Pearson
Edexcel

Pearson GCSE (2024) German (9-1)

Vocabulary and grammar guide

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Introduction

This guide contains everything you need to know about the vocabulary and grammar lists for the Pearson GCSE (2024) German qualification. These are found in Appendix 1 and Appendix 2 of the specification.

The vocabulary list was developed using a frequency-led approach in line with requirements set out by the Department for Education. It focuses heavily on the top 2000 most frequent words in *A frequency dictionary of German: Core vocabulary for learners* (2nd Ed.) (Tschirner, E. & Möhring, J. (2019); London: Routledge).

This posed a challenge in terms of selecting vocabulary around specific themes: many of the top 2000 most frequent words are, as one would expect, basic words that can be used in a wide range of contexts, such as common conjunctions, articles, pronouns, verbs etc., with relatively few words being thematically specific nouns and adjectives.

Nevertheless, we were determined to produce lists that met the needs and interests of learners, so early in the development process we conducted research with teachers and students from a range of schools across the country to understand the themes and topics from the 2016 qualification that they most enjoyed covering, as well as possible options for new subjects. We used this information to devise the list of thematic contexts and subjects in our 2024 specification and as a steer for where to allocate the approximately 180 (Foundation) and 250 (Higher) low-frequency words. More details about our decisions can be found in the next section: 'Vocabulary list compilation'.

The French and Spanish vocabulary lists have also been developed using equivalent Routledge frequency dictionaries. There is significant overlap in the top 2000 most frequent words across the three languages, but they are not identical; this means that there is more divergence between the three vocabulary lists in this qualification than in the 2016 and prior qualifications.

Vocabulary list compilation

The vocabulary list was carefully compiled to meet a set of requirements laid out by the Department for Education. The 'core' list comprises the following:

- 1200 'base' items at Foundation tier, with an additional 500 items at Higher tier. An item is a single word in the target language which translates as either a single word or a phrase in English – for example, *immer* ('always') or *Bahnhof* ('station') – or a phrase in the target language which translates as a single word in English – for example, *auf Wiedersehen* ('goodbye').
- 20 cultural or geographical items: these include the names of cities, countries, continents, places of interest and festivals/events to be known for receptive and productive papers – for example, *Köln*, *Österreich*, *Donau*, *Silvester* and *Viennale*.
- 30 short phrases of up to five words each, whose English translations are also phrases and cannot be understood from their component parts – for example, *es gibt* ('there is/are').

This makes a total of up to 1250 items at Foundation tier, and 1750 at Higher tier.

The total number of entries in the vocabulary list in our specification is greater than 1750 at Higher tier, for two reasons:

- the Higher tier list includes pronouns combined with da- or wo- as a prefix – for example *davon* ('from it, about it') and *womit* ('with which').
- any Foundation tier words with additional meanings at Higher tier are duplicated, with only the Higher tier meanings listed in the Higher tier section. In particular, this applies to verbs in the present tense, which have the additional translation of 'have/has been + [verb]ing' at Higher tier.

Words with different parts of speech

There are specific rules around how target-language words that exist in multiple parts of speech are counted as items within the list of 1200/1700 items:

- If a word on its own exists in more than one part of speech and we want students to know it in multiple parts of speech, then each part of speech counts as a separate item in our list. For example, *der* ('the' or 'who, which') can be both the definite article and a relative pronoun; we decided that students should be able to understand it as both, so we have listed it twice in our list and it counts as two items towards the 1200/1700.
- If a word's part of speech changes as a result of a 'function word' being added to it, such as a preposition, all parts of speech together count as only one item. For example, we have the noun *Form* ('shape') in our vocabulary list; when this is preceded by the word *in*, it takes on the adjectival meaning 'healthy' or 'fit'. *Form* and *in Form* together count as one item and are listed together in the vocabulary list.

2016 vs 2024 vocabulary lists: key differences

The compilation of the 2024 vocabulary list took a different approach to that of the 2016 list:

Irregular inflected forms

The grammar list for the 2024 qualification is set out in Appendix 2 of the specification and explained in more detail in Part 3 below. It contains all of the rules that students are expected to know for agreeing nouns and adjectives in gender, number and case, and for conjugating verbs.

Inflected forms of nouns and adjectives are only listed separately where they are not covered by the patterns given in the grammar list. So, for example, *Lehrer* for 'teacher' or *weiß* for 'white' are only given in their base form. Similarly, verbs are only listed in the infinitive with the expectation that all forms of these verbs would be known in all tenses required by the grammar content. Where the irregular forms are not covered by the grammar list, the irregular forms are listed as separate items. This is not true of the 2016 vocabulary list.

a) Nouns and adjectives

Where the feminine and plural forms of a noun or adjective in our 2024 vocabulary list follow one of the regular patterns in the grammar list, we have listed only the masculine singular in the vocabulary list. The masculine singular and inflected forms together constitute one of the 1200/1700 items, and students will be expected to understand and produce the inflected forms. For example:

- ***Lehrer*** ('teacher'): this is the only form listed in the vocabulary list but students at both tiers should also know *Lehrers, Lehrerin* and *Lehrerinnen***,** with an additional requirement to know *Lehrern* (dative plural) at Higher Tier.
- ***schnell*** ('quickly, quick, fast'): students at both tiers should also know *schneller*, *schnelle, schnelles* and *schnellen*.

Where the feminine and/or plural forms do *not* fit one of the regular patterns in the grammar list, the irregular forms are also explicitly listed in the vocabulary list after the masculine singular, and each listed form counts as a separate item towards the 1200/1700 total. This is why the feminine and/or plural forms are listed for some words and not others. For example:

- ***Arzt***, ***Ärztin***, *Ärzte* and *Ärztinnen* with the addition of the masculine dative plural *Ärzten* at Higher tier, ('doctor/'doctors'): the two forms in bold are listed in the vocabulary list as separate items because the addition of the umlaut to make the feminine is not one of the rules in the grammar list, so the feminine singular form is irregular. The plural forms and dative plural do follow rules listed in the grammar list, however, so these forms are not stated in the vocabulary list but students will be expected to know them.

Where an irregular form is not listed as a separate item in the vocabulary list or covered by the grammar requirements, students will not be expected to know it and we will not use it in exam papers. They will only be required to know the listed form. For example:

- ***Risiko*** (‘risk’): this is only listed in the singular for Foundation tier, so Foundation tier students will not be expected to know the irregular plural *Risiken* (‘risks’). However, as the plural is listed as a separate item at Higher tier, Higher tier students will be expected to know both.

b) Verbs

The verb conjugations and tenses that students will be expected to know at each tier are laid out in the grammar list and summarised in the ‘Grammar list’ section of this document below. It is to be noted that the requirements are limited to a select few conjugation patterns, which are exemplified by ‘anchor’ verbs.

If a verb in our vocabulary list follows one of these conjugation patterns completely, we have only listed the infinitive and students will be required to know all the relevant conjugated forms. The infinitive and all conjugated forms together constitute one item towards the 1200/1700 total in the vocabulary list.

