



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

German (Modular) 2007

Specification B

This Specification should be read in conjunction with:
Specimen Papers and Mark Schemes (Module 2)
Past Papers and Mark Schemes (Module 4)
Examiners' Reports
A Teacher's Guide

The specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. In the case of any difference between the printed and the website version of the specification, the version with the highest number, as currently published on the AQA website, is the definitive one.

| Vertical black lines indicate a significant change or addition to the specification published for 2006.

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Background Information

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The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies revised their GCSE syllabuses for examination in 2003.

1.1 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers targeted at two tiers of grades, i.e. A* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

Citizenship

From 2002 onwards, students in England are required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

1.2 Changes to the Modern Foreign Languages Criteria

The main changes brought in for the revised GCSE Criteria for Modern Foreign Languages for the specifications for first examination in 2003 were as follows:

- Specifications must specify topic areas which must be consistent with the requirements for the National Curriculum orders for Modern Foreign Languages. The orders no longer require the study of five areas of experience for the full course and two areas of experience for the short course;
- Specifications must include the grammar and linguistic structures as set out in the subject criteria for French, German and Spanish. For other languages the grammar and structures are expected to be comparable with what is expected for French, German and Spanish;
- For each of AO2 (Speaking) and AO4 (Writing), at least 10% of the total marks for the subject must be allocated to knowledge and accurate application of the grammar and structures of the language presented in the specification;
- The use of dictionaries is not permitted in any external assessment.

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Specification at a Glance

German (Modular)

- This is one of three specifications in the subject offered by AQA, the others being a Linear specification and a Linear Short Course specification;
- There are four modules and two tiers of Assessment: Foundation (G-C) and Higher (D-A*).

GCSE German (Modular)											
Module 1 Untiered	<table border="1"> <tr> <td>Module 1</td> <td>12.5%</td> </tr> <tr> <td>Coursework (centre-assessed)</td> <td></td> </tr> <tr> <td>Speaking</td> <td>12.5%</td> </tr> </table>	Module 1	12.5%	Coursework (centre-assessed)		Speaking	12.5%				
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Speaking	12.5%										
Module 2 Foundation Tier Higher Tier	<table border="1"> <tr> <td>Module 2</td> <td>25%</td> </tr> <tr> <td>Listening</td> <td>12.5% - 40 minutes including 5 minutes reading time</td> </tr> <tr> <td>Reading</td> <td>12.5% - 40 minutes</td> </tr> </table>	Module 2	25%	Listening	12.5% - 40 minutes including 5 minutes reading time	Reading	12.5% - 40 minutes				
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Reading	12.5% - 40 minutes										
Module 3 Untiered	<table border="1"> <tr> <td>Module 3</td> <td>12.5%</td> </tr> <tr> <td>Coursework (centre-assessed)</td> <td></td> </tr> <tr> <td>Writing</td> <td>12.5%</td> </tr> </table>	Module 3	12.5%	Coursework (centre-assessed)		Writing	12.5%				
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Coursework (centre-assessed)											
Writing	12.5%										
Module 4 Foundation Tier Higher Tier	<table border="1"> <tr> <td>Module 4</td> <td>50%</td> </tr> <tr> <td>Listening</td> <td>12.5% 30 minutes including 5 minutes reading time</td> </tr> <tr> <td>Reading</td> <td>12.5% 30 minutes</td> </tr> <tr> <td>Speaking</td> <td>12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes</td> </tr> <tr> <td>Writing</td> <td>12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes</td> </tr> </table>	Module 4	50%	Listening	12.5% 30 minutes including 5 minutes reading time	Reading	12.5% 30 minutes	Speaking	12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes	Writing	12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes
Module 4	50%										
Listening	12.5% 30 minutes including 5 minutes reading time										
Reading	12.5% 30 minutes										
Speaking	12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes										
Writing	12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes										

3

Availability of Assessment Units and Entry Details

-
- 3.1 Availability of Assessment Units** Module 1 is available in the January series only.
Module 2 is available in the June series only (normally Year 10).
Module 3 is available in the January series only.
Module 4 is available in the June series only (normally Year 11).
-
- 3.2 Entry Codes** Normal entry requirements apply, but the following information should be noted. The **Subject Code** for the GCSE award is 4662.
-
- 3.3 Prohibited Combinations** Candidates entering for this examination are prohibited from entering any other GCSE German specifications in the same examination series.
Each specification is assigned to a national classification code, indicating the subject area to which it belongs.
Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 5670.
-
- 3.4 Private Candidates** This specification is only available for private candidates where they attend an AQA centre which will supervise and assess the coursework. Private candidates should write to AQA for a copy of “*Supplementary Guidance for Private Candidates*”.
-
- 3.5 Access Arrangements and Special Consideration** AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:
Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills
This document can be viewed via the AQA site (www.aqa.org.uk)

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.
-

3.6 Language of Examinations

All components will be provided in English. Assessment material will not be provided in Welsh or Gaelge.

Scheme of Assessment

4

Introduction

4.1 National Criteria

This GCSE German Specification complies with the following:

- The GCSE Subject Criteria for Modern Foreign Languages;
- The GCSE and GCE A/AS Code of Practice;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 Rationale

In developing this specification to meet the needs of the revised National Curriculum, every effort has been made to build on the success of the GCSE and to maintain the philosophy of enabling candidates to show what they “know, understand and can do”.

Candidates who have followed this specification will be well prepared to use the language for practical communication and to continue with further study of the language.

All four skills are equally weighted: Listening and Reading are externally assessed; Speaking and Writing are assessed by both coursework and externally assessed components.

This specification forms part of a suite which includes a linear examination and short course provision. The short course specification is based on the subject content of Modules 1 and 3, but is in all other ways identical to the full linear course.

The modular and linear specifications share the same subject content in terms of topics, language tasks, communication strategies, vocabulary and the nationally-agreed grammar whilst offering centres the choice of following either a modular approach which includes staged assessment during the course, or a linear approach of teaching to a set of examinations at the end of the course. Additionally where the same abilities are being assessed, the same criteria for assessment will be used in both modular and linear specifications.

By basing these two distinctive approaches on the same subject content AQA is responding to the needs of teachers by simplifying the burden of preparation and by facilitating the transfer of candidates between groups, as well as between centres, whilst preserving the essential differences of the two approaches to the teaching, learning and assessment of modern foreign languages.

4.3 Prior level of attainment and recommended prior learning

Whilst no prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification, the specification does build on the knowledge, skills and understanding acquired by candidates following the National Curriculum programme of study for Key Stage 3, including knowledge and understanding of the language, language skills, language learning skills and cultural awareness.

4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of German or related subjects.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

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Aims

A course based on this specification should encourage candidates to:

- a. develop understanding of the spoken and written forms of German in a range of contexts;
- b. develop the ability to communicate effectively in German, through both the spoken and written word, using a range of vocabulary and structures;
- c. develop knowledge and understanding of the grammar of German, and the ability to apply it;
- d. apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- e. develop knowledge and understanding of countries and communities where German is spoken;
- f. develop positive attitudes to German learning;
- g. provide a suitable foundation for further study and/or practical use of German.

6

Assessment Objectives

6.1 Assessment objectives

The scheme of assessment will require candidates to demonstrate their ability to:

- a. understand and respond to spoken language;
- b. communicate in speech, showing knowledge of, and applying accurately the grammar and structures prescribed in the specification;
- c. understand and respond to written language;
- d. communicate in writing, showing knowledge of, and applying accurately the grammar and structures prescribed in the specification.

6.2 Knowledge, skills and understanding

Candidates at Foundation Tier will be required to:

- a. listen and respond to different types of spoken language;
- b. express themselves in speech using a range of vocabulary, syntax and structures;
- c. read and respond to different types of written language, including texts from ICT-based sources;
- d. express themselves in writing using a range of vocabulary, syntax and structures;
- e. understand and apply the grammar of German, as detailed in the specification for Foundation Tier;
- f. respond to materials from countries and communities where German is spoken.

In addition, candidates at Higher Tier will be required to:

- g. listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
- h. speak at greater length, using a wider range of vocabulary and more complex syntax and structures;
- i. read and respond to longer and more complex written texts including some unfamiliar material;
- j. write at greater length, using a wider range of vocabulary and more complex syntax and structures;
- k. understand and apply the grammar of German, as detailed in the specification for Higher Tier.

7

Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises 4 modules.

Module 1 – My World

Speaking 12.5% 56 marks

Module 1 is assessed in the winter of the first year of the course, normally Year 10. It may be retaken in the second year of the course.

Speaking is centre-assessed and is untiered.

The Speaking assessments must be completed and marked by the specified date, at which time sample tapes must be submitted for postal moderation in accordance with AQA procedures.

For the Speaking assessment candidates produce a short tape-recorded monologue in German on some of the prescribed content of Module 1, as set out in Section 21 of this specification. Candidates record the tape on a single occasion, under supervision by the teacher. Full details are given in Section 21. The work must be authenticated as the candidate's own.

Module 2 – Holiday Time and Travel

Listening 12.5% – 40 minutes including 5 minutes reading time
40 marks

Reading 12.5% – 40 minutes 40 marks

General

Module 2 is externally assessed by means of an end-of-module test set in the June series. The test also assesses the subject content of Module 1. The test is normally taken in the first year of the course (Year 10), but it may be retaken in the following summer. Candidates take **either** the Foundation Tier paper **or** the Higher Tier paper. There are separate tests for Listening and Reading but these are taken in one session.

Candidates are **not** allowed to refer to dictionaries in any Module 2 component. In the Module 2 tests, the vocabulary may be drawn from the General Notions and the vocabulary lists for Modules 1 and 2.

The arrangements for each skill are as follows:

Listening

Pre-recorded audiocassette tapes are provided for centres for the Listening tests, with Foundation Tier on one side and Higher Tier on the other side. The texts are recorded by native speakers, and use material appropriate to the spoken language. Candidates hear each text twice and write their answers in the question and answer booklet provided. At the beginning of the test candidates have 5 minutes to read the questions before they hear the recorded material for the test itself.

The first section of the Foundation Tier paper will consist of questions in English requiring responses in English. The last section of the Higher Tier paper will likewise consist of questions in English requiring responses in English.

Reading

The remainder of the papers will consist of questions in German, requiring non-verbal answers or responses in German. A range of question types will be used in both papers.

The Reading test is based on a variety of written texts including texts from ICT-based sources. Candidates are provided with a question and answer booklet in which they write their answers.

The first section of the Foundation Tier paper will consist of questions in English requiring responses in English. The last section of the Higher Tier paper will likewise consist of questions in English requiring responses in English.

The remainder of the papers will consist of questions in German, requiring non-verbal answers or responses in German. A range of question types will be used in both papers.

Module 3 – Work and Lifestyle

Writing 12.5% 40 marks

Module 3 is assessed through coursework in the winter of the second year of the course, normally Year 11. It may be retaken in the following year, in which case Module 4 must also be retaken.

Writing is centre-assessed and is untiered.

Candidates submit two written assignments which are to be chosen from the list set out in Section 21 of this specification. Sections 21 and 22 also contain detailed instructions and guidance for the coursework assignments.

The Writing tasks need not be completed under controlled conditions, but the work must be authenticated as the candidate's own.

All assignments must be completed and marked by the specified date, at which time sample work must be submitted for postal moderation in accordance with AQA procedures.

Module 4 – The Young Person in Society

Speaking 12.5% – Foundation Tier up to 5 minutes 56 marks
 – Higher Tier up to 8 minutes 70 marks

Listening 12.5% – 30 minutes including 5 minutes reading time
 30 marks

Reading 12.5% – 30 minutes 30 marks

Writing 12.5% – Foundation Tier 40 minutes 26 marks
 Higher Tier 50 minutes 40 marks

General

Module 4 is externally assessed by a terminal examination, which also assesses the subject content of Modules 1-3. It is taken in the summer series, normally in the second year of the course (Year 11). Candidates take **either** four Foundation Tier papers **or** four Higher Tier papers.

Candidates take:

- a Speaking test, conducted by their teacher, recorded on tape, and marked by AQA;

- separate examinations testing Listening, Reading and Writing (total duration approximately 1 hour 40 minutes at Foundation Tier, 1 hour 50 minutes at Higher Tier).

Candidates are **not** allowed to refer to dictionaries in any Module 4 component.

The format of the tests is as follows:

Listening

Pre-recorded audiocassette tapes are provided for centres for the Listening tests, with Foundation Tier on one side and Higher Tier on the other side. The texts are recorded by native speakers, and use material appropriate to the spoken language. Candidates hear each text twice and write their answers in the question and answer booklet provided. A range of question types is used, requiring responses in the target language or in some non-verbal form. No questions requiring responses in English will be set in Module 4. At the beginning of the test candidates have 5 minutes to read the questions before they hear the recorded material for the test itself.

Reading

The Reading test is based on a variety of written texts including texts from ICT-based sources. Candidates are provided with a question and answer booklet in which they write their answers to a range of question types, requiring responses in the target language or non-verbal responses. No questions requiring responses in English will be set in Module 4.

Writing

Candidates produce two pieces of written work in German. There is no choice of question.

Foundation Tier

Candidates produce two pieces of writing in German:

- a task involving listing items and writing short sentences in response to a stimulus;
- a task involving a response to a stimulus using different verb tenses.

Higher Tier

Candidates produce two pieces of writing in German:

- a task involving a response to a stimulus using different verb tenses;
- a task involving a response to a stimulus using different verb tenses.

Speaking

The Speaking tests may be conducted at any time during a five week period identified by AQA in April – May.

The tests are conducted by a teacher-examiner appointed by the centre (normally the candidate's own teacher). The tests are recorded on blank audiocassettes provided by AQA and marked by an examiner appointed by AQA.

Detailed instructions for the teacher-examiner are issued before the examination. In order to prepare for conducting the tests, teachers may open the examination material up to three working days before the examination period.

Foundation Tier

The duration of the test is approximately 5 minutes.

Candidates perform one role-play and conduct a conversation with the teacher-examiner on two topics. Sets of role-play cards and sets of topic cards for the conversation are provided by AQA, together with instructions on how cards are to be allocated to candidates.

Candidates have 5 minutes to prepare, during which time they may make notes. The notes may be taken into the examination room.

Higher Tier

The duration of the test is approximately 8 minutes.

Candidates perform one role-play and conduct a conversation with the teacher-examiner on two topics. Sets of role-play cards and sets of topic cards for the conversation are provided by AQA, together with instructions on how cards are to be allocated to candidates. Candidates have 8 minutes to prepare, during which time they may make notes.

The notes may be taken into the examination room.

The topics for the conversation in the Speaking test are in two groups, which are the same for both Foundation and Higher Tier.

Group A

Self, Family and Friends

Education

Career and Future Plans

Group B

The Environment

Health

Youth Culture

Foundation Tier and Higher Tier candidates are tested on one topic from Group A and one topic from Group B.

Candidates are given a card indicating the topics they must cover in the conversation. At Foundation Tier the topics on the card are given in English. At Higher Tier, they are given in German. Instructions are issued to centres on how to allocate cards to candidates.

7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)				Overall Weighting of AOs (%)
	Listening	Reading	Writing	Speaking	
AO1 understand and respond to spoken language	25				25
AO2 communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification				25	25
AO3 understand and respond to written language		25			25
AO4 communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification			25		25
Overall Weighting of Units (%)	25	25	25	25	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

7.3 Criteria for Assessment

The assessment criteria for the externally assessed components appear in this section. The assessment criteria for the coursework components, Module 1 Speaking and Module 3 Writing, appear in Section 22.

Listening & Reading (Modules 2 & 4)

The Listening and Reading tests consist of a number of discrete items and are marked according to a detailed marking scheme.

The candidate's performance is assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard or read.

Where the response is in German, the appropriate mark(s) will be awarded if the candidate has satisfactorily communicated his or her understanding, even though the response may contain some errors. However, marks will not be awarded where errors in spelling, punctuation and grammar lead to a failure to communicate the required information without ambiguity.

Speaking The marks for Module 4 Speaking are allocated in the following way.

Foundation	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	8	-	-	8
Conversation A	8	8	24	48
Conversation B	8			
Total	24	8	24	56

Higher	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	6	-	4	10
Conversation A	8	8	36	60
Conversation B	8			
Total	22	8	40	70

Role-play The following criteria are used for the role-playing situations in Module 4.

The Foundation Tier role-play is marked out of 8 as follows:

Foundation Tier Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8 marks	

The Higher Tier role-play is marked out of 10 in the following way. Each task is marked out of 4 for Communication and Quality of Language.

Higher Tier Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error.
4 tasks x 4 = 16 marks	

Each response to an intervention question from the teacher-examiner is marked out of 2.

Higher Tier Interventions - Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
2 tasks x 2 = 4 marks	

The mark out of 16 for the four tasks is added to the mark out of 4 for the interventions. The resulting mark out of 20 is divided by 2 to give a total mark out of 10 for the Higher Tier role-play. (Half marks are rounded up at the end).

Conversation The following criteria will be used for the conversation in Module 4. Each conversation topic is marked out of 8 for Communication.

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1-2	A little relevant information is communicated. The candidate responds to a number of questions but replies are very brief and there is little if any development.
3-4	Some communication takes place. The candidate responds to many of the questions asked, and there is some further development.
5-6	Quite a lot of communication takes place. The candidate responds well to most of the questions and extends many of the answers.
7-8	The candidate communicates all that is required with only very occasional omissions and develops the conversation in an interesting and informative way.

