)
data base	Datenbank (f)
education	Bildung (f)
enclosed	beiliegend
hard disk	Festplatte (f)
higher education	Hochschulbildung (f)
impression	Eindruck (m)
in aid of	zu Gunsten
internship	Praktikum (n)
job advert; vacancy	Stellenangebot (n)
job; position	Job (m); Stelle (f)
law (study of the subject)	Jura
letter of application	Bewerbungsbrief (m)
link	Verbindung (f)
medicine (study of the subject)	Medizin (f)
memory card	Speicherkarte (f)
profession, job, occupation	Beruf (m)

## Future aspirations, study and work

### Higher tier (continued)

promotion prospects	Aufstiegsmöglichkeiten (pl)
qualification	Qualifikation (f)
qualified	qualifiziert/ausgebildet
school education	Schulbildung (f)
signature	Unterschrift (f)
success	Erfolg (m)
successful	erfolgreich
teaching	Unterricht (m)
to enclose, to attach	beilegen
to introduce oneself	sich vorstellen
to send	schicken
touch screen	Touchscreen (m)
training, education	Ausbildung (f)
underscore	Unterstrich (m)
voluntary work	freiwillige Arbeit (f)
volunteer	Freiwillige (m/f)
webmail	Webmail (f)
word processing	Textverarbeitung (f)
work	Arbeit (f)

## International and global dimension: bringing the world together, environmental issues

### Foundation tier

advantages/disadvantages	Vorteile/Nachteile (pl)
animals	Tiere (pl)
campaign	Aktion (f)
charity	Wohltätigkeitsverein (m)
coal	Kohle (f)
country	Land (n)
disaster	Katastrophe (f)/Unglück (n)
drinking water	Trinkwasser (n)
drought	Dürre (f)
earth	Erde (f)
electricity	Strom (m)
energy; power	Energie (f)
environment	Umwelt (f)
environmental protection	Umweltschutz (m)
fair trade	fairer Handel (m)
(music) festival	(Musik)fest (n)
flood; flooding	Überschwemmung (f)
for/against	für/gegen
(rain)forest	(Regen)wald (m)
gas	Gas (n)
global; worldwide	global; weltweit
hunger; famine	Hunger (m); Hungersnot (f)
hurricane	Orkan (m)
international	international
lack (of)	Mangel (m) (an)
natural resources	Naturschätze (pl)
oil	Öl (n)
Olympic games	die Olympischen Spiele (pl)
people	Menschen (pl)/Leute (pl)
planet	Planet (m)
pollution	Verschmutzung (f)
pollution (of the environment)	Umweltverschmutzung (f)
poverty	Armut (f)
protection	Schutz (m)
rubbish	Müll (m)
to die	sterben
to live	leben

## International and global dimension: bringing the world together, environmental issues

### Foundation tier (continued)

to protect	schützen
to recycle	recyceln
war	Krieg (m)
world	Welt (f)
World Cup (football)	(Fußball) weltmeisterschaft (f)

## International and global dimension: world events, campaigns and good causes

### Higher tier

climate (adjective)	Klima-
earthquake	Erdbeben (n)
fresh water	frisches Wasser (n)/Süßwasser (n)
global warming	globale Erwärmung (f)
instant	unmittelbar
rights of man; peoples' rights	Menschenrechte (pl)
salt water	Salzwasser (n)
security	Sicherheit (f)
solar power	Solarenergie (f)
species	Art (f)
spying	Spionage (f)
to (make) compost	kompostieren
to benefit	profitieren
to lack	fehlen
to pollute; to contaminate	verschmutzen; vergiften
to save; to keep safe	retten; schützen
to sort/separate (e.g. rubbish)	trennen
to stay in contact	in Kontakt bleiben
to survive	überleben
to threaten	drohen
unfortunate; needy	unglücklich; bedürftig
volcano	Vulkan (m)

## Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles<sup>[1]</sup> and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in February 2015.

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<sup>[1]</sup> Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

## From Pearson's Expert Panel for World Class Qualifications

May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their students make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice. "

### **Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

### **Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

### **Bahram Bekhradnia**

President, Higher Education Policy Institute

### **Professor Jonathan Osborne**

Stanford University

### **Dame Sally Coates**

Principal, Burlington Danes Academy

### **Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

### **Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

### **Professor Bob Schwartz**

Harvard Graduate School of Education

### **Dr Peter Hill**

Former Chief Executive ACARA

All titles correct as at May 2014



# Appendix 5: Transferable skills

## The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:<sup>[2]</sup>

## Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.<sup>[3]</sup>

## Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

## Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>[2]</sup> Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<sup>[3]</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

## Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	<p>Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs.</p> <p>Discount codes are published by the DfE.</p>	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p>	<p>The QN for this qualification is:</p> <p>601/8709/8</p>
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1GN0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	<p>Paper 1: 1GN0/1F and 1H</p> <p>Paper 2: 1GN0/2F and 2H</p> <p>Paper 3: 1GN0/3F and 3H</p> <p>Paper 4: 1GN0/4F and 4H</p>

\*[www.gov.uk/government/publications/2018-performance-tables-discount-code](http://www.gov.uk/government/publications/2018-performance-tables-discount-code)

### **Edexcel, BTEC and LCCI qualifications**

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