If a verb has conjugated forms that don’t fit with one of the patterns laid out in the grammar list, these irregular forms each count as a separate item in our vocabulary list and have been listed at the end of the verb section in the specification, in a subsection entitled ‘Irregular inflected verb forms’.

Let’s take the example of *fahren* (‘to go, to drive’) to see what this means in practice. For this irregular verb, following the requirements set out by the Department for Education, students at Foundation tier are expected to know the present tense (all forms); past participle; and future tense with *werden*; Higher tier students are additionally required to know the imperative; the imperfect; and the conditional with *werden*.

Table 1:

FAHREN	Foundation and Higher tier	Higher tier only
Present	fahre **fährst** **fährt** fahren fahrt	
Imperfect		**fuhr** fuhrst fuhren fuhrt
Past participle	gefahren	
Future	werde fahren	

	wirst fahren wird fahren werden fahren werdet fahren	
Conditional		würde fahren würdest fahren würden fahren würdet fahren
Imperative		fahr! fahrt! fahren Sie!

As shown in the table, Foundation tier students will need to know 12 forms and Higher tier students 23 forms including the infinitive, but only the forms in bold count as items towards the 1200/1700 total in the vocabulary list: 3 forms at Foundation tier and 4 at Higher tier including the infinitive. Where different parts of the verb are identical, they are only listed once. So, for example, the first person plural, the second person formal and the third person plural of the present tense count together as one item because they are identical: *fahren*.

If the imperfect conjugated form of an irregular verb is not listed in the 'Irregular inflected verb forms' section of the vocabulary list in our specification, students are not expected to know it and it will not be tested.

To illustrate this, let's take the example of *schlafen* ('to sleep'):

Table 2:

SCHLAFEN	Foundation and Higher tier	Higher tier only
Present	schlafe **schläfst** **schläft** schlafen schlaft	
Future	werde schlafen wirst schlafen wird schlafen werden schlafen	

	werdet schlafen	
Conditional		würde schlafen würdest schlafen würden schlafen würdet schlafen
Imperfect		~~schlief~~ ~~schliefst~~ ~~schliefen~~ ~~schlieft~~
Past participle	geschlafen	
Imperative		schlaf! schlaft! Schlafen Sie!

This verb follows the pattern of the anchor verb *fahren* in all required tenses **except** for the imperfect, *schlief*. As we have not listed *schlief* as a separate item in our vocabulary list, we will not test it in our papers.

At Foundation tier, students are expected to know how separable verbs are used in the present, perfect and future tenses. At Higher tier, separable verbs may also be used in subordinate clauses. To illustrate this, let's take the example of *ankommen* ('to arrive'):

Table 3:

ANKOMMEN	Foundation and Higher tier	Higher tier only
Present	komme ... an kommst ... an kommt ... an kommen ... an	ankomme ankommst ankommt ankommen
Future	werde ankommen wirst ankommen wird ankommen werden ankommen werdet ankommen	
Conditional		würde ankommen

		würdest ankommen würden ankommen würdet ankommen
Imperfect		kam … an / ankam kamst … an / ankamst kamen ... an / ankamen kamt ... an / ankamt
Past participle	angekommen	
Imperative		komm … an! kommt ... an! Kommen Sie an!

Comprehensiveness

The new vocabulary list is designed to be comprehensive. Students will not be expected to understand or produce vocabulary that is not either in the list or a regular inflected form of a word in the list as per the grammar requirements (though they are welcome to use additional vocabulary in productive tasks if they so wish, and will receive equal credit for doing so correctly).

The English translations of words on the list are also comprehensive: if a particular meaning of a word is not given in the specification, students will not be expected to know that meaning. For example, they will only need to know the word *treten* with the meaning ‘to step’, not ‘to kick’.

For this reason, the translations of some words – in particular the irregular inflected forms of common verbs such as *sein* – are lengthy, to ensure we have captured all the possible meanings we might need for use in exam papers.

Prior knowledge

Because the new vocabulary list is comprehensive, there is no expectation of prior knowledge: even basic vocabulary such as greetings, numbers and colours are listed as items.

Frequency

The compilation of the new vocabulary list was frequency-led, with the vast majority of words required to be taken from the top 2000 most frequent words in a large corpus of target-language texts. Given this, as well as the overall reduction in the total number of words versus the 2016 vocabulary list, we had some difficult decisions to make about which words to include in the list and which to exclude.

For example, we excluded *lila* ('purple') from our list of colours because it has irregular inflected forms, for example *lilafarbene*, so would have required more than one space out of the 1200 available at Foundation tier. We chose to allocate these spaces elsewhere.

We were also limited in the number of sports we could include in the list for the 'sports' subject, as these were mostly low-frequency words (i.e. not within the top 2000 most frequent in the corpus). We chose a small number of 'core' sports common to the French, Spanish and German lists (football, tennis, swimming, cycling) and then added a few more to each language's list that we deemed culturally relevant for that language, such as *Handball* for German.

We decided to tend towards the general over the specific where possible to maximise the range of subjects available in our vocabulary – for example, we have the word *Fleisch* ('meat') in the list but have not included the names of different meats, so that we could instead include other food items: *Schnitzel*, *Ei*, *Käse*, etc.

Guiding principles: Diversity, Equity and Inclusion

Aside from the rules laid out by the Department for Education around vocabulary list compilation, we established some guiding principles for our vocabulary choices to ensure that, as far as possible, our lists don't favour the lifestyles, life experiences and aspirations of some students more than others. These are some of the decisions we took:

- **Religion** – we haven't included the names of any religions or religious festivals in our list. We do have the general words 'religion', 'religious' and/or 'faith'. All students are welcome to talk about their religious background in productive tasks, where appropriate, but will need to learn additional vocabulary pertaining to their specific religion if they wish to do so.
- **Family** – we have ensured there is a provision within the list to talk about a range of family set-ups, including words to talk about step-parents and step-siblings, and single-sex parents, so as not to favour the stereotypical nuclear family with a mother and a father.
- **School subjects** – we decided to only include the school subjects that all students taking this qualification will be studying: maths, English, science and German. This is because we deemed it fairest for all students to have to learn the names of their other GCSE subjects as additional words outside of the vocabulary list if they wanted to talk about them in productive tasks. A few other school subjects do appear on the list, but only as a secondary meaning of words that we have included for use in other thematic contexts/subjects, e.g. *Geschichte* ('story'/**'history'**), *Theater* ('theatre'/**'drama'**).
- **Jobs** – we've tried to avoid any specific job titles, as those within the top 2000 most frequent words in the corpus we were using tended to be highly skilled roles (e.g. lawyer, scientist) which would only have served to reinforce a sense of elitism around MFL qualifications. We've therefore kept our vocabulary around future opportunities more general, with words like 'income', 'boss', 'career' and 'university'. Any job titles that do appear in the list were primarily included for use in a different subject – for example, 'teacher' for the 'school' subject.