The conversation as a whole is marked out of 8 for Spontaneity and Fluency using the criteria below.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1-2	Sometimes hesitant; little natural flow of language.
3-4	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
5-6	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
7-8	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

The mark for Quality of Language is limited by the mark for Communication.

Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	6	6
3-4	8	8
5-6	10	10
7-8	12	12

The mark for Spontaneity and Fluency is not limited by the Communication mark band at either tier.

The conversation as a whole is marked for Quality of Language using the criteria below.

Marks	Range & Complexity	Pronunciation & Accuracy
0	Occasional words which make little coherent sense.	The language used makes comprehension almost impossible.
1 - 2	Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3 - 4	Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	Pronunciation generally recognisable as German but with quite frequent error. Messages usually communicated but errors quite frequent.
5 - 6	Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
7 - 8	Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
9 -10	Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
11 -12	Wide-ranging vocabulary and structures appropriately used in complex and extended answers.	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate German using a variety of tenses.

Marks are given out of 12 for Range & Complexity, and Pronunciation & Accuracy. At Foundation Tier the total mark is out of 24. At Higher Tier, the mark out of 24 is multiplied by 3 and divided by 2 to give a total mark out of 36. (Half marks are rounded up at the end).

Module 4 Writing Marks are awarded for Communication and Quality of Language, as follows.

	Communication	Quality of Language	Total
Foundation	14	12	26
Higher	16	24	40

Communication **Foundation Tier Question 1**

The first task is in three parts. Each part is marked on a 0-1-2 scale for Communication, according to a marking scheme specific to the question paper.

Foundation Tier Question 1 and Higher Tier Questions 1 and 2

The following criteria are used for the assessment of Communication in all tasks:

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

The mark for Quality of Language is limited by the mark for Communication.

Maximum Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	6	6
3-4	8	8
5-6	10	10
7-8	12	12

Quality of Language At both Foundation Tier (Question 2) and Higher Tier (Questions 1 and 2), marks for Quality of Language are awarded **per question**, according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1 - 2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3 - 4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5 - 6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7 - 8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9 - 10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11 - 12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Marks out of 12 are given for Range & Complexity and Accuracy. For each question the resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language. Half marks are rounded up at the end of the process.

Subject Content

8

Summary of Subject Content

Modules and Topics

The modules and topics on which the assessment material will be based, under the following module titles:

My World

Holiday Time & Travel

Work & Lifestyle

The Young Person in Society

Language Tasks

The tasks which candidates will be expected to perform, grouped according to module and topic.

Grammar and Linguistic Structures

The grammatical structures which candidates will be expected to demonstrate, grouped by tier.

Communication Strategies

Strategies to help candidates cope with unknown words.

Vocabulary

Common words for rubrics and instructions, general vocabulary, vocabulary for Foundation Tier, grouped by module and an alphabetical vocabulary list.

A suggested vocabulary list for Higher Tier will be included in support material.

Modules and Topics

Module 1 My World

- 1A Self, Family and Friends
- 1B Interests and Hobbies
- 1C Home and Local Environment
- 1D Daily Routine
- 1E School and Future Plans (up to age 18)

Module 2 Holiday Time & Travel

- 2A Travel, Transport and Finding the Way
- 2B Tourism
- 2C Accommodation
- 2D Holiday Activities
- 2E Services

Module 3 Work & Lifestyle

- 3A Home Life
- 3B Healthy Living
- 3C Part-Time Jobs and Work Experience
- 3D Leisure
- 3E Shopping

Module 4 The Young Person in Society

- 4A Character and Personal Relationships
- 4B The Environment
- 4C Education
- 4D Careers and Future Plans (post age 18)
- 4E Social Issues, Choices and Responsibilities

Language Tasks

10.1 Relationship to topics

The language tasks are presented according to the modules and topics in which they may occur. It will be possible for candidates to perform these tasks using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

The tasks are not defined by tier and all tasks should be seen as available, at differing levels of fulfilment, at both Foundation and Higher Tier. Some tasks assume situations where requirements and responses are generally predictable and use familiar language. Other tasks involve general issues and opinions which can be treated in more or less complex ways with different groups of learners and allow for differentiated levels of response from mixed ability groups. In all tasks, candidates will be expected, as they progress linguistically, to;

- cope with a greater degree of unpredictability;
- deal with a widening range of potential problems;
- understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language;
- understand issues and opinions;
- discuss issues and give opinions;
- give full descriptions and accounts.

10.2 Relationship to Skills

The way in which the tasks relate to the four skills is described below.

Listening

Candidates will be expected to understand

- others performing the tasks listed;
- announcements, instructions, requests, interviews, monologues and conversations between two or more people on the topics listed.

Speaking

Candidates will be expected

- to perform the tasks listed;
- to participate in a conversation on the topics listed.

Reading

Candidates will be expected to understand

- others performing the tasks listed where these could reasonably be expected to be communicated in writing;
- written material associated with, and on the subject of, the topics listed.

Writing

Candidates will be expected

- to perform the tasks listed where these could reasonably be expected to be communicated in writing;
- to write on the subject of the topics listed.

Module 1: My World

- 11.1 1A Self, Family and Friends** Exchange information about self, family, friends and pets: name, age & birthday, nationality, likes & dislikes, physical appearance, jobs
- Spell out own name, street and town
- Greet someone and respond to greetings
- Ask how someone is and respond to similar enquiries
- Make and understand informal introductions
- Welcome and receive a visitor
- Thank someone for hospitality
- Exchange information about gender, marital status
- Exchange opinions about and feelings towards members of family
-
- 11.2 1B Interests and Hobbies** State weekend and evening activities
- Understand and respond to an invitation to participate
- Exchange information about hobbies and interests (when, where, with whom, how often), opinions and preferences
-
- 11.3 1C Home and Local Environment** State own address
- Exchange information about own house or flat, its location, details of rooms, garage, garden: location, colour, size, contents
- Exchange information about having own room or sharing
- Exchange information about travel into town and duration of journey
- Give and seek description of your/other's town, neighbourhood and region: location, character, amenities, features of interest
- Make comparisons between home country and German-speaking country or community: towns, regions, climate and geographical features
- Exchange information and opinions about where you and others live, advantages and disadvantages of the local environment

11.4 1D Daily Routine

Exchange information about daily routine on weekdays and at weekends

Exchange information and opinions about meals at school and at home

11.5 1E School and Future Plans
(up to age 18)

Make requests and understand instructions in the classroom

Exchange details about school routine, travel to and from school, extra-curricular activities

Exchange information and opinions about your school (size, location, facilities, etc)

Exchange information and opinions about school subjects, school timetables, terms and holidays

Exchange information about future plans in the coming months

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Module 2: Holiday Time & Travel

12.1 2A Travel, Transport and Finding the Way

Attract the attention of a passer-by

Exchange information about the location of a place and of facilities such as bus stops, toilets, platforms

Understand simple signs, announcements and notices in street, in shops, stores, supermarkets

Obtain and understand information from maps, street plans and timetables

Buy tickets, or a booklet of tickets, specifying details: destination, single or return, class, day of travel

Exchange information about a journey including means of transport, directions, times of departure and arrival, cost, travel conditions, problems

12.2 2B Tourism

Ask for information about a region, town or area, including lists of hotels, restaurants

Describe weather conditions and give simple predictions

Exchange information about a holiday: where, with whom, how long, when

Exchange information and opinions about a particular holiday region, town or area, including what there is to do and see, excursions, visits

State preferences for different types of holiday

Exchange information about local customs, festivals, culinary specialities

12.3 2C Accommodation

Exchange information about the location of rooms in a house, hotel, etc and where facilities are: restaurant, toilet, shower or bathroom, garage, lift

Exchange information about accommodation including availability, when, for how long, requirements, cost, acceptability, rules and regulations, mealtimes

Make and understand complaints about inadequate accommodation, problems with accommodation

12.4 2D Holiday Activities

Accept and decline offers of food and drink

Understand signs and announcements inside and outside restaurants and cafés

Exchange information and opinions about food, drink, cafés and restaurants, including reserving a table, ordering, paying

Make a complaint, giving reasons

Exchange information and opinions about holiday activities and interests, including tourist attractions and entertainments

12.5 2E Services

Exchange information about postal services, including sending and receiving letters, faxes, e-mails, phone-calls

Exchange information about money transactions, including changing money and cheques

Exchange information about hiring things, such as bicycles, boats, sleeping bags: cost, conditions, location

Exchange information about a loss or theft, saying what has been lost, when and where it was lost or stolen and describing the item: what it is made of, size, colour, make, contents

Exchange information about how someone feels: well, ill, better, cold, hot, tired

Exchange information about consulting a doctor, dentist or chemist, including questions about common ailments and treatment

Exchange information about the location and basic details of an accident or breakdown, including calling the emergency services or garage

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Module 3: Work & Lifestyle

13.1 3A Home Life

Exchange information and opinions about meals, mealtimes and eating habits

Exchange information about what you and others in the family do to help around the house

Offer and ask for help to do something around the house

Exchange information about important festivals

13.2 3B Healthy Living

Express preferences in food and drink

Exchange information about eating habits

Understand publicity and announcements about food

Exchange information about healthy meals and how to prepare them

Exchange information about healthy and unhealthy lifestyles

Exchange opinions about radio and TV broadcasts about food and health

13.3 3C Part-time Jobs and Work Experience

Exchange information about travel to place of work: times, means of transport, duration of journey

Make a telephone call and ask to speak to someone

Leave a simple telephone message: name, telephone number, time to call back

Exchange information and opinions about weekend jobs and work experience

Give information about the availability of suitable work

Make arrangements to contact and be contacted by phone, fax or e-mail

13.4 3D Leisure

Exchange information and opinions about TV programmes, radio, music, performers, personalities

Exchange information about leisure facilities, including times and prices

Make arrangements to go out, including invitation, location, time

Understand publicity about leisure activities and public events

Exchange opinions about leisure activities and opportunities

Exchange information and preferences about events, such as theatre, films, dances

Exchange information and opinions about sporting events including watching and participating

Narrate the main features of a book, newspaper, television or radio programme, film or play

13.5 3E Shopping

Understand signs and announcements in and around shops and advertisements about shops and shopping including opening and closing times, special offers, discounts, sales

Exchange information about particular goods, including description, price, quantity, size, availability, acceptability, payment

Exchange information and opinions about shopping facilities in a town or area

Exchange information and opinions about shopping experiences and preferences

Say you will or will not buy something, giving the reason

Make a complaint about unsatisfactory goods, giving reasons, and ask for a refund or replacement

Module 4: The Young Person in Society

14.1	4A	Character and Personal Relationships	Exchange information and opinions about: your and others' character and personality feelings and problems arising out of personal relationships with parents or friends or adults personal feelings towards others the qualities of a good friend or relationship the character and personality of famous people issues about marriage and children why parents or friends hold different views
14.2	4B	The Environment	Exchange information and opinions about: types of housing in your area transport issues in your area, traffic congestion, public transport reasons for pollution such as lack of recycling, too much packaging, overuse of energy issues concerning conservation such as recycling, wildlife, energy sources factors which might lead to an ideal environment simple ways to improve the environment
14.3	4C	Education	Exchange information and opinions about: types of school, further education and training reasons for choices of study and training issues at school or college such as rules, uniform, choice of subjects, teaching the benefits of school difficulties encountered in study ideas for improving study and social facilities at school the pressure for good results and completing work, and its effects on relationships and social life

- 14.4 4D **Careers and Future Plans**
(post age 18)
- Exchange information and opinions about:
- plans for the time after completion of formal education
 - the advantages and disadvantages of different occupations: wages, working conditions, prospects
 - long-term career plans and intentions
 - working abroad
 - future plans relating to marriage, family, children, home, holidays
 - issues relating to pressures to earn money or to study
 - the advantages and disadvantages of having a break before further study
 - the pressure to follow expected career or study path versus your own personal preference

-
- 14.5 4E **Social Issues, Choices and Responsibilities**
- Exchange information and opinions about:
- seeking a job
 - advertisements
 - problems appropriate to age, experience and interests
 - different family situations
 - issues associated with equal opportunities: gender or race, at school or work
 - issues associated with media pressure, peer pressure and parental pressure and expectations
 - unemployment and the difficulties in finding a job
 - problems arising from unemployment and/or financial difficulties
 - issues concerning smoking, alcohol and drugs
 - issues about the consequences of addictions

Grammar and Linguistic Structures

GCSE candidates 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 in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Texts generated by AQA will follow the new German spelling rules. Texts originating from publications will be reproduced in their original forms. Until further notice both old and new forms of German spelling will be accepted from candidates.

- 15.1 Foundation Tier**
- Nouns:** gender
Singular and plural forms, including genitive singular and dative plural
Weak nouns (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
Demonstrative (*dieser, jeder*)
Possessive
Interrogative (*welcher*)
- Adverbs:** comparative and superlative
Interrogative (*wann, warum, wo, wie, wie viel*)
Adverbs of time and place (*manchmal, oft, hier, dort*)
Common adverbial phrases
- Quantifiers/Intensifiers** (*sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen*)
- Pronouns:** personal, including *man*
Reflexive: accusative
Reflexive: dative (R)
Relative: nominative
Relative: other cases (R) and use of *was* (R)
Indefinite: *jemand, niemand*
Interrogative: *wer, was, was für*
Interrogative: *wen, wem* (R)
- Verbs:** weak, strong, mixed and irregular forms of verbs
Reflexive
Modes of address: *du, Sie*

Mode of address: *ihr* (R)
 Impersonal (most common only e.g. *es gibt, es geht, es tut*)
 Separable/inseparable
 Modal: present and imperfect tenses, imperfect subjunctive of *mögen*
 infinitive constructions (*um ... zu ...*)
 infinitive constructions (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

Prepositions: fixed case and dual case with accusative/dative, with genitive (R)

Clause structures: main clause word order
 subordinate clauses, including relative clauses

Conjunctions: co-ordinating and subordinating (most common e.g. *und, aber, wenn, weil*)

Number, quantity, dates, time including use of *seit* with present tense

15.2 Higher Tier

All grammar and structures listed for Foundation Tier, plus:

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 ...*; verbs with *zu ...* e.g. *beginnen, hoffen, versuchen*)
 infinitive constructions: *lassen* with infinitive (R)
 modal: imperfect subjunctive of *können*
 tenses: perfect: modal verbs (R)
 imperfect/simple past
 future
 conditional: *würde* with infinitive
 pluperfect
 passive voice: verbs with a direct object (R)
 subjunctive in conditional clauses: imperfect *haben* and *sein*

Prepositions: with genitive

Conjunctions: subordinating: *damit, ob, so dass*
 subordinating: *als ob, seitdem* (R)

Time: use of *seit* with imperfect tense

Communication Strategies

While recognising that it is helpful to teachers and learners to have a defined syllabus, it is accepted that it would be impossible to include in the syllabus all the words which might occur in an examination which uses authentic texts. Candidates cannot be expected to have met and mastered all the linguistic elements they will come across when reading and listening to authentic German in an examination. This leads to the need to develop communication strategies that can be used to cope successfully with unknown words.

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

16.1 Strategies for Understanding

- a. **Ignoring words which are not needed for a successful completion of the task set.** Many texts contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the candidate may not understand a point in one form of words but understand it fully in another.

Candidates should be trained to focus on the information needed to answer the question set. In reading this could involve scanning the text initially for information relevant to the question(s). In listening the learner needs to develop the strategy of looking ahead and fully comprehending the question(s) before the text is heard.

- b. **Using the visual and verbal context.** The skilled reader can find many clues about the purpose and content of a text from a study of for example the layout, the title, the length, the type-face and any related pictures or symbols.

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

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

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

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

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

A clue in the meaning of a sign might be found in the visual context in which it is presented. *Hier Parkverbot* might be seen for example outside a fire station.

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

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

- d. **Making use of the social and cultural context.** Another aid to correct inferencing is for learners to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of the words, that represent these occurrences. This is one reason why it is important for a German course 'to offer insights into the culture and civilisation of German speaking countries' (Aim 5e of the specification).
- e. **Using common patterns within German.** Knowledge of the following patterns of word formation in German can help to understand a text.
- *un-* prefix (e.g. *unmöglich, unglücklich*);
 - *-in* suffix (e.g. *Freundin, Engländerin*);
 - *-ung* suffix (e.g. *Wanderung, Wohnung*);
 - *-er* suffix (e.g. *Arbeiter, Physiker*);
 - *-chen* suffix (e.g. *Häuschen, Kätzchen*);
 - *-heit* suffix (e.g. *Krankheit, Faulheit*);
 - *-keit* suffix (e.g. *Freundlichkeit, Ehrlichkeit*);
 - *-schaft* suffix (e.g. *Freundschaft, Weltmeisterschaft*);
 - *ab-* prefix (e.g. *abfahren, abholen*);
 - *auf-* prefix (e.g. *aufstehen, aufgeben*);
 - *aus-* prefix (e.g. *ausgehen, Ausfahrt*);
 - *ein-* prefix (e.g. *einsteigen, Eintritt*);
 - *durch-* prefix (e.g. *durchfahren, durchschneiden*);
 - *mit-* prefix (e.g. *mitgehen, mitnehmen*);
 - *an-* prefix (e.g. *ankommen, anziehen*);
 - *um-* prefix (e.g. *umsteigen, umziehen*);
 - *zu-* prefix (e.g. *zuhören, Zuschauer*);
 - verbs formed with embedded adjectives (e.g. *verbessern, beruhigen*);
 - infinitives used as gerunds (e.g. *das Schwimmen, das Wandern*);
 - using the component parts of compound nouns (e.g. *Esszimmer, Haustür, Schülerzeitung, Straßenbahnhaltestelle*).