2016 to 2024 vocabulary comparisons

To help you prepare for delivery of the 2024 qualification, we are currently conducting an analysis of the differences between the 2016 (Edexcel and AQA) and 2024 (Edexcel) vocabulary lists, and will update this document once this is complete.

In our analysis, we will highlight the new vocabulary content in the 2024 specification, as well as the content from the 2016 specifications that has been removed. Given the reduction in the volume of vocabulary overall, the latter category will be larger than the former; this does not mean, however, that you are obliged to remove all such content from your teaching materials. Vocabulary from outside of the defined vocabulary list will not be wasted, as students may use this in productive tasks and will receive equal credit for doing so correctly.

If you wish to conduct your own analysis of the vocabulary content or start preparing resources tailored to the 2024 qualification, we have developed an interactive vocabulary tool to help you. Please see the final section of this document for more details.

Grammar list

The grammar content for this qualification is set out in Appendix 2 of the specification and is a comprehensive list of the grammatical rules that students will need to be able to apply to the vocabulary in the vocabulary list. It is not as extensive as the grammar content for the 2016 qualification: key differences are outlined below for each part of speech.

Nouns

There is no longer an automatic requirement for students to be able to agree *all* nouns in the vocabulary list in gender and number. The feminine ending *-in* and the formation of regular plural forms as listed in the grammar section must be learned. For any nouns that do not follow these patterns, the forms will be listed as separate items in the vocabulary list. For example, *Lehrer* is in the vocabulary list but the feminine form *Lehrerin is* not. However, both *Arzt* and *Ärztin* are listed because the feminine form is irregular. Similarly, *Pflanze* is listed but the plural form *Pflanzen* is not, whereas both *Mutter* and *Mütter* are listed because the plural form does not follow a regular pattern. Any feminine or plural forms which do not follow one of the specified grammatical patterns and do not appear as separate items on the vocabulary list will not be tested and students are not expected to know them.

An awareness of the addition of *-n* to dative plural nouns is now only required at Higher tier. The exception is the dative plural *Freunden* which is listed for use at Foundation and Higher tier as the short phrase, *mit (meinen) Freunden*.

Other rules governing nouns which are necessary only at Higher tier are: the genitive case of nouns; the plural forms of weak and adjectival nouns; abstract neuter nouns with definite article (e.g. *das Gute*) and after *viel, wenig, etwas* and *alles* (e.g. *etwas Nettes*).

The 2024 specification makes specific reference to compound nouns, as well as infinitives and adjectives used as nouns at Foundation tier. Students are expected to know how compound nouns are formed and the final word gender rule. Compound nouns such as *Schulbuch* or *Hauptbahnhof* may be used in our papers as long as the meaning can be deduced from a knowledge of the component parts of the word. Similarly, students should be able to recognise and produce nouns formed from verbs or adjectives such as *das Schwimmen* and *Englisch*.

Adjectives

Agreement

The rules governing adjectives are largely the same as they were in the 2016 specification. Students will learn the difference between prenominal and postnominal adjectival use (e.g. *der alte Mann* as opposed to *der Mann ist alt*). For prenominal adjectives at Foundation tier, it is necessary to be familiar with the endings after the definite and indefinite articles and the endings for these without an article in the nominative, accusative and dative

cases. In addition, the use of comparative adjectives in constructions with *als* and *so .. wie* is required at Foundation tier.

Only the masculine form is given in the vocabulary list unless there is an irregularity not covered by a rule in the grammar list. So, for example, when *heiß* is listed, this means that students should recognise and use its inflected forms. Where the comparative is irregular, this is listed separately (e.g. *viel, mehr, gut, besser*).

Comparatives and superlatives

At Foundation and Higher tier comparative adjectives will only be used postnominally.

The requirement to learn prenominal and postnominal superlative adjectives (e.g. *der/die/das beste; am besten*) has been removed from Foundation tier, but remains at Higher tier.

Adverbs

The requirement to learn superlative adverbs (e.g. *größt-, am größten*) has been removed from Foundation tier, but remains at Higher tier.

Adjectives which are also adverbs are listed as one entry in the vocabulary list (e.g. *aktiv* = 'active, actively').

The use of verb + *gern* to express like and verb + *lieber* to express preference still features at both Foundation and Higher Tier.

Articles and determiners

The requirements are broadly similar to the 2016 specification. Students at both tiers are expected to learn the uses of the definite and indefinite article and negation with *kein* in the nominative, accusative and dative cases. In addition, they should be able to distinguish between uncountable and plural forms of quantifiers such as *viel* and *viele*. They should also be able to recognise and use the relevant forms of all possessive pronouns, the interrogative *welch(er)* and the relevant forms of *dies(er), jed(er), letzt(er)* and *nächst(er).*

Only at Higher tier is it necessary to be familiar with the genitive case for possession and after certain prepositions. It is important to note that this will only feature in Listening and Reading papers at Higher tier.

Pronouns

Personal pronouns

As with the 2016 specification, students at both tiers are expected to know all personal pronouns in the subject (nominative) form including the use of *man*. However, for the direct

object and indirect object forms in the accusative and dative, only the singular forms including *einen* and *einem* are to be learnt at Foundation tier; the plural forms are applicable only at Higher tier.

The requirement to know the order of direct and indirect object pronouns, be that with nouns, a mixture of noun and pronoun or with two pronouns, also now features only at Higher tier.

Reflexive pronouns

Students at both tiers will learn the singular forms of reflexive verbs with an accusative reflexive pronoun (e.g. *ich freue mich*). Only students at Higher tier will now need to know the plural reflexive pronouns (*uns, euch, sich*). The use of reflexive verbs with a dative reflexive pronoun is only required at Higher tier.

Relative pronouns

In contrast to the 2016 specification, students at Foundation tier will now only learn the use of relative pronouns in subject clauses (*der, die, das, die*). At Higher tier, their use is extended to subject and object relative clauses, including the use of *wo* and *was*.

Interrogative pronouns

Knowledge of the interrogative pronouns *wer*, *wen* and *wem* is required at both Foundation and Higher tier.

Prepositions

The 2024 specification give much more detail about the prepositions to be learnt at each tier.

At Foundation tier, accusative prepositions are restricted to *bis*, *durch*, *für* and *ohne*, although *um* is also listed in the vocabulary list for its use in time phrases (e.g. *um vier Uhr*). Foundation tier students are also expected to know the dative prepositions *aus, bei, mit, nach, von* and *zu*, and the dual case prepositions *an, auf* and *in*. As before, students should also be familiar with contracted forms of *bei*, *in*, *von* and *zu* with the definite article.

Foundation tier students should also be familiar with the use of prepositions after a verb (e.g. *warten auf*) and *da(r)*- compounds such as *darauf* and *damit*.

At Higher tier, the use of prepositions widens to include the accusative prepositions *gegen* and *um* (with the sense of ‘around’), the dative prepositions *laut* and *seit*, and the dual case prepositions *zwischen*, *über*, *unter*, *hinter*, *vor* and *neben*. Students should also learn the use of *beim* or *am* with a nominalised verb (e.g. *beim Gehen*).

The use of prepositions with *da(r)*- and *wo(r)*- prefixes in main clauses (e.g. *Sie steht daneben; Worauf wartest du?)* also feature at Higher tier.

Genitive propositions which may be used at Higher tier are listed in the vocabulary list.

Verbs

The grammatical rules around verbs in particular are more contained and rigidly defined, and there is no longer a requirement to know all conjugations for all tenses of all verbs in the vocabulary list. It is advised to pay close attention to the 'Verbs' sections of the grammar list in the specification.

Tenses

On the whole, students at both tiers will be required to know fewer conjugations across various tenses for this qualification compared with the 2016 specification. The grammar list in the specification details the specific verb patterns that are to be learnt.

At Foundation tier, students will learn the present tense of regular and irregular verbs as listed in the vocabulary list, including separable (compound) verbs and reflexive verbs with an accusative reflexive pronoun; they will learn to use the present tense to express future meaning. The future tense with *werden* will also be learnt, but in any student work the present tense with a time adverb will be acceptable as an indication of a future time frame.

The uses of the perfect tense are listed in the specification for Foundation tier. Students will learn the rules for conjugating past participle forms as listed. Where the past participle is formed following a pattern listed, it will not be included as a separate item in the vocabulary list. However, irregular forms (e.g. *gegangen*, *gewusst*) are listed as separate entries in the 'Irregular inflected verb forms' section in the specification.

At Foundation tier, knowledge of the imperfect/simple past tense is restricted to all parts of *haben* and *sein* and to some parts of modal verbs.

All six modal verbs in the present tense will be used at Foundation tier. However, the imperfect/simple past of modal verbs is required only in the 1st, 2nd and 3rd persons singular at this tier.

The conditional tense is now required only at Higher tier. The exception is the use of *möchte* which will be used at both tiers.

Students are expected to know the following verb constructions at Higher tier only:

- the imperative
- infinitive clauses e.g. with *um/zu* or after verbs such as *hoffen*
- reflexive verbs with a dative reflexive pronoun
- the use of *seit* with the present tense
- the imperfect/simple past of regular and highly frequent strong verbs as specified in the vocabulary list
- the imperfect/simple past of modals in all persons
- the imperfect subjunctive in conditional clauses with *hätte*, *wäre* and *würde* + infinitive.

There is no longer an expectation for students at either tier to know the following:

- pluperfect
- the passive.

Word order

The 2024 specification gives more detail about word order than the 2016 specification.

At Foundation tier, students are expected to know:

- main clause word order including inversion and the rule of 2nd verb to the end of the main clause
- word order in questions with and without interrogatives
- word order in subordinate and relative clauses with single-verb structures
- word order with separable verbs in the present tense in main clauses.

In addition, at Higher tier students are expected to know:

- word order in subordinate and relative clauses with two-verb structures
- word order in subordinate and relative clauses with single-verb and two-verb structures including with separable verbs.

The 2024 specification also differentiates between how word order with negatives should be learnt. At Foundation tier, students will learn the word order of verbal negation with *nie*, *nichts* and *nicht* in main clause with single- and two-verb structures, and in subordinate clauses with single verbs and with postnominal adjectives. At Higher tier, they will learn word order using element negation with *nicht*, including the use of *sondern.*

Derivational morphology

The 2024 qualification diverges from the 2016 one in having paper-specific grammar requirements. There is a set of grammar rules using prefixes and suffixes that students at both tiers will be expected to know for the Reading paper only (though they are welcome to apply these rules in their answers to productive tasks if they so wish, and will receive equal credit for doing so correctly). They are called ‘Derivational morphology’ rules and appear under this title in their own section of the grammar list in the specification.

Applying these rules to words in our vocabulary list, in the Reading paper at both tiers we may:

- add prefix *Lieblings-* to nouns to mean ‘favourite’
- add prefix *Haupt-* to nouns to mean ‘main’

- add prefix *un-* to create adjectives where the English meaning is 'the opposite' (e.g. *unmöglich*, *unglücklich*)
- add suffix *-te* (1-19) and *-ste* (20-) to change cardinal into ordinal numbers (e.g. *zweite*, *zwanzigste*)
- add suffix *-ung* to a verb stem to change into nouns with equivalent and transparent meaning (e.g. *lösen* ➜ *Lösung*)
- add suffix *-er* to a verb stem (*-en* verbs) to change into male agent nouns with equivalent and transparent meaning (e.g. *besuchen* ➜ *Besucher*)
- add suffix *-s* to nouns for days and times of day to change them into adverbs (e.g. *Montag* ➜ *montags*; *Nachmittag* ➜ *nachmittags.*

And at Higher tier only, we may:

- add *-chen*, *-lein* to create nouns, only when the English equivalent is 'little' (e.g. *Häuschen*, *Kätzchen*)
- add *-heit* or *-keit* to adjectives/adverbs to create nouns, only when the English equivalent is '-ty' or '-ness' (e.g. *Krankheit*, *Notwendigkeit*)
- add *-los* to nouns to create adjectives, only with the English equivalent '-less' or meaning 'without'.

Applying the vocabulary list to our papers

In this section we explain how we have used the vocabulary list in each of our papers.

Paper 1: Speaking

The text in the target language in the Speaking paper comprises:

- the text to be read aloud in the read aloud task.
- the questions and follow-up phrases on the teacher card for the role play task.
- prompts and compulsory questions, as well as examples of non-compulsory questions, in the instructions to teacher for the picture task.

These target-language texts are all written exclusively with vocabulary from the vocabulary list, or inflected forms of base words in the vocabulary list that are in line with the grammar requirements of the course. No words from outside of the vocabulary list will appear in this paper.

Candidates can access the full range of marks for this paper using only the words in the vocabulary list and any inflected forms covered by the grammar requirements in their responses. They are, however, free to learn and use words from outside of the vocabulary list that are relevant to their own lives and interests, and will receive equal credit for these if used correctly.

Paper 2: Listening

All comprehension passages in section A of this paper contain only words from the vocabulary list and inflected forms covered by the grammar requirements.

The dictation activity in section B includes words from outside of the vocabulary list to test candidates on their knowledge of sound-symbol correspondences. For more information, please see our Paper 2, Listening Teacher Guide that can be found on our ‘Course materials’ page, under ‘Teaching and learning materials’.

For example, below is the Foundation tier dictation question from our Sample Assessment Materials (SAMs):

Question 12

You are going to hear someone talking to a waiter in a restaurant.

Sentences 1-3: Write down the missing words in the gaps provided. In each gap you will write one word in German.

Example: Dieses Restaurant soll gut sein.