16.2 Strategies Specifically for Reading and Understanding

- f. Using cognates and near-cognates. There are, of course, a few 'false friends' (e.g. *also*, *Gymnasium*) which make it necessary to use this strategy with care and in collaboration with strategy (b) above. However for each 'false friend' there are very many 'good friends' of which anglophone learners of German can, with practice, make good use. These fall into two main categories:
- **Cognates:** there are very many words which have the same form, and essentially the same meaning, in German and in English (e.g. *Museum*, *Hand*, *Name*). When such words occur in a context and the candidates could be expected to understand them in English, then they will be expected also to understand them in German;
 - **Near-cognates:** candidates will be expected to understand words which meet the criteria in the previous paragraph, but which differ slightly in their written form in German (e.g. *Adresse*, *Knie*).
- g. **Using common patterns between German and English.** There are many words in German which, although neither cognates nor near-cognates, can be easily understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, candidates will be expected to understand them:
- Words where *ch* in German is replaced by 'k' in English (e.g. *Koch*, *machen*);
 - Words where *t* in German is replaced by 'd' in English (e.g. *trinken*, *Tropfen*);
 - Words where *d* in German is replaced by 'th' in English (e.g. *das*, *danken*);
 - Words where *pf* in German is replaced by 'p' in English (e.g. *Pfund*, *Pfeffer*);
 - Words where *b* in German is replaced by 'f/v' in English (e.g. *Dieb*, *sieben*);
 - Words where *ss* in German is replaced by 't' in English (e.g. *Wasser*, *hasse*);
 - Words where *cht* in German is replaced by 'ght' in English (e.g. *Nacht*, *Flucht*);
 - Words where *z* in German is replaced by 't' in English (e.g. *Zunge*, *zehn*);
 - Words where *g* in German is replaced by 'y' in English (e.g. *gestern*, *gelb*);
 - Words where *v* in German is replaced by 'f' in English (e.g. *Vater*, *Volk*).

16.3 Strategies Specifically for Listening and Understanding

It is expected that strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context. Words which **look** the same in two languages may **sound** quite different. (e.g. *Station, Religion*)

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

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

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

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

In addition, the following strategies are included for listening and understanding, in place of reading strategies (f) and (g).

h. Near-cognates

Although there may be few German words which sound exactly like their English equivalents, there are many near-cognates which are relatively easily recognised. Many English words have been absorbed into German, and are easily recognised (e.g. Party, Manager, Job, Bar, Ketchup).

Other words are sufficiently similar in sound to be regarded as near-cognates (e.g. *Finger, Supermarkt, Student*).

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

However, provided that certain relationships between sound patterns in German and English are recognised, then German words with a clearly 'different' pronunciation to English can be understood.

Examples of patterns where a communicative strategy can be applied include the following:

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

Where the approach to language teaching develops the use of such strategies as those outlined above then it contributes to Aims 5a and 5g of the specification i.e.

- develop understanding of the spoken and written forms of German in a range of contexts;
- provide a suitable foundation for future study and/or practical use of German.

16.4 Strategies for Production

People who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies in order to get meaning across in spite of their imperfect command of the language. In the light of Aim 5b of the specification, 'to develop the ability to communicate effectively in German, through both the spoken and written word, using a range of vocabulary and structures', candidates who use communication strategies which help them successfully to express themselves will be given credit.

The writing and speaking tests based on this syllabus will all be capable of totally satisfactory completion using only the language which this syllabus indicates as required for productive use. However, individual candidates may have failed to learn, or have forgotten, language items required by some test items, or they may wish to attempt to go beyond the demands of the syllabus in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal. The non-verbal strategies described below are clearly of limited value in the oral tests of this examination which are recorded on tape; they may, however, prove useful to the learner.

Non Verbal Strategies

- Pointing and demonstration**, accompanied by some appropriate language (e.g. *So groß Was ist das? Es tut weh . . . hier*)
- Expression and gesture**, accompanied where appropriate with sounds (e.g. *Ah!* which, with appropriate intonation, facial expression and gestures can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration.)
- Mime**, which again can be accompanied by appropriate sounds and language, and can sometimes help communication to be maintained when it might otherwise break down (e.g. *Kann ich Ihnen helfen?* with a suitable mime if one has forgotten words such as *abtrocknen*.) This strategy has obvious limitations in an oral test which is recorded and assessed on the basis of the recording.

Drawing can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (e.g. ☺ or ☹ or a diagram showing how to get from one point (e.g. a station) to another (e.g. a home).)

Verbal Strategies

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

- b. **Description or physical properties** to refer to something of which the name has been forgotten (e.g. *Wo der Bus kommt*, for *Haltestelle*, *ein Hotel für junge Leute* for *Jugendherberge*, *ein kleines braunes Tier* for *Meerschweinchen*.) Again, the use of this strategy in an examination would be assessed according to its communicative effectiveness.
- c. **Requests for help** can include requests for translation (e.g. *Wie sagt man 'work experience' auf Deutsch . . . ? Wie heißt das auf Englisch?* and questions which make no reference to English (e.g. *Wie heißt das Gebäude da? . . . Wie schreibt man das?*) While these strategies are obviously useful in authentic situations, they are likely to be less helpful to the candidate in the examination. However, it is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the candidate and carrying out the tasks set.
- d. **Simplification**, when a candidate avoids the use of a form of which he is unsure, (e.g. *Ich freue mich auf deinen Besuch . . . Ich bin um 5 Uhr angekommen*) by using a form which he finds simpler (e.g. *Es ist gut, dass du kommst . . . Ich war um 5 Uhr hier*). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded. A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in pupils failing to make full use of their capabilities.
- e. **Paraphrase**, where the candidate conveys words and message in acceptable German, avoiding the use of words which he has forgotten (e.g. *Wo die Lehrer sitzen* for *Lehrerzimmer* . . . *Er hat keine Frau* for *Er ist nicht verheiratet* . . . *Ich möchte ein Stück von dem Kuchen da* for *Ein Stück Obsttorte bitte*.) When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an examination would be assessed accordingly.
- f. **Reference to specific features**. (*Der Mann mit den langen Haaren. Das Haus neben der Kirche*.) This is a commonly used strategy which is usually effective in communicative terms.
- g. **Word coinage**. Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or German words. Although this strategy can be useful in some cases (e.g. by the use of *-ieren*: *realisieren, protestieren* etc.) it usually produces words which do not exist in German. The use of this strategy is rarely effective in promoting communication and candidates would be well advised to use it only if all other strategies fail.
- h. **Topic avoidance**. Another commonly used strategy is topic avoidance, when the candidate ignores or abandons a topic because of inability to deal with it. Use of this strategy in the examination is likely to lead to loss of marks. Use of it in a learning situation will reduce opportunities for the development or expansion of the learner's repertoire. It is, therefore, a strategy which should be discouraged. Approaches which lay more stress on correctness than on communication will tend to encourage the use of avoidance strategies.

Vocabulary

Candidates will be expected to understand words which have the same or very similar form in the language as in English, provided that such words have essentially the same meaning in both languages.

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

The minimum core Vocabulary List for Foundation Tier is primarily intended as a guide for teachers to assist in planning of schemes of work.

The assessment tasks at Foundation Tier will be based on the minimum core Vocabulary List, but candidates should also expect to encounter some familiar vocabulary.

The Vocabulary List consists of the following components.

- Rubrics;
- General vocabulary;
- Vocabulary by themes;
- Alphabetical vocabulary.

17.1 Rubrics and Instructions

Rubrics and instructions will normally be drawn from the following list.

Beantworte die Fragen auf Deutsch!

Beschreib...!

Bringe... (z.B. die Bilder)... in die richtige Reihenfolge!

Ergänze die Sätze!

Frag...!

Fülle die Lücken aus!

Fülle die Tabelle aus!

Gib Gründe warum...

Gib zwei Beispiele

Hör gut zu!

Ist das positive, negative oder positive und negativ?

Lies den Brief!

Lies die Sätze!

Lies den Text!

Mach eine Liste!

Sag...!

Schreib A, B, C oder D!

Schreib die richtige Nummer!

Schreib den richtigen Buchstaben ins Kästchen!

Schreib den richtigen Namen!

Schreib den/einen Artikel auf Deutsch!

Schreib den/einen Brief auf Deutsch!

Schreib die/eine E-Mail auf Deutsch!

Schreib die richtigen Buchstaben in die Kästchen!

Schreib die richtige Antwort!

Schreib eine Liste!

Schreib eine Postkarte!
 Schreib einen Satz!
 Schreib R (richtig), F (falsch) oder NT (nicht im Text)!
 Schreib zwei Dinge!
 Unterstreiche die richtige Antwort!
 Wähle das passende Bild!
 Wähle den passenden Satz!
 Wähle die richtige Antwort!
 Was ist richtig?
 Was passt zusammen?
 Welche Sätze sind richtig?
 Wer...?

17.2 General Vocabulary

Candidates will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the topic areas listed in the specification.

1. Existential

(a) Existence, non-existence

geben
 es gibt (nicht)
 leben
 nicht
 nicht mehr
 nichts
 nie
 niemand
 sein
 sterben
 werden

(b) Presence, absence

allein
 brauchen
 dort
 hier
 ja
 jetzt
 mit
 nein
 nicht da sein
 noch
 ohne
 zusammen

(c) Availability, non-availability

alles
 brauchen

dürfen
 erlaubt

Gelegenheit die
 genug haben
 (nicht) haben
 möglich
 sonst
 unmöglich
 verboten
 vielleicht
 wollen

(d) Occurrence, non-occurrence

bestimmt
 bitte
 gar nicht
 geschehen
 ja
 können
 nein
 nicht
 stattfinden
 vielleicht
 wahrscheinlich
 (nicht) wieder
 zufällig

(e) Demonstration

anders
 dieser
 jener

2. Space

(a) Location

an
 auf
 auf der anderen Seite
 aus
 außen
 außer
 bei
 bis
 da
 dort
 drüben
 durch
 entlang
 für
 gegen
 gegenüber
 hier
 hinter
 in
 innen
 liegen
 mit
 mitten
 nach
 neben
 Norden der
 oben
 ohne
 Osten der
 über
 überall

um	(d) Direction	mittelgroß
unten		schmal
unter	alle Richtungen	weit
seit	direkt	Zentimeter der
Süden der	geradeaus	
von	links	3. Time
vor	rechts	(a) Calendar
Westen der	+ see 2(a)	
wohnen		
zu	(e) Origin	months:
zwischen		Januar
	von	Februar
(b) Distance	aus welcher Richtung?	März
	wovon	April
in der Nähe		Mai
Kilometer der	(f) Motion with person or thing	Juni
Meile die	anziehen	Juli
Meter der	begleiten	August
nächste	einen Ausflug machen	September
neben	fahren	Oktober
überall	folgen	November
unterwegs	mitbringen	Dezember
weit von	mitnehmen	days:
wie weit ist es?	nehmen + transport	Montag
		Dienstag
(c) Motion	(g) Places	Mittwoch
abholen	Berg der	Donnerstag
abfahren	Dorf das	Freitag
abgehen	Gebiet das	Samstag
ankommen	Gegend die	Sonnabend
drehen	zu Hause	Sonntag
fahren	Küste die	
Fahrt die	Land das	seasons:
fallen	Landschaft die	Frühling der
fliegen	See der	Sommer der
gehen	See die	Herbst der
her	Stadt die	Winter der
hin	Stadtmitte die	Fastenzeit die
hinausgehen	Vorort der	Feiertag der
hineingehen	Zentrum das	Ferien die
hinuntergehen		Jahr das
kommen	(h) Dimensions	Jahreszeit die
kreuzen		Monat der
laufen	breit	Neujahr das
Reise die	dick	Ostern
steigen	dünn	Tag der
überqueren	eng	um
verlassen	flach	Urlaub der
zurück	groß	Weihnachten
zurückfahren	hoch	Woche die
zurückgehen	klein	Wochenende das
	kurz	zurückkommen
	lang	

(b) Clock	(d) Length of time	erstens letzte mal Mal das nach nachher seit später und zweite
Numbers 1-60	Abend der	
ab	bis	
früh	dauern	
halb	Jahr das	
Minute die	kurz	
Mittag der	lang	
Mitternacht die	wie lange?	
nach	Minute die	
spät	Morgen der	
später	Nachmittag der	(g) Imminence
Stunde die	seit	
um wie viel Uhr	Sekunde die	am Montag etc
ungefähr	Stunde die	bald
Viertel	Tag der	bis bald
vor	Vormittag der	bis morgen
	Woche die	diesmal
(c) Point in time	Wochenende das	im Voraus
	Zeit die	noch nicht
Abend der	(e) Frequency	plötzlich
am nächsten / folgenden Tag		sofort
Anfang der	ab und zu	vor kurzer Zeit
Augenblick der	alle X Minuten	ziemlich
bald	erst	zu spät
damals	gewöhnlich	
Datum das	immer	(h) Rapidity
Ende das	jeden Tag	langsam
erst	-mal	X Kilometer pro Stunde
früh	manchmal	mit Vollgas
gestern	montags etc.	plötzlich
gleich	nächst	schnell
heute	nie	
heute Morgen	noch einmal	(i) Contemporaneousness
heutzutage	nochmal	
kürzlich	normalerweise	gerade
Moment der	nur	gleich
morgen	oft	jetzt
morgens	täglich	nun
Nachmittag der	von Zeit zu Zeit	schon
Nacht die	wie bitte	sofort
neulich	wie oft	während
sofort	wieder	zur gleichen Zeit
spät	wiederholen	
übermorgen		(j) Begin, continue and end
Uhr die	(f) Sequence	
unterwegs		Anfang der
vor	damals	anfangen
vorgestern	danach	anhalten
vor kurzem	dann	aufhalten
während	dritte	aufhören
der Wievielte	endlich	beenden
	erste	Beginn der

beginnen	Kind das	nichts
Ende das	lebendig	noch
zu Ende	modern	nur
enden	neu	Paket das
endlich		Pfund das
nicht mehr	(c) Appearance	pro
schließen		Schachtel die
sich verabschieden	aussehen	Scheibe die
wetermachen	erscheinen	sehr
zumachen	fest	selten
zurück	frisch	Stück das
	genau	Stückchen das
(k) Change and permanence	hart	Tüte die
	hässlich	viel viele
bleiben	hübsch	voll
immer noch	leer	welcher.....
wechseln	nett	wenig
werden	ordentlich	zu viel
	sauber	
4. Qualities and Characteristics	schmutzig	(e) Shape
	schön	
	schwer	Kreis der
(a) Size	stark	Quadrat das
	streng	
dick	trocken	(f) Temperature
dünn		
groß	(d) Quantity	Grad der
Größe die		heiß
Kilo das	all	kalt
Kilometer der	alles	Klima das
klein	beide	kühl
messen	bisschen	Temperatur die
Meter der	Dose die	warm
mittelgroß	Dutzend das	
schlank	ein / eine / ein	(g) Quality
wie?	ein bisschen	
wie viel?	einige	amüsant
wiegen	ein paar	angenehm
Zentimeter der	einzelnen	ausgezeichnet
+ see 2h	etwas	ausreichend
	fast	bequem
(b) Age	Flasche die	berühmt
	genug	besser
alt	Glas das	am besten
Alter das	Gramm das	blöd
älter	jeder	Blödsinn, der
ehemalig	Karton der	einfach
Erwachsene der	Kilo das	enorm
früher	Liter der	entsetzlich
geboren am....	mehr	fantastisch
Jahr das	mehrere	freundlich
jung	Menge eine	frisch
Junge der	mindestens	froh
jünger	nicht mehr	furchtbar

gefährlich	Franken der	britisch
geschwätzig	frei	Deutsche der
gut	Gehalt das	deutsch
herrlich	Geld das	Engländer der
hervorragend	Groschen der	englisch
Klasse	günstig	Franzose der
klug	herabgesetzt	französisch
komisch	Lohn der	Griechen der
kompliziert	Mark die	griechisch
leicht	Markschein der	Holländer der
lustig	nichts	holländisch
mies	Pfennig der	Ire der
mühsam	Pfund das	irisch
nett	Preis der	Italiener der
nützlich	preiswert	italienisch
nutzlos	Rappen der	Österreicher der
praktisch	reich	österreichisch
prima	Schein der	Portugiese der
schlecht	Schilling der	portugiesisch
schlimm	Stück das	Schotte der
schrecklich	Taschengeld das	schottisch
schwach	teuer	Schweizer der
schwierig	wert	schweizerisch
Spaß		Spanier der
Spitze	(j) Correctness	spanisch
toll		Türke der
total	aus diesem Grund	türkisch
typisch	falsch	Waliser der
wichtig	Fehler der	walisisch
witzig	genau	Land das
wunderbar	gerecht	
	korrigieren	countries and continents:
(h) Access	möglich	Afrika
	nötig	Amerika
aufmachen	notwendig	Ausland das
besetzt	O.K.	Belgien
fertig	in Ordnung	Deutschland
frei	perfekt	England
geschlossen	Pflicht die	EU die
offen	richtig	Europa
schließen	schlecht	Frankreich
verboten	schlimm	Griechenland
völlig	unbedingt	Großbritannien
	ungerecht	Holland
(i) Value		Irland
	(k) Nationality	Italien
Angebot das		Österreich
arm		Portugal
ausverkauft		Schottland
gut / schlecht bezahlen		Schweiz die
billig	Amerikaner der	Spanien
Cent der	amerikanisch	Türkei die
Euro der	Belgier der	USA die
Euroschein der	belgisch	Wales
	Brite der	