1. Ich möchte hier essen.
2. Was kostet die Suppe?
3. Ich will heute den Spargel.

Suppe and *Spargel* are words from outside of the vocabulary list that we test in this question.

Paper 3: Reading

Most of the target-language content of this paper is written using words in the vocabulary list or inflected forms covered by the grammar requirements, but with a few concessions:

Derived forms

There is an additional set of grammatical requirements for the Reading paper that allows the use of 'derived' forms of words in the vocabulary list. These include:

- Ordinal numbers that are created by adding the suffixes *-te* (1-19) and *-ste* (20-). The ordinal numbers *erst*, *zweit* and *dritt* are listed as entries in our vocabulary list and so may be used in all papers, but ordinal numbers from *viert* onwards may only be used in the Reading paper.
- Adding the prefix *un-* to create adjectives where the English meaning is 'the opposite'. For example, the adjectives *wichtig and ruhig* are listed in our vocabulary list at Foundation tier, so in the Reading paper (at either tier) we may use the words *unwichtig* and *unruhig.*
- Adding a suffix to a verb stem (*-en* verbs) to change into male agent nouns with equivalent and transparent meaning. For example, as the verbs *besuchen* and *retten* are in the vocabulary list, the nouns *Besucher(in)* and *Retter(in)* may appear in the Reading exam.
- Adding the prefixes *Lieblings-* to nouns to mean 'favourite' or *Haupt-* meaning 'main'. For example, as the nouns *Bahnhof* (Foundation tier) and *Ausflug* (Higher tier) are in the vocabulary list, the nouns *Hauptbahnhof* and *Lieblingsausflug* may appear in the Reading exam at the relevant tiers.
- At Higher tier, adding the suffixes *-heit* or *-keit* to adjectives/adverbs to create nouns, only when the English equivalent is '-ty' or '-ness'. For example, the adjectives *krank*,

and *traurig* are in our vocabulary list at both tiers; the equivalent nouns *Krankheit* and *Traurigkeit* are not, but may be used in the Reading paper at Higher tier.

These rules may also be applied in reverse, i.e. if a 'derived' form is listed in our vocabulary list but the 'base' form is not, we may use the base form in the Reading paper.

Glossed words

Up to 2% of the total number of words in Higher tier or Foundation/Higher overlap comprehension passages can be words from outside of the vocabulary list. This 2% figure is calculated at question level, not on the paper as a whole. Any such words are glossed in English alongside the comprehension passage.

Cognates

In addition to the glossed words, up to 2% of the total number of words in any given comprehension passage can be cognates from outside of the vocabulary list, and these are not glossed. Again, this 2% figure is calculated at question level.

A cognate is defined in the subject content for this qualification as a "word in which the substantial majority of letters are the same in English and the assessed language; they have the same meaning in both languages and any difference in spelling should not impede understanding". We have been conservative in applying this definition in the Sample Assessment Materials: for example, question 5 of the Foundation paper includes the word *Taxis* as a cognate.

Transport Survey

5 Read the survey results from a business in Leipzig, a city in Germany.

Wie kommen Sie ins Büro?

Viele Arbeiter nehmen den Zug, weil das so leicht und sehr bequem ist.

Eine neue Kollegin kommt mit der Straßenbahn zur Arbeit. Es ist einfacher und auch billiger als mit der Bahn.

Zwanzig Prozent fahren jeden Tag mit dem Rad zur Arbeit, und das ist natürlich viel besser für die Umwelt als Autos oder Taxis.

Place names

Names of any places that do not appear in the 'cultural and geographical' words in our vocabulary list, and that are not easily understandable, may be used and glossed in the Reading paper. For example, we gloss the city of *Frankfurt* in question 8 of our Higher tier SAMs.

« *Schulen für die Umwelt* » ist ein neues Projekt für Schulen in **Frankfurt*** mit dem Ziel, umweltfreundliche Aktionen zu entwickeln.

In diesem Jahr wird unsere Schule am Projekt teilnehmen, also suchen wir mehrere Teams von Schülern und Schülerinnen. Die Aufgabe für jedes Team ist, ein Umweltproblem zu beschreiben und mögliche Lösungen zu einem dieser Themen vorzuschlagen:

- Energie sparen
- Müll reduzieren

Wenn man sich zum Beispiel auf das erste Thema konzentrieren möchte, könnte man vorschlagen, mit dem Fahrrad zur Schule zu fahren. Das reduziert die Luftverschmutzung und es ist nachhaltig!

Am Ende müssen alle Gruppen ihren Plan 5 Minuten lang vor der gesamten Schule präsentieren. Die Präsentationen werden am ersten Mittwoch im Oktober stattfinden. Die Schüler und Schülerinnen werden den besten Plan wählen.

Jeder kann zum Projekt beitragen! Wenn du gewinnen möchtest, muss dein Team gut zusammenarbeiten. Wenn du Teammitglied werden möchtest, kontaktiere bitte den Direktor bis Ende der Woche.

**Frankfurt* = a city in Germany

There is no specified limit on the number of place names that may be glossed in this way, but as place names are used sparingly in our passages, very few are glossed in the SAMs.

Inference

The subject content for this qualification stipulates that candidates must be able to “infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the Vocabulary List when they are embedded in the context of written sentences”. We therefore have inference questions in our Reading papers that test words from outside of the vocabulary list.

This example from our Foundation tier SAMs requires candidates to use the word *Lieblingsspiel* and other clues from the surrounding sentence to deduce the correct meaning of *Schach* from the options provided.

Noah's family

3 Read Noah's description of his family for his homework.

Meine Familie ist klein, aber nett. Ich lebe mit meiner Großmutter und meiner Schwester in einer lauten Stadt.

Am Abend kochen wir. Meine Großmutter arbeitet. Ich lese gern, und meine Schwester hat eine App für ***Schach***, ihr Lieblingsspiel. Wir sehen nie fern.

(b) Which of these is the best translation for the word ***Schach***?

Put a cross ☒ in the correct box.

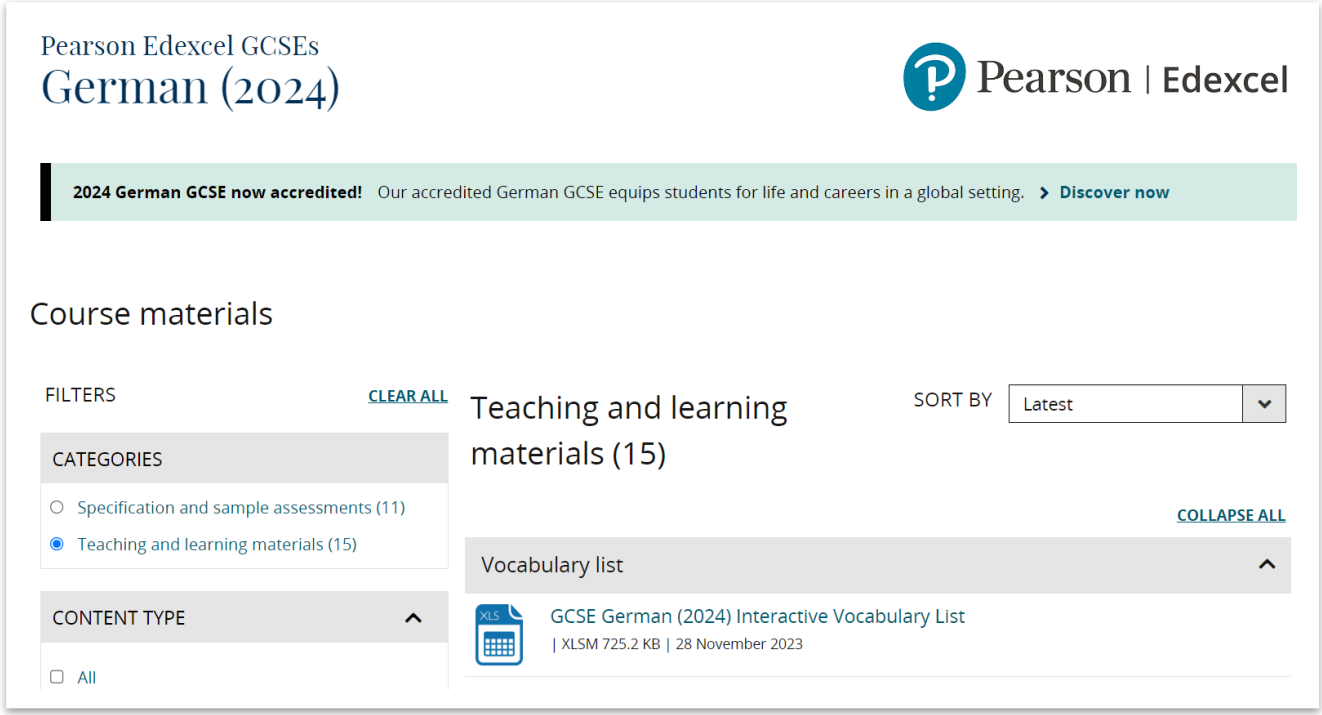
☐	**A**	recipe
☐	**B**	chess
☐	**C**	drawing

Paper 4: Writing

All tasks in the writing papers are written in English, but care has been taken to ensure that they target vocabulary on the list. All questions in this paper can be answered and candidates can access the full range of marks using only words from the vocabulary list and inflected forms covered by the grammar requirements. Candidates are, however, free to learn and use words from outside of the vocabulary list that are relevant to their own lives and interests, and will receive equal credit for these if used correctly.

Interactive vocabulary tool

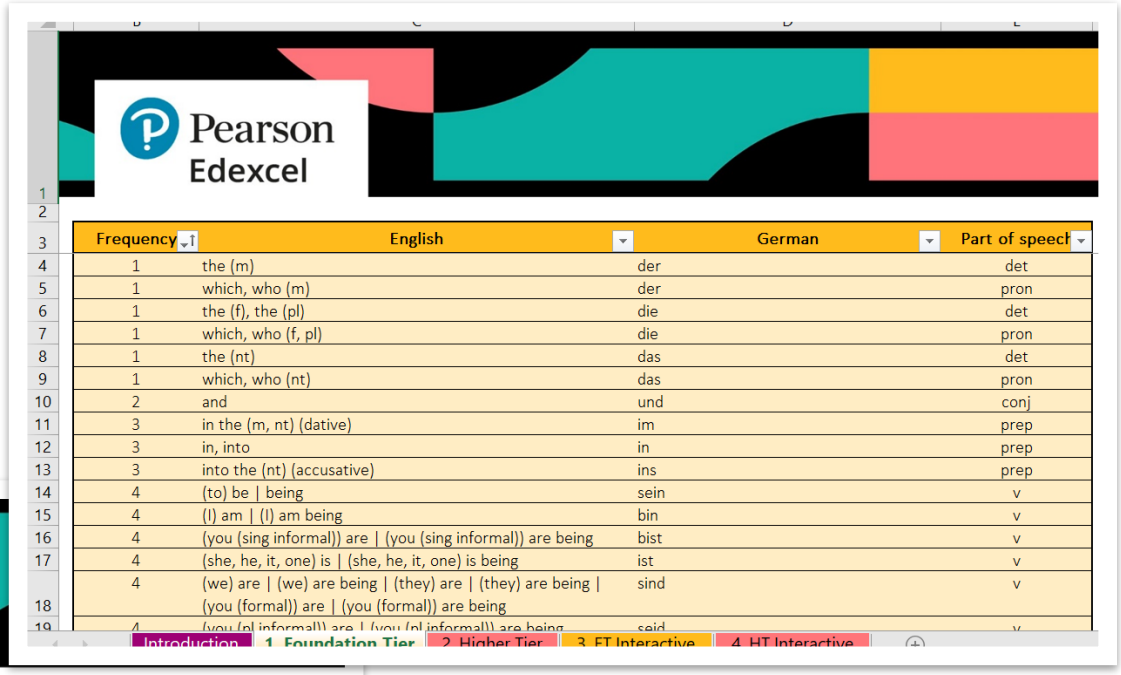
This qualification is vocabulary-driven rather than theme-driven. However, we know that teachers wish to continue planning and teaching course content around themes, so we have developed an interactive vocabulary tool that maps the words in the vocabulary list to the 20 subjects listed in our specification. This tool can be found on our 'Course materials' page, under 'Teaching and learning materials':



How to use

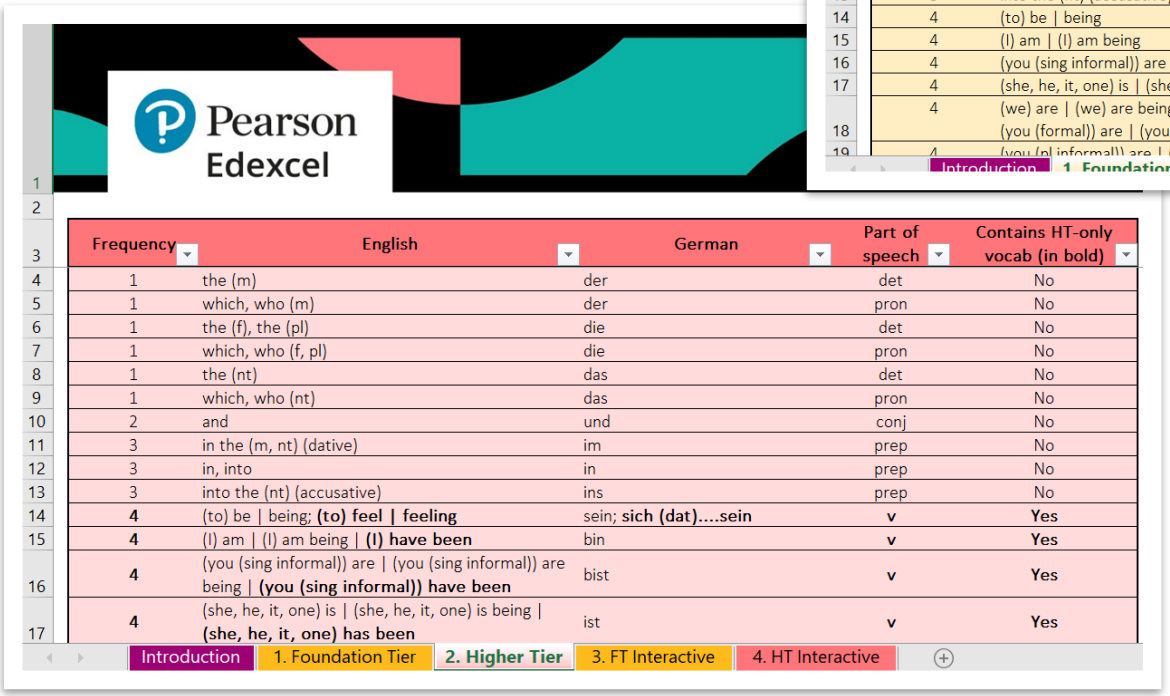
This resource contains an introduction tab explaining how to use the tool, plus four vocabulary tabs.