Geographical locations:	Leidenschaft die	Leder das
Bonn	lieber	Papier das
Kanal der	Liebblings.....	Plastik die
Köln	mies	Wolle die
Mittelmeer das	mit Freude	(q) Taste and Smell
München	mögen	Geruch der
Nordsee die	satt haben	Geschmack der
Ostsee die	stimmt	köstlich
Rhein der	super	lecker
Salzburg	(n) Emotion	gut / schlecht riechen
Wien	Angst haben	Salz das
(l) Facility	sich beschweren	scharf
helfen	böse	schmecken
können	einsam	süß
leicht	entschuldigen	Zucker der
natürlich	erfolgreich	(r) Colour
Problem das	freuen	blau
schwer	gern haben	blond
Schwierigkeit die	glücklich	braun
versuchen	Gott!	bunt
(m) Interest	hassen	dunkel
abhängig	Lust haben	Farbe die
am liebsten	Quatsch	gelb
beschäftigt	Schade	grau
besonders	schaden	grün
bitte	sich schämen	hell
bloß	für etwas schwärmen	kastanienbraun
dumm	traurig	lila
einverstanden	verflixt	orange
enorm	vorziehen	rosa
Erfolg haben	zufrieden	rot
extra	(o) Strength	schwarz
fabelhaft	arm	weiß
sich freuen	sich besser fühlen	welche Farbe
sich fühlen	ganz ordentlich	(s) Personal Characteristics
es geht	gesund	aktiv
gern	Gesundheit die	auf die Nerven gehen
gern geschehen	in Höchstform	ausgleichen
gewaltig	krank	blöd
großartig	müde	Blödsinn der
gute Idee	nutzlos	doof
hassen	reich	dumm
heftig	schwach	faul
interessant	stark	fleißig
Interesse das	(p) Materials	freundlich
sich interessieren für	Baumwolle die	geduldig
langweilig	Glas das	gemein
lebendig	Holz das	glücklich
lebhaft		

hilfsbereit
höflich
intelligent
klug
komisch
launisch
laut
lebendig
leise
lieb
lustig
müde
nett
optimistisch
Persönlichkeit die
pessimistisch
schüchtern
sportlich
streng
sympathisch
unfreundlich
ungeduldig
unglücklich
unhöflich
unsympathisch
unzufrieden

(t) Audibility

hören
Lärm der
laut
ruhig
still
Stille die
wiederholen
zuhören

(u) Degree, manner

am besten
besser
insbesondere
sicher
überhaupt
vor allem
wichtig
wirklich
+ see 4d

5. Mental Notions

(a) Senses

sich ansehen
berühren
Blick der
Durst haben
hören
Hunger haben
noch einmal sehen
sehen

(b) Communication

anrufen
Antwort die
antworten
Brief der
danke
sich entschuldigen
Entschuldigung die
erzählen
Frage die
fragen
heißen
lachen
sagen
schreiben
schwätzen
Sprache die
sprechen
Stimme die
verstehen
Wort das
zeigen

(c) Expression

danken
gefallen
hoffen
leider
wissen
wollen
sich wünschen

(d) Reflection

denken
sich entscheiden
sich erinnern
Erinnerung die
finden

glauben
Idee die
keine Ahnung
meinen
meiner Meinung nach
Meinung die
vergessen
Wahl die
wählen

6. Relations

(a) Logical

aber
also
auch
das heißt
einschließlich
nicht mehr
nie
während
warum
wegen
weil
wenn
wie
wo

(b) Action

(sich) amüsieren
arbeiten
aufstehen
aufwachen
bekommen
benützen
bereiten
besuchen
bezahlen
einladen
essen
fahren
fehlen
finden
geben
gehen
ins Bett gehen
gewinnen
halten
holen
kaufen
kriegen
lernen

lesen	besonders	+ 3c General Notions
machen	doch	
nehmen	es gibt	(h) Ownership
passieren	etwa	
rauchen	etwas	eigen
reisen	irgend	es gehört
reservieren	jemand	haben
schicken	Leute die	+ possessive adjectives and pronouns
schieben	man	
schlafen	nichts	
schwimmen	niemand	(i) Similarity and difference
sitzen	null	
spazieren gehen	oder	also
spielen	sehr	anders
stecken	selbst	anders als
stehen bleiben	so	auch
suchen	sogar	außerdem
tanzen	Sorte die	dass
tragen	und	fast
treffen	ungefähr	für/gegen sein
trinken	wirklich	ganz
tun	ziemlich	Gegenteil das
unterschreiben		getrennt
Zeit verbringen	(e) Referring to the future	der gleiche...
vergleichen		mehr als
verkaufen	für	Nachteil der
verlieren	gehen + infinitive	Unterschied der
verpassen	hoffen	Vorteil der
vorbereiten	hoffentlich	wenn nicht
sich waschen	ich möchte + infinitive	zur gleichen Zeit
ziehen	in der Zukunft	+ regular comparatives
	nächste.....	
(c) Question words	wollen	7. Abbreviations
	Present tense + future time reference	d.h.
bitte	+ 3c General Notions	gem.
wann		usw.
warum	(f) Referring to the present	z.B.
was		
was für	Present tense	Numbers
welcher.....	+ 3c General Notions	1-1000 + million
wer		
wie	(g) Referring to the past	Letters of the alphabet
wie bitte		
wie viel	ein Jahr früher	Pronouns: see Grammar Section 15
wie viele	es gab	
wieso	Samstag vorher	
wo	schon	
woher	seit	
wohin	in der Vergangenheit	
(d) Indefinites	vor X Jahren	
	es war	
aber		
Art die	+ Past tenses	

.17.3 Vocabulary by Topic

Vocabulary listed under a particular topic should be considered transferable, as appropriate to any other topic.

MODULE 1

MY WORLD

1A Self, Family and Friends

Alter das
 Angestellte der
 Arbeit die
 arbeiten
 arbeitslos
 Arzt der
 auf Wiederhören
 Auf Wiedersehen
 Auge das
 aussehen
 Baby das
 Bäcker der
 Bart der
 Bauer der
 Beamte der
 Beruf der
 Besitzer der
 bestimmt
 besuchen
 bleiben
 Brieffreund der
 Briefträger der
 Brille die
 Bruder der
 buchstabieren
 Büro das
 Cousin der
 Dame die
 danke
 danken
 Direktor der
 Einladung die
 Einzelkind das
 Eltern die
 Erwachsene der
 Fahrer der
 Familie die
 Familienangehörige der
 Familienname der
 Fleisch das
 Fleischer der
 Frau die
 Fräulein das
 Freund der
 Freundschaft die

Gast der
 Gastfreundschaft die
 geboren
 Geburt die
 Geburtstag der
 geschieden
 Geschwister die
 getrennt
 Glück das
 glücklich
 Großeltern die
 Großmutter die
 Großvater der
 Grüß Gott
 Guten Abend
 Guten Tag
 Haar das
 Halbbruder der
 Halbschwester die
 Hallo
 Hamster der
 Hausfrau die
 Hausnummer die
 Haustier das
 hereinkommen
 Herr der
 herzlich
 Hund der
 Jahr das
 Junge der
 Kaninchen das
 Kassierer der
 Katze die
 Kaufmann der
 Kellner der
 kennen
 Kind das
 Krankenpfleger der
 Krankenschwester die
 Kusine die
 ledig
 Lehrer der
 Mädchen das
 Mann der
 Maus die
 Mechaniker der
 Meerschweinchen das
 Metzger der

Mutter die
 Mutti
 Nacht die
 Name der
 Nase die
 Oma die
 Omi die
 Onkel der
 Opa der
 Opi der
 Pferd das
 Polizist der
 Schnurrbart der
 Schwager der
 Schwester die
 Schwiegermutter die
 Schwiegervater der
 Sekretärin die
 Servus
 (sich) setzen
 Sohn der
 Staatsangehörigkeit die
 Stadt die
 Stewardess die
 Stief.....
 Straße die
 Streit der
 streiten
 Tante die
 Tier das
 Tochter die
 Tschüs
 Vater der
 Vati
 verheiratet
 Verkäufer der
 Vetter der
 Vogel der
 Vorname der
 vorstellen
 Wellensittich der
 wie geht's
 willkommen
 wohnen
 Wohnort der
 Zahnarzt der

Zwilling der

1B Interests and Hobbies

angeln
 ausgehen
 Badminton das
 Basketball der
 Besuch der
 besuchen
 Briefmarke die
 Buch das
 CD-Spieler der
 Computer der
 Disko die
 Endspiel das
 Fan der
 fernsehen
 Film der
 Fitnesszentrum das
 Foto das
 Fotoapparat der
 fotografieren
 Freibad das
 Freizeit die
 Freund der
 Fußball der
 gewinnen
 Gruppe die
 Gymnastik die
 Hallenbad das
 Hobby das
 Hockey das
 Instrument das
 Jugendklub der
 Karte die
 Kassette die
 kegeln
 Kino das
 Klavier das
 Konzert das
 lesen
 Mannschaft die
 Mitglied das
 mitkommen
 Musik die
 Park der
 programmieren
 Rad fahren
 reiten
 Rollschuh der
 Rugby das
 sammeln
 Schlittschuh laufen

schwimmen
 Schwimmbad das
 segeln
 Ski fahren
 spazieren gehen
 Spiel das
 spielen
 Spielplatz der
 Sport der
 Stadion das
 Stadt die
 tanzen
 Tennis das
 Theater das
 Tischtennis das
 trainieren
 treffen
 treiben
 üben
 Verein der
 Videospiel das
 Volleyball der
 Walkman der
 Wettbewerb der
 Wochenende das
 Zeitschrift die

1C Home and Local Environment

Adresse die
 Aussicht die
 Auto das
 Autobahn die
 Bad das
 Badezimmer das
 Bahnhof der
 Balkon der
 Baum der
 Berg der
 Bett das
 Blitz der
 blitzen
 Blume die
 Brücke die
 Bungalow der
 Burg die
 Bus der
 Busbahnhof der
 Denkmal das
 Dom der
 Donner der
 donnern
 Doppelhaus das

Dorf das
 Dusche die
 Ecke die
 Einfamilienhaus das
 Einwohner der
 Einzelhaus das
 Erdgeschoss das
 Esszimmer das
 Fachhochschule die
 Fahrkarte die
 Fahrrad das
 Fahrschein der
 Fahrt die
 Feld das
 Fenster das
 Fernseher der
 Flur der
 Fluss der
 frieren
 Frost der
 zu Fuß
 Fußgängerzone die
 Garage die
 Garten der
 Gebäude das
 Gegend die
 Geschäft das
 Geschirrspülmaschine die
 geschlossen
 Gewitter das
 Grundschule die
 Hafen der
 Haltestelle die
 Handy das
 Hauptbahnhof der
 Hauptstraße die
 Hauptverkehrszeit die
 Haus das
 Herd der
 historisch
 Industrie die
 Keller der
 Kellner der
 Kindergarten der
 Kirche die
 Kleiderschrank der
 Krankenhaus das
 Kreuzung die
 Küche die
 Kuh die
 Kühlschrank der
 Küste die
 Laden der
 Lampe die

Landschaft die	stürmisch	Milch die
Luft die	Supermarkt der	Mittagessen das
Markt der	Tankstelle die	Mittagszeit die
Marktplatz der	teilen	müssen
Meer das	Telefon das	Obst das
Mikrowelle die	Teppich der	Pommes frites die
Möbel das	Tisch der	putzen
Mofa das	Toilette die	schlafen
Motorrad das	Treppe die	Schultag der
Museum das	Tür die	sollen
Nachbar der	U-Bahn die	Suppe die
nass	umsteigen	Tee der
Nebel der	Verkehr der	Toast der
neblig	Vorhang der	trinken
Oberstufe die	Vorort der	Uniform die
Park der	Wagen der	verlassen
parken	Wand die	sich waschen
Parkplatz der	Waschmaschine die	Wasser das
Pflanze die	Wecker der	Wecker der
Platz der	Wetter das	
Poster der/das	Wind der	1E School and Future Plans
Postleitzahl die	windig	(up to age 18)
Rad das	Wohnblock der	
Radio das	wohnen	Abitur das
Rasen der	Wohnung die	Anmeldung die
Rathaus das	Wohnzimmer das	Arbeitspraktikum das
Regen der	wolkig	aufmachen
regnen	Zentralheizung die	Aula die
Reihenhaus das	Zimmer das	Austausch der
Reise die	Zoo der	Band die
S-Bahn die	Zug der	beschreiben
Schaf das		Bibliothek die
Schauer der	1D Daily Routine	Biologie die
Schlafzimmer das	Abendessen das	Bleistift der
Schloss das	aufstehen	Buch das
Schnee der	aufwachen	buchstabieren
schneien	Braten der	Chemie die
Schule die	Butterbrot das	Chor der
sehenswert	duschen	Deutsch
Sehenswürdigkeit die	einkaufen	Disziplin die
Sessel der	essen	Drama das
Sofa das	Fleisch das	Englisch
Sonne die	Freizeit die	Erdkunde die
sonnig	Fruchtsaft der	Fach das
Spiegel der	Frühstück das	Fenster das
Spülmaschine die	frühstücken	Ferien die
Stadtmitte die	Hausaufgabe die	fertig sein
Stadtplan der	Kantine die	eine Frage stellen
Stadttrand der	Kleidung die	Französisch
Stereoanlage die	klingeln	Füller der
Strand der	kochen	gemischt
Straßenbahn die	Kuchen der	Gesamtschule die
Stuhl der	Mahlzeit die	Geschichte die
Sturm der		Gymnasium das

Hausaufgabe die	Ordner der	Sprechstunde die
Heft das	Papier das	Sport der
Hof der	Partner der	Sportzentrum das
Informatik die	Pause die	Student der
Internatschule die	Pflichtfach das	studieren
Kassettenrekorder der	Physik die	Studium das
Klassenfahrt die	Plan der	Stunde die
Klassenzimmer das	Projekt das	Stundenplan der
Klub der	Prüfung die	Tafel die
kopieren	(Radier)gummi der	Technologie die
Kugelschreiber der	Realschule die	Test der
Kuli der	Religion die	Turnen das
Kunst die	Resultat das	Turnhalle die
Labor das	schreiben	Umfrage die
lernen	Schularbeiten die	Unterricht der
lesen	Schuldirektor der	vorsichtig sein
Lineal das	Schule die	Werken das
Mappe die	Schüler der	Wörterbuch das
Mathe(matik) die	Schultag der	zeichnen
Mittagspause die	Seite die	Zeichnen das
Naturwissenschaft die	Semester das	zuhören
Note die	sitzenbleiben	Zukunft die
Oberstufe die	singen	zumachen
Orchester das	Spanisch	

MODULE 2

HOLIDAY TIME AND TRAVEL

2A Travel, Transport and Finding the Way	Fahrplan der	Reisepass der
abfahren	Fahrschein der	Reiseziel das
Abfahrt die	Fahrt die	Reservierung die
Ampel die	Flug der	Richtung die
ankommen	Flughafen der	Rückfahrkarte die
Ankunft die	Flugzeug das	Schaffner der
Ausgang der	Gepäck das	S-Bahn die
Auskunft die	Gepäckaufbewahrung die	Seite die
aussteigen	Gleis das	Stadtplan der
Ausstieg der	Haltestelle die	Straßenbahn die
Autobahn die	Hauptstraße die	Tankstelle die
Bahnsteig der	hin und zurück	U-Bahn die
Bushaltestelle die	Imbissstube die	umsteigen
direkt	Inter-City-Zug der	Verkehrskreis der
D-Zug der	Klasse die	Zug der
Ecke die	Krankenhaus das	zurückkommen
Eilzug der	Kreuzung die	Zuschlag der
Einbahnstraße die	Landkarte die	+ 1C
einfach	Linie die	
Einfahrt die	Nahverkehrszug der	
einsteigen	Notausgang der	
Einstieg der	parken	
entschuldigen	Personenzug der	
Fahrkarte die	rauchen	
Fahrkartenschalter der	Reise die	
	Reisebus der	
	Reisende der	

2B Tourism

Alpen die
 Ausflug der
 Auskunft die
 Blitz der
 blitzen
 Boot das
 Broschüre die
 Camping das
 Donner der
 donnern
 frieren
 Fremde der
 freundlich
 Frost der
 Gewitter das
 Information die
 Informationsbüro das
 Köln
 Liste die
 München
 nass
 Nebel der
 neblig
 Nordsee die
 Ostsee die
 Prospekt der
 Regen der
 regnen
 Reisebüro das
 Rhein der
 Rundfahrt die
 Schauer der
 Schiff das
 Schnee der
 schneien
 See der
 See die
 sehenswert
 Sehenswürdigkeit die
 Sonne die
 sonnig
 Stadtbummel der
 Stadtrundfahrt die
 Sturm der
 stürmisch
 Tourist der
 Touristeninformation die
 trocken
 Urlaub der
 Wetter das
 Wetterbericht, der
 Wettervorhersage die

Wien

Wind der
 windig
 wolkig

2C Accommodation

Anfang der
 Anmeldung die
 Aufzug der
 Bad das
 Badetuch das
 Balkon der
 Bauernhaus das
 besetzt
 bestätigen
 Campingplatz der
 Doppelzimmer das
 Dusche die
 Einzelzimmer das
 Empfang der
 Fahrstuhl der
 Familienzimmer das
 Flur der
 frei
 Gang der
 Gasthaus das
 Halbpension die
 Handtuch das
 Hotel das
 inbegriffen
 inklusive
 Jugendherberge die
 Lift der
 Mehrwertsteuer die
 Person die
 Rechnung die
 reservieren
 Reservierung die
 Restaurant das
 Schlüssel der
 Seife die
 Speisesaal der
 übernachten
 Übernachtung die
 Unterkunft die
 Vollpension die
 WC das
 Wohnwagen der
 Zahnbürste die
 Zahnpasta die
 Zelt das
 Zimmer das

2D Holiday Activities

Apfelsaft der
 Badehose die
 Ball der
 Bar die
 Becher der
 Bedienung die
 Beefsteak das
 bestellen
 bezahlen
 Bier das
 Bockwurst die
 Bratwurst die
 Brot das
 Brötchen das
 Butter die
 Café das
 Cola die/das
 Currywurst die
 Durst der
 durstig
 Ei das
 Eis das
 Erdbeere die
 Essig der
 Fisch der
 Fräulein das
 Gabel die
 Getränk das
 Glas das
 Hähnchen das
 Hauptspeise die
 Herr Ober
 Hunger der
 hungrig
 Imbiss der
 Jog(h)urt der/das
 Kaffee der
 Kartoffel die
 Kasse die
 kegeln
 Kirsche die
 Kuchen der
 Limonade die
 Löffel der
 Menü das
 Messer das
 Milch die
 Mineralwasser das
 Nachtschisch der
 Orangensaft der
 Pfeffer der
 Pommes die

Pommes frites die	Apotheke die	leihen
Portion die	Arm der	los
probieren	auflegen	Magen der
reichen	aufpassen	Medikament das
Reis der	Auge das	mieten
Rundfahrt die	Bank die	müde
Saft der	Bargeld das	Mund der
Sahne die	Bauch der	Münze die
Salat der	Bein das	Nase die
Salz das	Boot das	Notruf der
Schokolade die	brechen	Offnungszeit die
Schwimmen	Brief der	Ohr das
Segelboot das	Briefkasten der	Paket das
segeln	Briefmarke die	Pastille die
Selbstbedienung die	Brieftasche die	Polizei die
Senf der	drücken	Post die
servieren	Durchfall der	Postkarte die
Serviette die	einwerfen	Postleitzahl die
Ski fahren	sich erbrechen	Regenschirm der
sich sonnen	sich erkälten	Reisescheck der
Sonnenbrille die	Erste-Hilfe-Kasten der	Rettung die
Sonnencreme, die	Feuerwehr die	Rücken der
Souvenir das	Fieber das	Schachtel die
spazieren gehen	Finger der	schicken
Speisekarte die	Freizeichen das	Schlafsack der
Spiegelei das	sich fühlen	Schmerzen die
Sprudel der	Fuß der	Schnupfen der
stimmen	Fundbüro das	Sicherheitsgurt der
Suppe die	Gefahr die	Sirup der
Tagesmenü das	gefährlich	Sonnenbrand der
Tasse die	Geld das	Sparkasse die
Tee der	Geldwechsel der	Tablette die
Teller der	geöffnet	Tasche die
Torte die	geschlossen	telefonieren
Tour die	gesund	Telefonkarte die
Volleyball der	Grippe die	Telefonnummer die
Vorspeise die	Hals der	Telefonzelle die
wandern	Hand die	unterschreiben
Wein der	heben	Unterschrift die
Wiener Schnitzel das	helfen	verbinden
Wintersport der	Hilfe die	verletzt
Wurst die	Hörer der	Vorsicht
Würstchen das	inklusive	Vorwahlnummer die
zahlen	Kleingeld das	wählen
Zucker der	Knie das	wechseln
+ 3B	Knopf der	Wechselstube die
2E Services	Kopf der	wehtun
	Körper der	Zahn der
	kostenlos	zurückziehen
Achtung	krank	
anrufen	Krankenwagen der	

MODULE 3

WORK AND LIFESTYLE

3A Home Life

abspülen
 abtrocknen
 aufpassen
 aufräumen
 bügeln
 decken
 einkaufen
 Fasching
 feiern
 Fest das
 Gartenarbeit die
 Geschirr das
 Haushalt der
 Karneval der
 Mülltonne die
 Neujahr
 Ostern
 putzen
 Seife die
 Staub saugen
 Weihnachten
 Zahnbürste die
 Zahnpasta die
 see 1A,1B,1D

3B Healthy Living

Ananas die
 Apfel der
 Apfelsaft der
 Appetit der
 Aprikose die
 Banane die
 Beefsteak das
 Bier das
 Birne die
 Blumenkohl der
 Bockwurst die
 grüne Bohne die
 Bratensaft der
 Bratwurst die
 Brot das
 Brötchen das
 Butter die
 Cola die/das
 Currywurst die
 Duft der
 Ei das

Eis das
 Erbse die
 Erdbeere die
 Essig der
 Fett das
 fettig
 Fisch der
 fit
 Gemüse das
 Getränk das
 Hähnchen das
 Hamburger der
 Hauptspeise die
 Jog(h)urt der/das
 Kaffee der
 Kalbfleisch das
 Karotte die
 Kartoffel die
 Käse der
 Kirsche die
 Kohl der
 Lebensmittel die
 Limonade die
 Meeresfrüchte die
 mischen
 Mineralwasser das
 Nachtschrank der
 Öl das
 Omelett das
 Orangensaft der
 Pfeffer der
 Pfirsich der
 Pilz der
 Pizza die
 Portion die
 Reis der
 Rezept das
 Rindfleisch das
 Saft der
 Sahne die
 Salat der
 Salz das
 Schale die
 Schinken der
 schneiden
 Schokolade die
 Schweinefleisch das
 Senf der
 Spaghetti die
 Spiegelei das

Spezialität die
 Steak das
 Süßigkeit die
 Tasse die
 Tomate die
 unfit
 ungesund
 Vanille die
 Vegetarier der
 Vitamin das
 Wein der
 Weintraube die
 Wurst die
 Würstchen das
 Zitrone die
 Zucker der
 + 1D

3C Part-Time Jobs and Work Experience

Antwort die
 Apparat der
 Arbeit die
 Arbeitspraktikum das
 Arbeitsstunde die
 ausrichten
 austragen
 babysitten
 Babysitter der
 Beruf der
 Büro das
 Chef der
 erlauben
 Fabrik die
 Firma die
 fotokopieren
 Hallo
 Handy das
 Kunde der
 Lehrgang der
 liefern
 Lohn der
 Maschine die
 Nachricht die
 organisieren
 sparen
 Stelle die
 Taxi das
 teilen

Teilzeitjob der
 Telefonnummer die
 verdienen
 verschieden
 wissen
 Zeitung die
 zurückrufen
 1A,1B,1C,1D,1E

3D Leisure

Abenteuerfilm der
 annehmen
 Anzeige die
 Ausflug der
 ausgehen
 ausverkauft
 Ausweis der
 bedauern
 bestimmt
 Dokumentarfilm der
 einladen
 Einladung die
 Eintritt der
 Eintrittsgeld das
 Film der
 Freizeitpark der
 Grund der
 Horrorfilm der
 Informationsbüro das
 Karte die
 klassisch
 Konzert das
 Krimi der
 Liebesfilm der
 Lied das
 Liste die
 Lustfilm der
 Nachrichten die
 Pop
 Programm das
 Prospekt der
 Sänger der
 Schauspieler der
 Sciencefiction die
 Sciencefictionfilm der
 Segelboot das
 Sendung die
 Serie die
 sicherlich
 Sitz der
 Sportplatz der
 Sportzentrum das
 Tanz der

Theaterstück das
 Touristeninformation die
 überraschen
 Überraschung die
 unglücklich
 Untertitel der
 Versammlung die
 vorschlagen
 Vorstellung die
 warten auf
 Zettel der
 Zirkus der

1A,1B

3E Shopping

Abteilung die
 anbieten
 Angebot das
 ausprobieren
 Apfel der
 Apfelsine die
 Apotheke die
 Aufzug der
 ausgeben
 Bäckerei die
 Badeanzug der
 Badehose die
 Banane die
 Bank die
 Baumwolle die
 bekommen
 Birne die
 Bluse die
 Bonbon das
 Briefmarke die
 Briefftasche die
 Brot das
 Brötchen das
 Buchhandlung die
 Butter die
 CD die
 Chips die
 Dose die
 Drogerie die
 Einkaufszentrum das
 Erdgeschoss das
 Etage die
 Flasche die
 Fotoapparat der
 Geldbeutel der
 Gemüse das
 geöffnet

Geschäft das
 Geschäftszeit die
 Geschenk das
 geschlossen
 gratis
 Größe die
 Handschuh der
 Hemd das
 Hilfe die
 Hose die
 Hut der
 Jacke die
 Jeans die
 Kamera die
 Käse der
 Kassette die
 Kaufen
 Kaufhaus das
 Kaugummi der
 Keks der
 Kleid das
 Kleidung die
 Konditorei die
 Korb der
 kostenlos
 Krawatte die
 Kreditkarte die
 Kunde der
 Laden der
 Lebensmittelgeschäft das
 Leder das
 Lift der
 Mantel der
 Markt der
 Metzgerei die
 Möbel das
 Mode die
 Nahrung die
 Obst das
 offen
 öffnen
 Öffnungszeiten die
 Orange die
 Paar das
 Päckchen das
 Packung die
 Paket das
 Parfüm das
 Pfirsich der
 Picknick das
 Post die
 Praline die
 Pulli der
 Pullover der

Pyjama der	Shorts die	T-Shirt das
Regenschirm der	Socke die	Tüte die
Ring der	Sonderangebot das	Umschlag der
Rock der	Sonnenbrille die	Untergeschoss das
Schachtel die	Sonnencreme die	verschließen
Schal der	Souvenir das	wasserdicht
Scheck der	sparen	wasserfest
Schinken der	Stock der	Wolle die
Schlafanzug der	Supermarkt der	Zeitschrift die
schließen	Süßwarengeschäft das	+1C,1D,3B
Schlips der	Sweatshirt das	
Schmuck der	Tabakwaren die	
Schnurrbart der	Tasche die	
Schreibwaren die	Taschengeld das	
Schuh der	Tomate die	

MODULE 4

THE YOUNG PERSON IN SOCIETY

4A Character and Personal Relationships

dumm
Erlaubnis die
humorlos
klug
kritisieren
Liebe die
Mensch der
Streit der
streiten
Verhältnis das
verstehen
+ 1A, 3D

4B The Environment

Abfall der
bauen
Doppelhaus das
Einzelhaus das
Erdgeschoss das
Fußgängerzone die
Gas das
Gebäude das
Gefahr die
Gehsteig der
Hauptverkehrszeit die
Lärm der
Lastwagen der
Lebensraum der
Luft die

Nachbar der
obdachlos
öffentlich
öffentlicher Personenverkehr
Problem das
rauchen
Recycling das
Reihenhaus das
Umwelt die
Umweltverschmutzung die
Unterkunft die
Verkehr der
(Verkehrs)stau der
wegwerfen
Welt die
Wohnung die
sozialer Wohnungsbau
+ 1C, 1D, 1E, 2A, 2C

4C Education

Abitur das
altmodisch
angreifen
Ausbildung die
Berufsausbildung die
Disziplin die
Fachhochschule die
Gesamtschule die
Gewalt die
Graffiti das
Grundschule die
Gymnasium das
Hochschule die

Internat das
Kindergarten der
korrigieren
Lehre die
Lehrling der
Make-up das
Mode die
nachtsitzen
Pflichtfach das
plaudern
praktisch
Realschule die
Regel die
Resultat das
schick
Schmuck der
Schutz der
schützen
Sicherheit die
sitzenbleiben
sorgen für
Strafarbeit die
Student der
studieren
Studium das
tragen
Uniform die
Universität die
unterstützen
Vandalismus der
Wahlfach das
+ 1D, 1E

4D Careers and Future Plans

Beruf der
im Freien
Handel der
Lohn der
Marketing das
Tourismus der
Verantwortung die
+1A, 1E, 2B, 3C, 3D, 4C
+ jobs as appropriate

4E Social Issues, Choices and Responsibilities

Alkohol der
arbeitslos
bekannt geben
betrunken
Bild das
Droge die
Drogensüchtige der
sich gewöhnen an
Image das

Krankheit die
Krebs der
rauchen
Stellenangebote die
Süchtigkeit die
Tabak der
Werbung die
Zigarette die
+ 1A, 1C, 3C, 3D, 3E, 4A, 4B,
4C, 4D

17.4 Alphabetical List

A		
ab	angeln	Augenblick der
ab und zu	angenehm	August
Abend der	Angestellte der	Aula die
Abendessen das	angreifen	aus
Abenteuerfilm der	Angst die	Ausbildung die
aber	anhalten	Ausfahrt die
abfahren	ankommen	Ausflug der
Abfahrt die	Ankunft die	Ausgang der
Abfall der	Anmeldung die	ausgeben
abgehen	annehmen	ausgehen
abhängig	anprobieren	ausgezeichnet
abholen	anrufen	ausgleichen
Abitur das	sich ansehen	Auskunft die
abspülen	Antwort die	Ausland das
Abteilung die	antworten	ausreichend
abtrocknen	Anzeige die	ausrichten
Achtung	anziehen	aussehen
Adresse die	Apfel der	außen
Afrika	Apfelsaft der	außer
aktiv	Apfelsine die	außerdem
Alkohol der	Apotheke die	Aussicht die
all	Apparat der	Aussprache die
allein	Appetit der	aussprechen
alles	Aprikose die	aussteigen
Alpen die	April	Ausstieg der
als	Arbeit die	Austausch der
also	arbeiten	austragen
alt	arbeitslos	ausverkauft
älter	Arbeitspraktikum das	Ausweis der
Alter das	Arbeitsstunde die	Auto das
altmodisch	arm	Autobahn die
am besten	Arm der	
am liebsten	Art die	B
Amerika	Arzt der	Baby das
Amerikaner der	auch	babysitten
amerikanisch	auf	Babysitter der
Ampel die	Auf Wiederhören	Bäcker der
amüsant	Auf Wiedersehen	Bäckerei die
sich amüsieren	aufgeben	Bad das
an	aufhalten	Badehose die
Ananas die	aufhören	Badetuch das
anbieten	auflegen	Badezimmer das
anderer.....	aufmachen	Badminton das
anders	aufpassen	Bahnhof der
anders als	aufpassen	Bahnsteig der
Anfang der	aufräumen	bald
anfangen	aufstehen	Balkon der
anfangs	aufwachen	Ball der
Angebot das	Aufzug der	Banane die
	Auge das	Band die

Bank die	Bild das	Bus der
Bar die	billig	Busbahnhof der
Bargeld das	Biologie die	Bushaltestelle die
Bart der	Birne die	Butter die
Basketball der	bis	Butterbrot das
Bauch der	bisschen	
bauen	bitte	C
Bauer der	blau	Café das
Bauernhaus das	bleiben	Camping das
Baum der	Bleistift der	Campingplatz der
Baumwolle die	Blick der	CD die
Beamte der	Blitz der	CD-Spieler der
Becher der	blitzen	Cent der
bedauern	blöd	Chef der
bedeuten	Blödsinn, der	Chemie die
Bedienung die	blond	Chips die
Beefsteak das	bloß	Chor der
beenden	Blume die	Cola die/das
Beginn der	Blumenkohler	Computer der
beginnen	Bluse die	Cousin der
begleiten	Bockwurst die	Currywurst die
bei	Bonbon das	
beide	Bonn	D
Bein das	Boot das	d.h.
bekannt geben	böse	da
bekommen	Braten der	damals
Belgien	Bratensaft der	Dame die
Belgier der	Bratwurst die	Damit
belgisch	brauchen	danach
benützen	braun	danke
bequem	brechen	danken
bereiten	breit	dann
Berg der	Brief der	das
Beruf der	Brieffreund der	da sein
Berufsausbildung die	Briefkasten der	das heißt
berühmt	Briefmarke die	dass
berühren	Brieftasche die	Datum das
beschäftigt	Briefträger der	dauern
beschreiben	Brille die	decken
sich beschweren	Brite der	denken an
besetzt	britisch	Denkmal das
Besitzer der	Broschüre die	deutsch
besonders	Brot das	Deutsch
besser	Brötchen das	Deutsche der
bestätigen	Brücke die	Deutschland
bestellen	Bruder der	Dezember
bestimmt	Buch das	dick
Besuch der	Buchhandlung die	Dieb der
besuchen	buchstabieren	Dienstag
betrunken	bügeln	dieser...
Bett das	Bungalow der	diesmal
bezahlen	bunt	direkt
Bibliothek die	Burg die	Direktor der
Bier das	Büro das	Disko die