The first vocabulary tab lists the full Foundation tier vocabulary list, organised in frequency order.



Frequency	English	German	Part of speech
1	the (m)	der	det
1	which, who (m)	der	pron
1	the (f), the (pl)	die	det
1	which, who (f, pl)	die	pron
1	the (nt)	das	det
1	which, who (nt)	das	pron
2	and	und	conj
3	in the (m, nt) (dative)	im	prep
3	in, into	in	prep
3	into the (nt) (accusative)	ins	prep
4	(to) be | being	sein	v
4	(I) am | (I) am being	bin	v
4	(you (sing informal)) are | (you (sing informal)) are being	bist	v
4	(she, he, it, one) is | (she, he, it, one) is being	ist	v
4	(we) are | (we) are being | (they) are | (they) are being | (you (formal)) are | (you (formal)) are being	sind	v

Introduction | 1. Foundation Tier | 2. Higher Tier | 3. FT Interactive | 4. HT Interactive



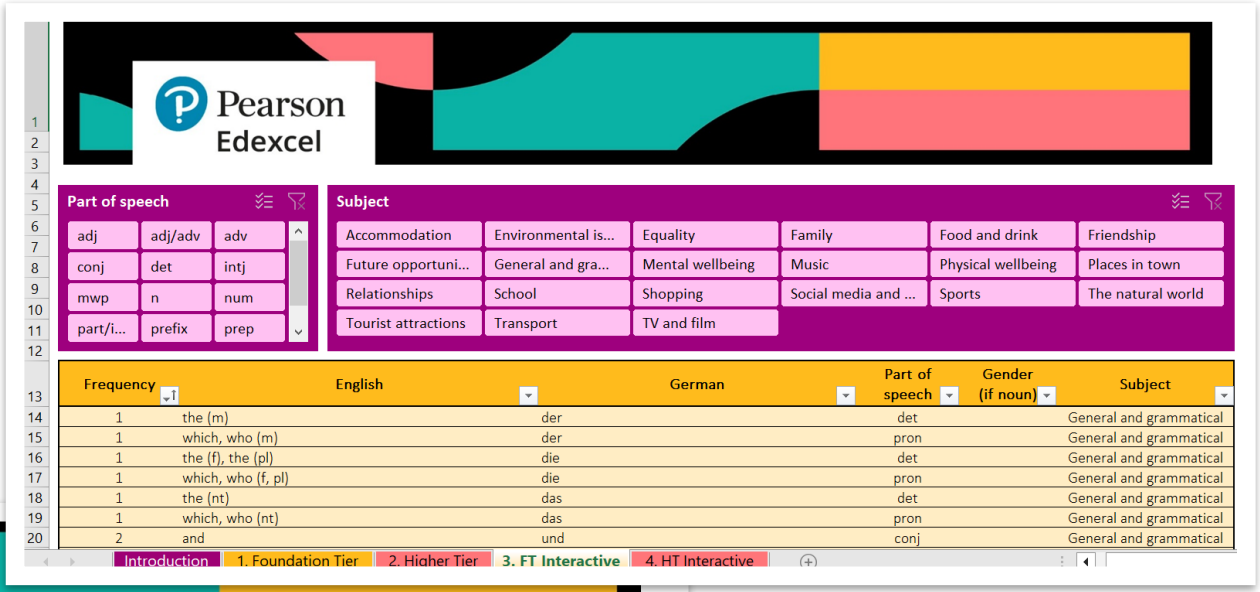
Frequency	English	German	Part of speech	Contains HT-only vocab (in bold)
1	the (m)	der	det	No
1	which, who (m)	der	pron	No
1	the (f), the (pl)	die	det	No
1	which, who (f, pl)	die	pron	No
1	the (nt)	das	det	No
1	which, who (nt)	das	pron	No
2	and	und	conj	No
3	in the (m, nt) (dative)	im	prep	No
3	in, into	in	prep	No
3	into the (nt) (accusative)	ins	prep	No
4	(to) be | being; **(to) feel | feeling**	sein; **sich (dat)....sein**	**v**	**Yes**
4	(I) am | (I) am being | **(I) have been**	bin	**v**	**Yes**
4	(you (sing informal)) are | (you (sing informal)) are being | **(you (sing informal)) have been**	bist	**v**	**Yes**
4	(she, he, it, one) is | (she, he, it, one) is being | **(she, he, it, one) has been**	ist	**v**	**Yes**