Disziplin die	einsam	es geht
doch	einschließlich	es gibt (nicht)
Dokumentarfilm der	einsteigen	es tut
Dom der	Einstieg der	essen
Donner der	Eintritt der	Essig der
donnern	Eintrittsgeld das	Esszimmer das
Donnerstag	einverstanden	Etage die
donnerstags	einwerfen	etwa
doof	Einwohner der	etwas
Doppelhaus das	Einzelhaus das	EU die
Doppelzimmer das	Einzelkind das	Euro der
Dorf das	einzeln	Europa das
dort	Einzelzimmer das	extra
Dose die	Eis das	F
Drama das	Eltern die	fabelhaft
drehen	Empfang der	Fabrik die
dritte	Ende das	Fach das
Droge die	zu Ende	Fachhochschule die
Drogensüchtige der	enden	fahren
Drogerie die	endlich	Fahrer der
drüben	Endspiel das	Fahrkarte die
drücken	Energie die	Fahrkartenschalter der
Duft der	eng	Fahrplan der
dumm	England	Fahrrad das
dunkel	Engländer der	Fahrschein der
dünn	englisch	Fahrstuhl der
durch	Englisch	Fahrt die
Durchfall der	enorm	fallen
dürfen	entlang	falsch
Durst der	sich entscheiden	Familie die
durstig	(sich) entschuldigen	Familienangehörige der
Dusche die	Entschuldigung die	Familiennamen der
duschen	entsetzlich	Familienzimmer das
Dutzend das	sich erbrechen	Fan der
D-Zug der	Erbse die	fantastisch
E	Erdbeere die	Farbe die
Ecke die	Erdgeschoss das	Fasching
egal	Erdkunde die	fast
ehemalig	Erfolg der	Fastenzeit die
ehrlich	erfolgreich	faul
Ei das	sich erinnern	Februar
eigen	Erinnerung die	fehlen
Eilzug der	sich erkälten	Fehler der
ein/eine/ein	erklären	feiern
Einbahnstraße die	erlauben	Feiertag der
einfach	Erlaubnis die	Feld das
Einfahrt die	erlaubt	Fenster das
Einfamilienhaus das	erscheinen	Ferien die
einige	erst	fernsehen
einkaufen	erste	Fernseher der
Einkaufszentrum das	Erste-Hilfe-Kasten der	fertig sein
einladen	erstens	fest
Einladung die	Erwachsene der	Fest das
	erzählen	

Fett das	froh	gemischt
fettig	Frost der	Gemüse das
Feuerwehr die	Fruchtsaft der	genau
Fieber das	früh	genug
Film der	Frühling der	genug haben
finden	Frühstück das	geöffnet
Finger der	frühstücken	Gepäck das
Firma die	sich fühlen	Gepäckaufbewahrung die
Fisch der	Füller der	gerade
fit	Fundbüro das	geradeaus
Fitnesszentrum das	für	gerecht
flach	furchtbar	gern
Flasche die	zu Fuß	gern haben
Fleisch das	Fuß der	gern geschehen
Fleischer der	Fußball der	Geruch der
fleißig	Fußgängerzone die	Gesamtschule die
fliegen		Geschäft das
Flug der	G	Geschäftszeit die
Flughafen der	Gabel die	geschehen
Flugzeug das	Gang der	Geschenk das
Flur der	ganz	Geschichte die
Fluss der	gar nicht	geschieden
folgen	Garage die	Geschirr das
folgender	Garten der	Geschirrspülmaschine die
Foto das	Gartenarbeit die	geschlossen
Fotoapparat der	Gas das	Geschmack der
fotografieren	Gast der	geschwätzig
fotokopieren	Gastfreundschaft die	Geschwister die
Frage die	Gasthaus das	gestern
eine Frage stellen	Gebäude das	gesund
fragen	geben	Gesundheit die
Franken der	Gebiet das	Getränk das
Frankreich	geboren	getrennt
Franzose der	Geburt die	Gewalt die
französisch	Geburtstag der	gewaltig
Französisch	geduldig	gewinnen
Frau die	Gefahr die	Gewitter das
Fräulein das	gefährlich	sich gewöhnen an
frei	gefallen	gewöhnlich
im Freien	gegen	es gibt
Freibad das	Gegend die	Glas das
Freitag	Gegenteil das	glauben
freitags	gegenüber	gleich
Freizeichen das	Gehalt das	Gleis das
Freizeit die	gehen	Glück das
Freizeitpark der	es gehört	glücklich
Fremde der	Gehsteig der	gold
Freude die	gelb	Gott der
sich freuen	Geld das	Grad der
Freund der	Geldbeutel der	Graffiti das
freundlich	Geldwechsel der	Gramm das
Freundschaft die	Gelegenheit die	gratis
frieren	gem.	grau
frisch	gemein	Griechen der

Griechenland	Hausfrau die	Horrorfilm der
griechisch	Haushalt der	Hose die
Grippe die	Hausnummer die	Hotel das
Groschen der	Haustier das	hübsch
groß	heben	humorlos
großartig	Heft das	Hund der
Großbritannien	heftig	Hunger der
Größe die	heiß	hungrig
Großeltern die	heißen	Hut der
Großmutter die	helfen	
Großvater der	hell	I
grün	Hemd das	Idee die
Grund der	her	Image das
Grundschule die	herabgesetzt	Imbiss der
grüne Bohne die	Herbst der	Imbissstube die
Gruppe die	Herd der	immer
Grüß Gott	hereinkommen	immer noch
Gummi der	Herr der	in
günstig	Herr Ober	inbegriffen
gut	herrlich	Industrie die
Gymnastik die	hervorragend	Informatik die
Gymnasium das	herzlich	Information die
	heute	Informationsbüro das
H	heute Morgen	Ingenieur der
Haar das	heutzutage	inklusive
haben	hier	innen
Hafen der	Hilfe die	insbesondere
Hähnchen das	hilfsbereit	Instrument das
halb	hin	intelligent
Halbbruder der	hin und zurück	Inter-City-Zug der
Halbpension die	hinauf	interessant
Halbschwester die	hinaus	Interesse das
Hallenbad das	hinausgehen	sich interessieren für
Hallo	hineingehen	Internat das
Hals der	hinter	Internatschule die
halten	hinunter	Ire der
Haltestelle die	hinuntergehen	irgend
Hamburger der	historisch	irisch
Hamster der	Hobby das	Irland
Hand die	hoch	Italien
Handel der	Hochschule die	Italiener der
Handschuh der	Höchstform die	italienisch
Handtuch das	Hockey das	
Handy das	Hof der	J
hart	hoffen	ja
hassen	hoffentlich	Jacke die
hässlich	höflich	Jahr das
Hauptbahnhof der	holen	Jahreszeit die
Hauptspeise die	Holland	Januar
Hauptstraße die	Holländer der	Jeans die
Hauptverkehrszeit die	holländisch	jeder...
Haus das	Holz das	jemand
Hausaufgabe die	hören	jener...
zu Hause	Hörer der	jetzt

Jog(h)urt der/das	Kleidung die	L
Jugendherberge die	klein	Labor das
Jugendklub der	Kleingeld das	lachen
Juli	Klima das	Laden der
jung	klingeln	Lampe die
Junge der	Klub der	Land das
Juni	klug	Landkarte die
K	Knie das	Landschaft die
Kaffee der	Knopf der	lang
Kalbfleisch das	Kochen	lange
kalt	Kohl der	langsam
Kamera die	Köln	langweilig
Kanal der	komisch	Lärm der
Kaninchen das	kommen	lassen
Kantine die	kompliziert	Lastwagen der
Karneval der	Konditorei die	laufen
Karotte die	können	launisch
Karte die	Konzert das	laut
Kartoffel die	Kopf der	leben
Karton der	kopieren	lebendig
Käse der	Korb der	Lebensmittel die
Kasse die	Körper der	Lebensmittelgeschäft das
Kassette die	korrigieren	Lebensraum der
Kassettenrekorder der	kostenlos	lebhaft
Kassierer der	köstlich	lecker
kastanienbraun	krank	Leder das
Katze die	Krankenhaus das	ledig
kaufen	Krankenpfleger der	leer
Kaufhaus das	Krankenschwester die	Lehre die
Kaufmann der	Krankenswagen der	Lehrer der
Kaugummi der	Krankheit die	Lehrgang der
kegeln	Krawatte die	Lehrling der
kein	Krebs der	leicht
keine Ahnung	Kreditkarte die	Leid tun
Keks der	Kreis der	Leidenschaft die
Keller der	kreuzen	leider
Kellner der	Kreuzung die	leihen
kennen	kriegen	leise
Kilo das	Krimi der	lernen
Kilometer der	kritisieren	lesen
Kind das	Küche die	letzte
Kindergarten der	Kuchen der	Leute die
Kino das	Kugelschreiber der	lieb
Kirche die	Kuh die	Liebe die
Kirsche die	kühl	lieber
Klasse	Kühlschrank der	Liebesfilm der
Klasse die	Kuli der	Lieblings.....
Klassenfahrt die	Kunde der	Lied das
Klassenzimmer das	Kunst die	liefern
klassisch	kurz	liegen
Klavier das	kürzlich	Lift der
Kleid das	Kusine die	lila
Kleiderschrank der	Küste die	Limonade die
		Lineal das

Linie die	Metzger der	Nachbar der
links	Metzgerei die	nachher
Liste die	mies	Nachmittag der
Liter der/das	mieten	Nachrichten die
Löffel der	Mikrowelle die	nachsitzen
Lohn der	Milch die	nächst
los	mindestens	nächste
Luft die	Mineralwasser das	Nacht die
Lust haben	Minute die	Nachteil der
Lustfilm der	mischen	Nachtisch der
lustig	mit	Nähe die
	mitbringen	Nahrung die
M	mitgehen	Nahverkehrszug der
machen	Mitglied das	Name der
Mädchen das	mitkommen	Nase die
Magen der	mitnehmen	nass
Mahlzeit die	Mittag der	natürlich
Mai	Mittagessen das	Naturwissenschaft die
Make-up das	Mittagspause die	Nebel der
mal	Mittagszeit die	neben
Mal das	mittelgroß	neblig
man	Mittelmeer das	nehmen
manchmal	mitten	nein
Mann der	Mitternacht die	Nerven die
Mannschaft die	Mittwoch	nett
Mantel der	mittwochs	neu
Mappe die	Möbel das	Neujahr
Mark die	Mode die	neulich
Marketing das	modern	nicht
Markschein der	Mofa das	nicht mehr
Markt der	mögen	nichts
Marktplatz der	möglich	nie
März	Moment der	niemand
Maschine die	Monat der	noch
Mathe(matik) die	Montag	noch einmal
Maus die	montags	noch nicht
Mechaniker der	morgen	nochmal
Medikament das	Morgen der	Norden der
Meer das	morgens	Nordsee die
Meeresfrüchte die	Motorrad das	normalerweise
Meerschweinchen das	müde	Notausgang der
mehr	mühsam	Note die
mehrere	Mülltonne die	nötig
Mehrwertsteuer die	München	Notruf der
Meile die	Mund der	notwendig
meinen	Münze die	November
Meinung die	Museum das	null
Menge die	Musik die	nun
(eine) Menge	müssen	nur
Mensch der	Mutter die	nützlich
Menü das	Mutti	nutzlos
messen		
Messer das	N	
Meter der	nach	

O

O.K.
 ob
 obdachlos
 oben
 Oberstufe die
 Obst das
 oder
 offen
 öffentlich
 öffentlicher Personenverkehr
 öffnen
 Öffnungszeit die
 oft
 ohne
 Ohr das
 Oktober
 Öl das
 Oma die
 Omelett das
 Omi
 Onkel der
 Opa der
 Opi
 optimistisch
 orange
 Orange die
 Orangensaft der
 Orchester das
 ordentlich
 Ordner der
 in Ordnung
 organisieren
 Osten der
 Ostern
 Österreich
 Österreicher der
 österreichisch
 Ostsee die

P

Paar das
 ein paar
 Päckchen das
 Packung die
 Paket das
 Papier das
 Parfüm das
 Park der
 parken
 Parkplatz der
 Partner der
 passieren
 Pastille die

Pause die
 perfekt
 Person die
 Personenzug der
 Persönlichkeit die
 pessimistisch
 Pfeffer der
 Pfennig der
 Pferd das
 Pfirsich der
 Pflanze die
 Pflicht die
 Pflichtfach das
 Pfund das
 Physik die
 Picknick das
 Pilz der
 Pizza die
 Plan der
 Plastik die
 Platz der
 plaudern
 plötzlich
 Polizei die
 Polizist der
 Pommes die
 Pommes frites die
 Pop
 Portion die
 Portugal
 Portugiese der
 portugiesisch
 Post die
 Poster der/das
 Postkarte die
 Postleitzahl die
 praktisch
 Praline die
 Preis der
 preiswert
 prima
 pro
 probieren
 Problem das
 Programm das
 programmieren
 Projekt das
 Prospekt der
 Prüfung die
 Pulli der
 Pullover der
 putzen
 Pyjama der

Q

Quadrat das
 Quatsch

R

Rad das
 Rad fahren
 Radier(gummi) der
 Radio das
 Rappen der
 Rasen der
 Rathaus das
 rauchen
 Realschule die
 Rechnung die
 rechts
 Recycling das
 Regel die
 Regen der
 Regenschirm der
 regnen
 reich
 reichen
 Reihnhaus das
 Reis der
 Reise die
 Reisebüro das
 Reisebus der
 reisen
 Reisende der
 Reisepass der
 Reisescheck der
 Reiseziel das
 reiten
 Religion die
 reservieren
 Reservierung die
 Restaurant das
 Resultat das
 Rettung die
 Rezept das
 Rhein der
 richtig
 Richtung die
 riechen
 Rindfleisch das
 Ring der
 Rock der
 Rollschuh der
 rosa
 rot
 Rücken der
 Rückfahrkarte die
 Rugby das

ruhig	schmutzig	sein
Rundfahrt die	Schnee der	seit
S	schneiden	seitdem
Saft der	schneien	Seite die
sagen	schnell	Sekretärin die
Sahne die	Schnupfen der	Sekunde die
Salat der	Schnurrbart der	selbst
Salz das	Schokolade die	Selbstbedienung die
Salzburg	schon	selten
sammeln	schön	Semester das
Samstag	Schotte der	Sendung die
samstags	schottisch	Senf der
Sandale die	Schottland	September
Sänger der	Schrank der	Serie die
satt	schrecklich	servieren
satt haben	schreiben	Serviette die
sauber	Schreibwaren die	Servus
S-Bahn die	schüchtern	Sessel der
Schachtel die	Schuh der	sich setzen
Schade	Schularbeiten die	Shorts die
schaden	Schuldirektor der	sicher
Schaf das	Schule die	Sicherheit die
Schaffner der	Schüler der	Sicherheitsgurt der
Schal der	Schultag der	sicherlich
Schale die	Schutz der	singen
sich schämen	schützen	Sirup der
Schauer der	schwach	Sitz der
Schauspieler der	Schwager der	sitzen
Scheck der	schwärmen für	sitzenbleiben
Scheibe die	schwarz	Ski fahren
Schein der	schwätzen	so
schick	Schweinefleisch das	so dass
schicken	Schweiz die	Socke die
schieben	Schweizer der	Sofa das
Schiff das	schweizerisch	sofort
Schilling der	schwer	sogar
Schinken der	Schwester die	Sohn der
schlafen	Schwiegermutter die	sollen
Schlafanzug der	Schwiegervater der	Sommer der
Schlafsack der	schwierig	Sonderangebot das
Schlafzimmer das	Schwierigkeit die	Sonnabend
schlank	Schwimmbad das	sonnabends
schlecht	schwimmen	Sonne die
schließen	Sciencefiction die	sich sonnen
schlimm	Sciencefictionfilm der	Sonnenbrand der
Schlips der	See der	Sonnenbrille die
Schlittschuh laufen	See die	Sonnencreme die
Schloss das	Segelboot das	sonnig
Schlüssel der	segeln	Sonntag
schmal	sehen	sonst
schmecken	sehenswert	sorgen für
Schmerzen die	Sehenswürdigkeit die	Sorte die
Schmuck der	sehr	Souvenir das
	Seife die	sozialer Wohnungsbau

Spaghetti die	stimmen	Telefonkarte die
Spanien	stimmt	Telefonnummer die
Spanier der	Stock der	Telefonzelle die
spanisch	Strafarbeit die	Teller der
Spanisch	Strand der	Temperatur die
sparen	Straße die	Tennis das
Sparkasse die	Straßenbahn die	Teppich der
Spaß	Streit der	Test der
spät	streiten	teuer
später	streng	Theater das
spazieren gehen	Stück das	Theaterstück das
Speisekarte die	Student der	Tier das
Speisesaal der	studieren	Tisch der
Spezialität die	Studium das	Tischtennis das
Spiegel der	Stuhl der	Toast der
Spiegelei das	Stunde die	Tochter die
Spiel das	Stundenplan der	Toilette die
spielen	Sturm der	toll
Spielplatz der	stürmisch	Tomate die
Spitze	suchen	Torte die
Sport der	Sucht die	total
sportlich	Süchtigkeit die	Tour die
Sportplatz der	Süden der	Tourismus der
Sportzentrum das	super	Tourist der
Sprache die	Supermarkt der	Touristeninformation die
sprechen	Suppe die	tragen
Sprechstunde die	süß	trainieren
Sprudel der	Süßigkeit die	traurig
Spülmaschine die	Süßwarengeschäft das	treffen
Staatsangehörigkeit die	Sweatshirt das	treiben
Stadion das	sympathisch	Treppe die
Stadt die		trinken
Stadtbummel der	T	trocken
Stadtmitte die	Tabak der	Tschüs
Stadtplan der	Tabakwaren die	T-Shirt das
Stadtrand der	Tablette die	tun
Stadtrundfahrt die	Tafel die	Tür die
stark	Tag der	Türke der
Station die	Tagesmenü das	Türkei die
stattfinden	täglich	türkisch
Staub saugen	Tankstelle die	Turnen das
Steak das	Tante die	Turnhalle die
stecken	Tanz der	Tüte die
stehen	tanzen	typisch
steigen	Tasche die	
Stelle die	Taschengeld das	U
Stellenangebot das	Tasse die	U-Bahn die
sterben	Taxi das	üben
Stereoanlage die	Technologie die	über
Stewardess die	Tee der	überall
Stief-	teilen	überhaupt
still	Teilzeitjob der	übermorgen
Stille die	Telefon das	übernachten
Stimme die	telefonieren	Übernachtung die

überqueren	Vergangenheit die	Vorwahlnummer die
überraschen	vergessen	vorziehen
überraschung die	vergleichen	W
Uhr die	Verhältnis das	Wagen der
um	verheiratet	Wahl die
Umfrage die	verkaufen	wählen
Umschlag der	Verkäufer der	Wahlfach das
umsteigen	Verkehr der	während
Umwelt die	Verkehrskreis der	wahrscheinlich
Umweltverschmutzung die	(Verkehrs)stau der	Wales
unbedingt	verlassen	Waliser der
und	verletzt	walisisch
unfit	verlieren	Walkman der
unfreundlich	verpassen	Wand die
ungeduldig	Versammlung die	wandern
ungefähr	verschieden	wann
ungerecht	verschließen	warm
ungesund	verstehen	warten auf
unglücklich	versuchen	warum
unhöflich	Verzeihung die	was
Uniform die	Vetter der	was für
Universität die	Videospiel das	sich waschen
unmöglich	viel	Waschmaschine die
unsympathisch	viele	Wasser das
unten	vielleicht	wasserdicht
unter	Viertel	wasserfest
Untergeschoss das	Vitamin das	WC das
Unterkunft die	Vogel der	wechseln
Unterricht der	Volk das	Wechselstube die
Unterschied der	voll	Wecker der
unterschreiben	Volleyball der	wegen
Unterschrift die	Vollgas	wegwerfen
unterstützen	völlig	wehtun
Untertitel der	Vollpension die	sich weigern
unterwegs	von	Weihnachten
unzufrieden	vor	weil
Urlaub der	vor allem	Wein der
USA die	im Voraus	Weintraube die
usw.	vorbereiten	weiß
V	vorgestern	weit
Vandalismus der	Vorhang der	weitermachen
Vanille die	vorher	welcher.....
Vater der	vor kurzem	Wellensittich der
Vati	vor kurzer Zeit	Welt die
Vegetarier der	Vormittag der	wenig
sich verabschieden	Vorname der	ein wenig
Verantwortung die	Vorort der	wenn
verbinden	vorschlagen	wer
verboten	Vorsicht	Werbung die
verbringen	vorsichtig	werden
verdienen	Vorspeise die	Werken das
Verein der	vorstellen	wert
verflixt	Vorstellung die	Westen der
	Vorteil der	

Wettbewerb der	Zahnpasta die
Wetter das	zeichnen
Wetterbericht der	Zeichnen das
Wettervorhersage die	zeigen
wichtig	Zeit die
wie	Zeitschrift die
wie bitte	Zeitung die
wie geht's	Zelt das
wie lange	Zentimeter der
wie viel	Zentralheizung die
wie viele	Zentrum das
wieder	zero
wiederholen	Zettel der
wiegen	ziehen
Wien	ziemlich
Wiener Schnitzel das	Zigarette die
wieso	Zimmer das
Wievielte der	Zirkus der
willkommen	Zitrone die
Wind der	Zoo der
windig	zu
Winter der	Zucker der
Wintersport der	zufällig
wirklich	zufrieden
wissen	Zug der
witzig	zuhören
wo	Zukunft die
Woche die	zumachen
Wochenende das	zurück
woher	zurückfahren
wohin	zurückgehen
Wohnblock der	zurückkommen
wohnen	zurückrufen
Wohnort der	zurückziehen
Wohnung die	zusammen
Wohnwagen der	Zuschauer der
Wohnzimmer das	Zuschlag der
wolkig	zweite
Wolle die	Zwilling der
wollen	zwischen
Wort das	
Wörterbuch das	
wovon	
wunderbar	
wünschen (sich)	
Wurst die	
Würstchen das	

Z

z.B.
zahlen
Zahn der
Zahnarzt der
Zahnbürste die

Key Skills and Other Issues

18

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

18.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be down loaded from the QCA web site (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for German can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Information Technology*, *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. Opportunities for developing and generating evidence of attainment in the Key Skill of *Application of Number* are not readily available in this specification.

18.2 Key Skills Opportunities in German

The nature of German makes it an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills of *Communication*, *Information Technology*, *Working with Others* and *Improving own Learning and Performance* and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the four Key Skills units at Levels 1 and 2, in the Modules making up the subject content of this specification. The degree of opportunity in any one Module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
C1.1 Take part in discussions	✓	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
C2.1a Contribute to discussions	✓	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓	✓

N.B. QCA have indicated that evidence for the internal assessment component for the Key Skill of Communication must be presented in English, Welsh or Irish.

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
IT1.1 Find, explore and develop information	✓	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
IT2.1 Search for and select information	✓	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓	✓

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
WO2.1 Plan work and confirm working arrangements	✓	✓	✓	✓
WO2.2 Work cooperatively towards achieving identified objectives	✓	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓	✓

Problem Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
PS1.1 Confirm understanding of given problems	✓	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓	✓

Problem Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓	✓

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

19.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

As the specification for German is set within contemporary European and world contexts, it offers candidates ample opportunities to explore and understand a wide range of spiritual, moral and cultural issues.

Through the study of the modules and topics in German, candidates are able to explore the human condition in general, and to evaluate their own relationship within a specific linguistic community in particular.

The content of the specification similarly encourages understanding of moral issues; courses based on this specification will encourage candidates' recognition and sympathetic awareness of others' beliefs and values.

As every language is an embodiment of the culture which it represents, it is virtually impossible to study German without being constantly exposed to the culturally specific context of its linguistic communities. Throughout the course, candidates will be encouraged to form opinions within the appropriate cultural context.

19.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. As German is a European Community language the European dimension is clearly covered in every aspect of the specification.

19.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "*Environmental Responsibility: An Agenda for Further and Higher Education*" 1993 in preparing this specification and associated specimen papers. The Subject Content for this specification incorporates environmental issues and therefore contributes to candidates' environmental education.

19.4 Citizenship

Through the study of the modules and topics in the specification, particularly those in Module 4, *The Young Person in Society*, candidates will be encouraged to develop their knowledge and understanding of rights and responsibilities within the context.

19.5 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

19.6 ICT

Candidates can be offered opportunities to use ICT when studying German in a number of ways, for example

- Accessing and/or downloading material in German on the internet;
- Producing word-processed material in German for coursework, or as practice material for the writing test;
- Receiving and/or sending emails via links with Germany or a German-speaking country.

These opportunities can be related to any of the modules, eg:

- accessing information from websites about particular towns/regions (Module 1), magazines, TV/Radio stations (Module 3);
- exchanging information via email links with a school/college (Module 1), work place (Modules 3 and 4) in the country;
- accessing information from the websites of bus and rail companies, hotels/campsites, post offices (Module 2), shops (Module 3) in the country;
- creating a poster/menu/advertisement/article in the target language using word-processing or desk top publishing facility (Modules 1, 2, 3 and 4);
- researching job opportunities in the country via the internet (Modules 3 and 4).

Further ideas can be found in the support material accompanying this specification.

Centre-Assessed Components

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Nature of the Centre-Assessed Components

20.1 Module 1

Module 1 Speaking is assessed through coursework in the winter of the first year of the course, normally Year 10.

Candidates produce a short tape-recorded monologue in German on some of the prescribed content of Module 1, as specified in Section 21.

The Speaking tape must be recorded under supervised conditions in the centre. The work must be authenticated as the candidate's own. Centres are responsible for marking the task, carefully applying the assessment criteria set out in Section 22 below.

The task should be completed and marked by the specified date, at which time sample work is submitted for postal moderation in accordance with AQA procedures.

20.2 Module 3

Module 3 is assessed through coursework in the winter of the second year of the course, normally Year 11.

Candidates submit two written assignments which are chosen from the list set out in Section 21 of this specification, which also contains detailed instructions and guidance for the coursework assignments.

Centres are responsible for the marking of the coursework assignments, carefully applying the assessment criteria set out in Section 22 below.

All assignments must be completed and marked by the specified date, at which time sample work must be submitted for postal moderation in accordance with AQA procedures.

Guidance on Setting the Centre-Assessed Components

21.1 Module 1 Speaking

Candidates produce a short tape-recorded monologue in German on some of the prescribed content of Module 1, as specified below.

Candidates should aim to speak about all the following six topics. They should attempt to communicate any four items of information for each topic, not necessarily those suggested below. Where the words “anything else” appear, this is intended to invite more able candidates to extend what they say beyond a minimum performance of the task.

1. **Myself and my family**

- Personal details;
- A little about my family;
- A description of ONE person in the family;
- How I get on with that person and why;
- Anything else.

2. **Where I live**

- A little about my house/flat;
- Description of town/village/area including what there is to see and visit in the area;
- Opinion of town/village/area;
- Comparison with a German-speaking area;
- Anything else.

3. **My school**

- Description of school;
- Subjects I study;
- Subjects I like and dislike and why;
- Homework;
- Anything else.

4. **My free time**

- What I do in my free time;
- Where, when and with whom;
- What I am going to do at the weekend;
- What I did last weekend;
- Anything else.

5. Routine

- Before school;
- After school;
- Weekend routines;
- What I did yesterday;
- Anything else.

6. Future plans

- Plans to visit a German-speaking area;
- A new hobby I would like to try in the future;
- What I plan to do after taking my GCSEs;
- Where I would like to live in the future and why;
- Anything else.

The assessment criteria reflect the grade criteria for Speaking. In order to be able to advise their candidates effectively on preparing their spoken presentation, teachers will need to be familiar with these criteria, as well as the marking schemes for Communication and Quality of Language.

Preparing and producing the Module 1 Speaking tape

The speaking tape must be recorded **under supervision** in the centre.

During the performance of the task the candidates may refer to brief notes which they have made themselves in preparation for the task, but **they must not read aloud from a prepared script or anything which could reasonably be considered a script**. Any notes they use must consist of key words only and must be made on the AQA proforma in appendix D of this Specification. Candidates may write **no more than 60 words in total** and there must be **no conjugated verbs or complete sentences**. Candidates must sign the proforma, whether they have used it or not, and hand it to their teacher together with the tape. The notes must be submitted to the moderator with the sample of work requested for moderation. The work must be authenticated as the candidate's own.

In preparing for making the recording, candidates may make use of reference materials including dictionaries and coursebooks, but the final product should be their own work. Any assistance given by the teacher will be reflected in the mark awarded (see Section 22.2).

Although candidates may be encouraged to produce a practice tape, teachers **must not comment on or correct any language produced by the candidate, other than by using the AQA comments sheet in Appendix C of this specification**. The feedback to candidates on their practice tape should be in general terms: for example, *check pronunciation, check agreement of adjectives*. All comments should appear on the comments sheet. The comments sheet may only be used to comment on a practice tape. Teachers may not comment further on or correct any language produced by the candidate once the practice tape has been handed back to the candidate with a completed comments sheet.

The recording should be no more than five minutes long: any material beyond five minutes will not be marked.

21.2 Module 3**Writing**

Five topic areas are offered for Module 3 Writing, as follows:

- Home Life;
- Healthy Living;
- Part-time Jobs and Work Experience;
- Leisure;
- Shopping.

For each topic area, two assignment titles are provided. Candidates are required to submit **two** assignments, which must be drawn from **different** topics. Each assignment should be up to approximately 200 words in length, dependent on the ability of the candidate.

The titles in each topic area are prescriptive and cannot be changed in any way. However, the bullet points given under the titles are not prescriptive. They are suggestions as to how the assignments may be planned and are intended to encourage candidates to produce their best work within the task title. The suggestions may be used as set, but alternatives may be substituted for these so that the candidate does not feel limited to the strict confines of detailed set tasks. Where alternatives are substituted, teachers should ensure that they demand an equivalent level of response to the original suggestions.

Teachers are advised that they should be fully acquainted with the relevant grade criteria for Writing before advising their candidates on their best choice of tasks and the requirements for achieving different grades.

For the award of Grade C and above, candidates must demonstrate the ability to refer to past, present and future events (involving the use of different tenses) and to express personal opinions.

The writing topics set in this specification remain the same from year to year.

Choosing the Module 3 Writing tasks

Candidates should

- select two assignment titles from the list in Section 21.3 below;
- ensure that their choice is realistic and that source material is readily available if needed;
- ensure that the assignments are drawn from different topics;
- make their choice in consultation with their teacher.

Teachers should

- consider ways in which the coursework can be integrated with the rest of the German language course;
- consider class size and the materials available when planning the work of the group and guiding individual candidates in their choice of assignment.

It is not a requirement that all candidates in a teaching group should work on different assignments, with different source material. The exact pattern of work within centres will depend on the size of teaching groups, the number of teachers and the amount of source material which is available.

Sources

Depending on the interests of the candidate and the level at which he/she is working and the approach of the teacher, the following types of source material could be appropriate

- books on aspects of life, society and institutions in German-speaking countries;
- articles from German newspapers and magazines;
- documentary material;
- radio broadcasts in German;
- television programmes;
- feature and documentary film including video recordings;
- personal interviews made during exchange/holiday visits;
- books compiled for the study of German language, life and culture;
- websites.

Candidates do not need access to all these sources in order to present work of high quality. It is important, however, for candidates to ensure that adequate source material is available where required by the particular choice of tasks.

Preparing and Producing the Writing Assignments

Having chosen two assignments and studied whatever source material is required, the candidate should

- allocate an appropriate amount of time (in class, in private study and at home) to preparing and planning each task;
- make notes (using source material, if appropriate);
- select from and organise the notes;
- submit a first draft to the teacher;
- receive back from the teacher the draft accompanied by an AQA comments sheet;
- write the final piece of work **totally independently** using any source material, the notes, the first draft and the comments sheet;
- submit the piece of work and the comments sheet to the teacher.

Although the teacher will have discussed with the candidate the choice of assignments, any source material, and the plan, teachers must not comment on or correct any language produced by the candidate once the candidate has begun to write the work to be submitted, other than by using the AQA comments sheet. A copy of the comments sheet appears in Appendix C. The comments sheet may only be used to comment on a first draft. Teachers may not comment further on or correct any language produced by the candidate once the first draft has been handed back to the candidate with a completed comments sheet.

**21.3 Assignment Titles – Module 3
Writing****Topic A****Assignment 1: Home Life in the UK and a German Speaking Country**

- Describe what you did at home last weekend;
- Compare your lifestyle with that of a young person in a German speaking country;
- Say which lifestyle you prefer and why;
- Give a comparison of meals and meal times in both countries;
- Say what you will do to help at home this weekend;
- Anything else.

Assignment 2: A Festival or Special Occasion

- How this festival or special occasion is celebrated in the UK;
- How this festival or special occasion is celebrated in a German speaking country;
- Say what you think about this festival or special occasion and why;
- Describe something which happened on this occasion in the past;
- Say whether you would like to celebrate this festival in a German-speaking country in the future and why;
- Anything else.

Topic B**Assignment 1: Keeping fit**

- Describe your current state of fitness;
- Describe what you do to keep fit;
- Say whether you think keeping fit is important and why;
- Describe what you have done in the past to keep fit;
- Describe your future plans;
- Anything else.

Assignment 2: Healthy lifestyle

- Current and previous eating habits;
- Your views on what represents a healthy diet and why;
- Your views on what represents an unhealthy diet and possible consequences;
- How you could improve your lifestyle to make yourself more healthy;
- Other lifestyle choices affecting health;
- Anything else.

Topic C

Assignment 1: **Work experience**

- How the experience was organised and duration;
- Your daily routine while on work experience;
- Details of work undertaken;
- Your opinion of the work and your work colleagues;
- Say whether you would like to work in a similar organisation in future and why;
- Anything else.

Assignment 2: **Part time jobs**

- How you got your part time job;
- Your daily routine whilst at work;
- Hours worked, pay rates and details of work undertaken;
- Your opinion of the work and your work colleagues;
- Say whether you would like to work in a similar organisation in future and why;
- Anything else.

Topic D

Assignment 1: **Television**

- What you like to watch on TV;
- Your favourite programme – when it's on, how long it lasts, type of programme;
- Why you like it;
- An outline of what happened in the last programme you watched;
- Why you would recommend this programme to a friend;
- Anything else.

Assignment 2: **A day out**

- Where you went, when and with whom;
- Description of the place you visited;
- Activities including meals;
- Your feelings about the day out;
- Your plans for a similar or different outing in the future with reasons;
- Anything else.

Topic E**Assignment 1: Shopping in my home town**

- Describe the shopping facilities available;
- When and where you would normally go shopping and why;
- Description of your last shopping trip;
- Say whether you would recommend the facilities in your town to others and why (or why not);
- The future of shopping – internet/catalogue/shops;
- Anything else.

Assignment 2: Money matters

- How you get money at the moment – pocket money, part time job etc.;
- What you have recently spent your money on and why;
- Whether you think young people get enough pocket money and why;
- Whether you save money and what you are saving for;
- Your plans for the future – how you intend to earn money in future;
- Anything else.

21.4 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details are available from AQA.

22**Assessment Criteria****22.1 Introduction**

The teacher will assess each piece of work according to the detailed assessment criteria given below. In applying these criteria, teachers should note that the same standards of assessment should apply, at whatever stage of the course the work is produced.

22.2 Criteria

Criteria are provided for the assessment of communication and quality of language in both Speaking and Writing.

Where a candidate is unable to complete a task without assistance, the amount of assistance given must be taken into account in the marking of both communication and quality of language. The mark must reflect the candidate's contribution to the completion of the task. In particular, if candidates are supplied with a template whereby they only have to insert appropriate vocabulary items in order to complete a task, then the mark awarded will be at best in the 1 - 2 mark band both for Communication and Quality of Language.

22.3 Speaking Module 1

The marks for the Module 1 Speaking assignment are allocated in the following way:

Communication	Development	Quality of Language	Total
24	8	24	56

Communication

The task consists of 6 sections. Each section requires four different items of information. An item of information is defined as a sentence, clause or phrase containing a verb, which conveys a new idea in a manner which would be readily understood by a sympathetic native speaker without ambiguity. One mark is awarded for each item of information to give a total out of 24, with a maximum of 4 items of information per section.

Summary:

0	Item of information not communicated.
1	Item of information successfully communicated

Development

Marks are awarded for Development according to the following criteria.

Marks	Development
0	Communicates basic information only (e.g. simple facts) with no additional developments.
1-2	Candidate is able to give additional details e.g. simple opinions and descriptions.
3-4	Candidate is able to give more detailed information including personal opinions.
5-6	Candidate is able to give full descriptions, give detailed information and express frequent opinions.
7-8	In addition to giving full descriptions and detailed information, the candidate expresses and justifies ideas and points of view.

Quality of Language

The Module 1 Speaking task is marked for Quality of Language using the mark bands and descriptors below: Marks are awarded out of 12 for each of Range & Complexity and Pronunciation & Accuracy, to give a total mark out of 24.

Quality of Language		
Mark	Range & Complexity	Pronunciation & Accuracy
0	Almost nothing effective. Occasional single words which make little coherent sense.	The language used makes comprehension almost impossible.
1-2	Occasional words/lists or short sentences communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3-4	Vocabulary and structure limited to basic needs of task – some complete sentences and some attempt at a wider range of vocabulary.	Pronunciation generally accurate. Messages usually communicated in spite of frequent errors.
5-6	Simple sentences with some successful use of a wider range of vocabulary.	Pronunciation and structures make responses generally intelligible.
7-8	Appropriate reference to past, present and future events. Some more complex sentences with a wider range of vocabulary and structure attempted.	Time frames understandable but not always well formed. Errors of structure and/or pronunciation cause only occasional communication problems.
9-10	A range of vocabulary and structures appropriate to more complex sentences.	Generally accurate structures and pronunciation. Errors cause no serious communication problems.
11-12	Wide-ranging vocabulary and structures, appropriately used. Frequent use of extended sentences.	Only minor errors in structure and pronunciation. No impediment to communication. Good accent and intonation.

The marks for Communication, Development and Quality of Language are added together to give a total mark out of 56 for Module 1.

Relationship between Communication, Development and Quality of Language Mark Scheme

Mark for Communication	Max. Marks for Development	Max. Marks for Quality of Language
0	0	0
1-6	0-2	1-8
7-12	0-4	1-16
13-18	0-6	1-20
19-24	0-8	1-24

22.4 Writing Module 3

Communication is marked according to the following criteria.

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

The mark for Quality of Language is limited by the mark for Communication.

Mark Range for Communication	Mark Range for Quality of Language
0	0
1 - 2	1 - 6
3 - 4	1 - 8
5 - 6	1 - 10
7 - 8	1 - 12

A mark for Quality of Language is given according to the following criteria.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1 - 2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3 - 4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5 - 6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7 - 8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9 - 10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11 - 12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Marks are awarded out of 12 for each of Range & Complexity and Accuracy and the resulting mark out of 24 is divided by 2 to give a total mark out of 12 (half marks are rounded up at the end of the process).

The total marks out of 20 for each assignment are added together, to give a total mark for Module 3 out of 40.

22.5 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form for each module appears in Appendix B.

23

Supervision and Authentication

23.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to authenticate the work as the candidates' own. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

In Module 1, the Speaking assignment must be completed under supervision by the teacher. In practical terms this could mean that the teacher is present during the recording of each candidate's assignment, although this does not necessarily have to be the case.

In Module 3, the Writing assignments do not have to be completed under controlled conditions, and may be completed by the candidate at home, provided that the teacher can be certain that every candidate's work is his/her own. Work could likewise be produced during a normal classroom session, provided that the teacher can be certain that every candidate's work is his/her own and not the product of a joint effort. If the teacher cannot be certain of this, then strict test conditions should be applied.

Further guidance on the supervision of candidates' work is given in the Teacher's Guide.

23.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the appropriate Candidate Record Form.

Where a candidate is given assistance in producing spoken or written coursework the amount of assistance must be taken into account in marking the work (see Section 22 on applying the assessment criteria).

23.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

- 23.4 Authentication of Candidates' Work** Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

24

Standardisation

- 24.1 Standardising Meetings** Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:
- where there has been a serious misinterpretation of the specification requirements;
 - where the nature of coursework tasks set by a centre has been inappropriate;
 - where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the administration of appropriate coursework tasks and assessment procedures.

- 24.2 Internal Standardisation of Marking** The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

A specimen Centre Declaration Sheet appears in Appendix B.

25

Administrative Procedures

25.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in section 22. The marks and supporting information must be recorded in accordance with the instructions in Section 22. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

The following should accompany the sample of work

- Centre Declaration Sheet (one per centre);
- Candidate Record Form, fully completed, including bibliography (one per candidate);
- Coursework Comments Sheet (one per assignment);
- Written stimulus materials relating directly to the assignments submitted (one copy per centre, if the same material has been used with all candidates);
- Candidates' Notes Proformas (for Module 1 Speaking).

25.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified dates. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

25.3 Factors affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

25.4 Retaining Evidence

The centre must retain the work of all candidates, with the Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

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Moderation

26.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

26.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

27

Grading, Shelf-Life and Re-Sits

27.1 Qualification Titles

The qualification based on this specification has the following title:
AQA GCSE in German.

27.2 Grading System

The qualification will be graded on an 8 point grade scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

The result of each module is recorded as a mark on a Uniform Mark Scale of 0-360. The ranges of UMS marks corresponding to each subject grade are as follows:

A*	320 – 360
A	280 – 319
B	240 – 279
C	200 – 239
D	160 – 199
E	120 – 159
F	80 – 119
G	40 – 79

Module 1

Module 1 is untiered.

The result of Module 1 is recorded as a mark out of 45 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 1 are as follows:

A*	40 – 45
A	35 – 39
B	30 – 34
C	25 – 29
D	20 – 24
E	15 – 19
F	10 – 14
G	5 – 9

Module 2

Candidates must be entered for **either** Foundation Tier **or** Higher Tier. For candidates entered for Foundation Tier, grades C–G are available. For candidates entered for Higher Tier the targeted range of grades is A*–D.

The result of Module 2 is recorded as a mark out of 90 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 2 are as follows:

A*	80 – 90
A	70 – 79
B	60 – 69
C	50 – 59
D	40 – 49
E	30 – 39
F	20 – 29
G	10 – 19

A ‘safety net’ for candidates entered for the Higher Tier is provided. Higher tier candidates who fail to achieve the minimum raw mark for grade D will receive uniform marks in the range 0–39. However, centres are warned that uniform mark scores may decrease rapidly below the grade D raw mark boundary.

Module 3

Module 3 is untiered. The result of Module 3 is recorded as a mark out of 45 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 3 are as follows:

A*	40 – 45
A	35 – 39
B	30 – 34
C	25 – 29
D	20 – 24
E	15 – 19
F	10 – 14
G	5 – 9

Module 4

Candidates must be entered for **either** Foundation Tier **or** Higher Tier. For candidates entered for Foundation Tier, grades C–G are available. For candidates entered for Higher Tier the targeted range of grades is A*–D.

The result of Module 4 is recorded as a mark out of 180 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 4 are as follows:

A*	160 – 180
A	140 – 159
B	120 – 139
C	100 – 119
D	80 – 99
E	60 – 79
F	40 – 59
G	20 – 39

A ‘safety net’ for candidates entered for the Higher Tier is provided. Candidates who fail to achieve the minimum raw mark for grade D will receive uniform marks in the range 0–79. However, centres are warned that uniform mark scores may decrease rapidly below the grade D raw mark boundary.

27.3 Re-Sits and Re-Using Marks

Module 1, Module 3, and each tier of Module 2, may be re-taken before certification of the qualification. The best result for each module will count towards the final award. Module 4 is the terminal module and must always be taken last.

Candidates who wish to re-take the qualification after first certification may, on request, re-use results from Modules 1–3, but Module 4 must be taken again. For Module 1 and Module 3, the two most recent results, and for Module 2 the two most recent results from each tier, will be considered, and the best of these results will count towards the final award. For example, if a candidate attempts Module 2 once at the Higher tier and twice at the Foundation tier before first certification, then once more at the Foundation tier before certifying again, the Higher tier attempt and the second and third Foundation tier attempts are eligible to count towards the final award. In the case of Module 4 the most recent attempt will always be the one that counts.

Candidates may take the whole qualification an unlimited number of times.

27.4 Minimum Requirements

Candidates will be graded on the basis of work submitted for assessment. To qualify for a subject award, candidates must have entered all four modules.

27.5 Carrying Forward of Centre-Assessed Marks

Candidates repeating the examination may carry forward their moderated coursework marks.

27.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the *GCSE*, *GCSE in vocational subjects*, *GCE*, *VCE*, *GNVQ* and *AEA Code of Practice* and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Grade C Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.

Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade F Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Candidates write short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

B

Record Forms



Centre-assessed work Centre Declaration Sheet

Specification Title: Unit Code:

Centre Name: Centre No:

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Authentication

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1 Teacher 2

Teacher 3 Teacher 4

Teacher 5 Teacher 6

(Continue overleaf if necessary)

Internal Standardisation of Marking

Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates in the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark the unit.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that:

- (a) *I have marked the work of all candidates for this component;
- (b) *the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.

Signed: Date:

Signature of Head of Centre Date:

This form should be completed and sent to the moderator with the sample of centre-assessed work.



Centre-assessed work GCSE MFL Candidate Record Form 2007

Language <i>[please tick]:</i>	<input type="checkbox"/>	GCSE French B (Modular)	4652	Module 1
	<input type="checkbox"/>	GCSE German B (Modular)	4662	
	<input type="checkbox"/>	GCSE Spanish B (Modular)	4692	

TOTAL MARK	
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Centre name:	Centre no:	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>					
Candidate name:	Candidate no:	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>					

This side is to be completed by the candidate

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details below. Continue on a separate sheet if necessary.
.....
3. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact crf@aqa.org.uk

Candidate's signature: Date:

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

PTO



Centre-assessed work GCSE MFL Candidate Record Form 2007

Language <i>[please tick]:</i>	<input type="checkbox"/>	GCSE French B (Modular)	4652	Module 3
	<input type="checkbox"/>	GCSE German B (Modular)	4662	
	<input type="checkbox"/>	GCSE Spanish B (Modular)	4692	

TOTAL MARK	
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Centre name:	Centre no:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					
Candidate name:	Candidate no:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					

This side is to be completed by the candidate

Sources of advice and information

4. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
5. If you have answered YES, give details below. Continue on a separate sheet if necessary.
.....
6. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact crf@aqa.org.uk

Candidate's signature: Date:

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

PTO

This side is to be completed by the teacher

Marks must be awarded in accordance with the instructions and criteria in section 22 of the specification. Supporting information to show how the marks have been awarded should be given in the spaces provided below.

Please complete the boxes to show the marks awarded and use the space in the concluding comments box to make any summative comments which seem appropriate.

Only whole numbers should be used.

Writing	Assignment 1		Assignment 2	
	Max. mark	Mark awarded	Max. mark	Mark awarded
Communication	8		8	
Quality of Language	12		12	
Total for Assignment	/20		/20	

Total mark awarded	/40	
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Concluding comments

Details of additional assistance given (if any)

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher/assessor's signature: Date:

C

Coursework Comments Sheet



Centre-assessed work GCSE MFL Comments Sheet 2007

Language GCSE French B (Modular) 4652 **Module 1 – Speaking**
 [please tick]: GCSE German B (Modular) 4662
 GCSE Spanish B (Modular) 4692

Centre name: Centre no:

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 Candidate name: Candidate no:

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This sheet should be completed by the teacher/assessor by ticking the appropriate box(es) when listening to the candidate's practice tape. The sheet should then be returned to the candidate, who should ensure that it is attached to the completed piece of work when it is handed in to the teacher/assessor for marking.

CONTENT	
<i>Make sure what you say fits the title</i>	
<i>Add some more ideas</i>	
<i>Make sure that you have covered all parts of the task</i>	
<i>Try not to use the same words too often</i>	
<i>Add more detail to your descriptions/accounts</i>	
<i>Include more personal opinions</i>	
<i>Give some reasons for your opinions</i>	
<i>Use some longer sentences</i>	
<i>Use some linking words</i>	
PRESENTATION	
<i>Tape recording too long / too short (maximum 5 minutes)</i>	
<i>Identification details incomplete / missing</i>	
LANGUAGE	
<i>Check your pronunciation</i>	
<i>Check word order</i>	
<i>Check that you have used the right choice of vocabulary</i>	
<i>Check the genders of nouns</i>	
<i>Check that you have the right person of the verbs</i>	
<i>Check that you have the right tense of the verbs</i>	
<i>Check that you have the right endings of the verbs</i>	
<i>Check that adjectives agree (masculine/feminine/singular/plural)</i>	

Teacher's signature: Date:



Centre-assessed work GCSE MFL Comments Sheet 2007

Language GCSE French B (Modular) 4652 **Module 3 – Writing**
 [please tick]: GCSE German B (Modular) 4662
 GCSE Spanish B (Modular) 4692

Centre name: Centre no:

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 Candidate name: Candidate no:

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Assignment title:

This sheet should be completed by the teacher/assessor by ticking the appropriate box(es) when looking at the candidate's first draft. The sheet should then be returned to the candidate, who should ensure that it is attached to the completed piece of work when it is handed in to the teacher/assessor for marking.

CONTENT	
Make sure what you have written fits the title	
Add some more ideas	
Make sure that you have covered all parts of the task	
Try not to use the same words too often	
Add more detail to your descriptions/accounts	
Include more personal opinions	
Give some reasons for your opinions	
Use some longer sentences	
Use some linking words	
PRESENTATION	
I sometimes cannot read your writing	
LANGUAGE	
Check word order	
Use a dictionary to check your spellings and accents	
Check that you have used the right choice of vocabulary	
Check the genders of nouns	
Check that you have the right person of the verbs	
Check that you have the right tense of the verbs	
Check that you have the right endings of the verbs	
Check that adjectives agree (masculine/feminine/singular/plural)	

Teacher's signature: Date:

D

Candidate's Notes Proforma



Centre-assessed work GCSE MFL Candidate's Notes 2007

Language GCSE French B (Modular) 4652 **Module 1 – Speaking**
 [please tick]: GCSE German B (Modular) 4662
 GCSE Spanish B (Modular) 4692

Centre name: Centre no:

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Candidate name: Candidate no:

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- If you want to make notes for your Module 1 Speaking Assignment you must use this sheet.
- Don't write more than 60 words in total, and these must not contain conjugated verbs or complete sentences.
- Remember to try to refer to past, present and future events in your presentation.
- You must sign this sheet and hand it to your teacher together with your tape – whether you have used it or not.

1 Myself and my family	2 Where I live
3 My school	4 My free time
5 Routine	6 Future plans

Number of words used

--

Candidate's signature: Date:

E

Overlaps with other Qualifications

There is a significant overlap with all qualifications at Level 2 of the Qualifications Framework in this subject.