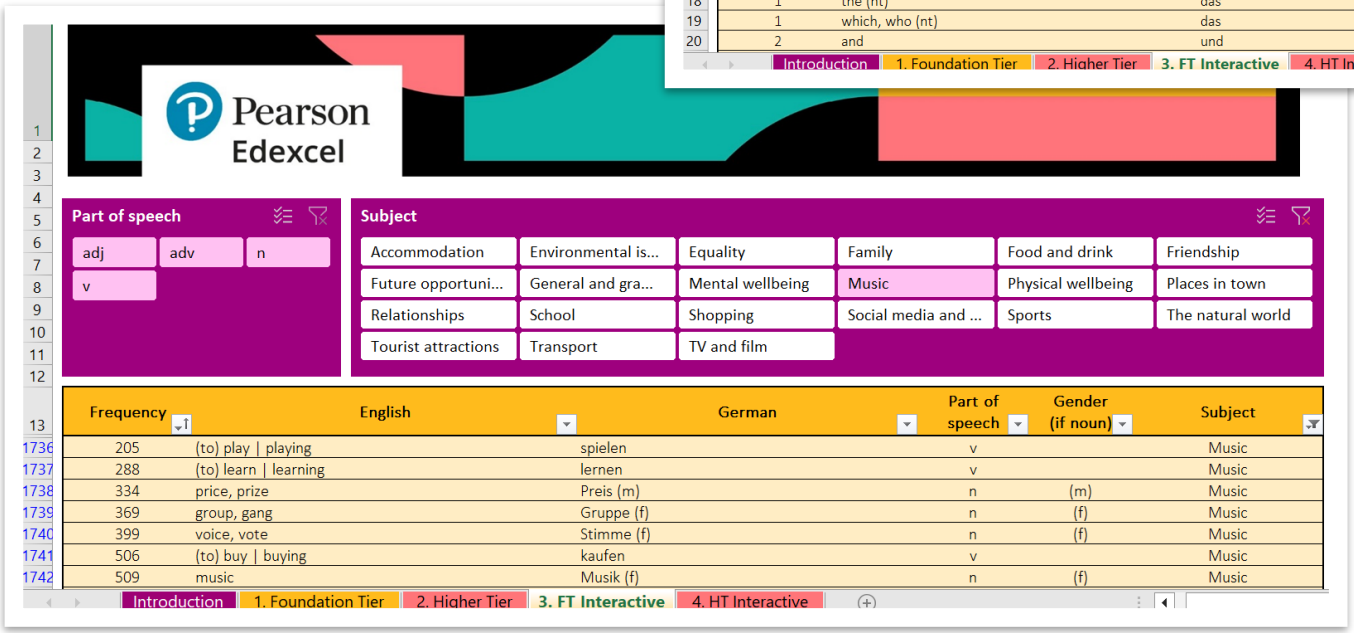
Introduction | 1. Foundation Tier | 2. Higher Tier | 3. FT Interactive | 4. HT Interactive

The second tab lists the full Higher tier vocabulary list, which contains the Foundation vocabulary (sometimes with extra HT-only definitions) plus 500 additional words, as well as a small set of pronouns prefixed with *da-* or *wo-*. All HT-only content is marked in **bold**.

These two tabs are not editable.

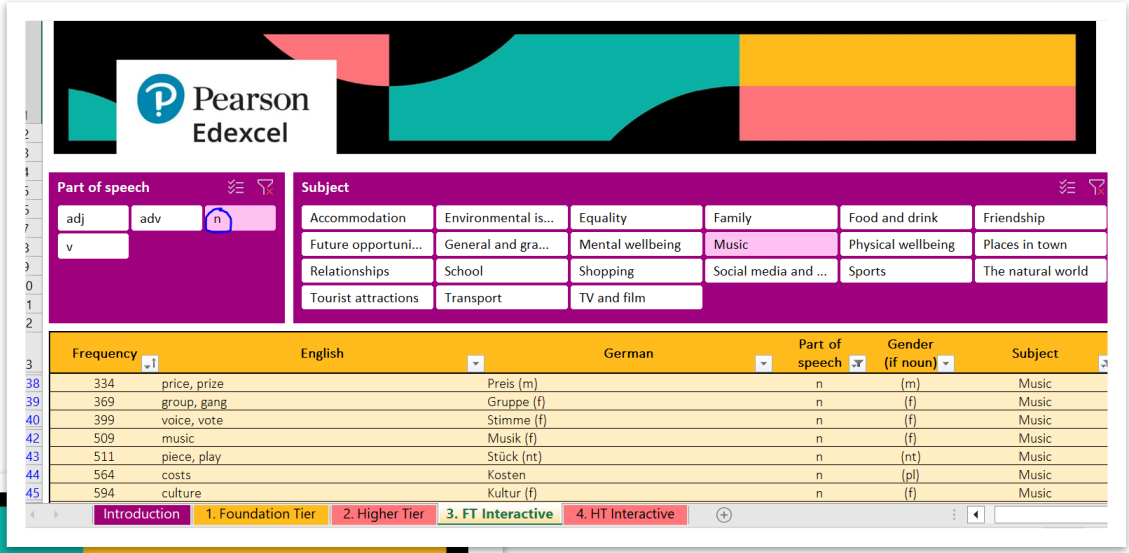
The third and fourth tabs are the **interactive** tabs. They contain two sets of filters in the purple boxes at the top: one for parts of speech, and another for all of the subjects in the specification, plus a ‘General and grammatical’ category for words that are too general to be mapped to subjects.

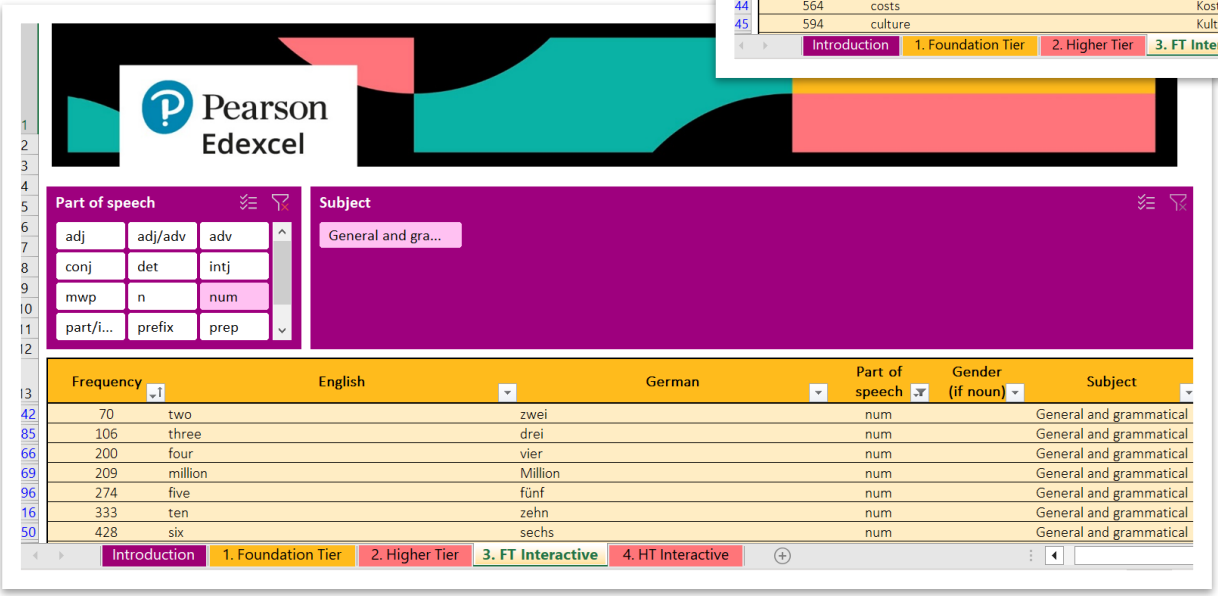




To see all the vocabulary mapped to a particular subject, simply click on that subject (‘Music’ in this example) and all irrelevant vocabulary will be filtered out.

Should you then wish to filter down further, by part of speech (‘nouns’ in this example), you can then click on the part of speech that you would like to see for your chosen subject.

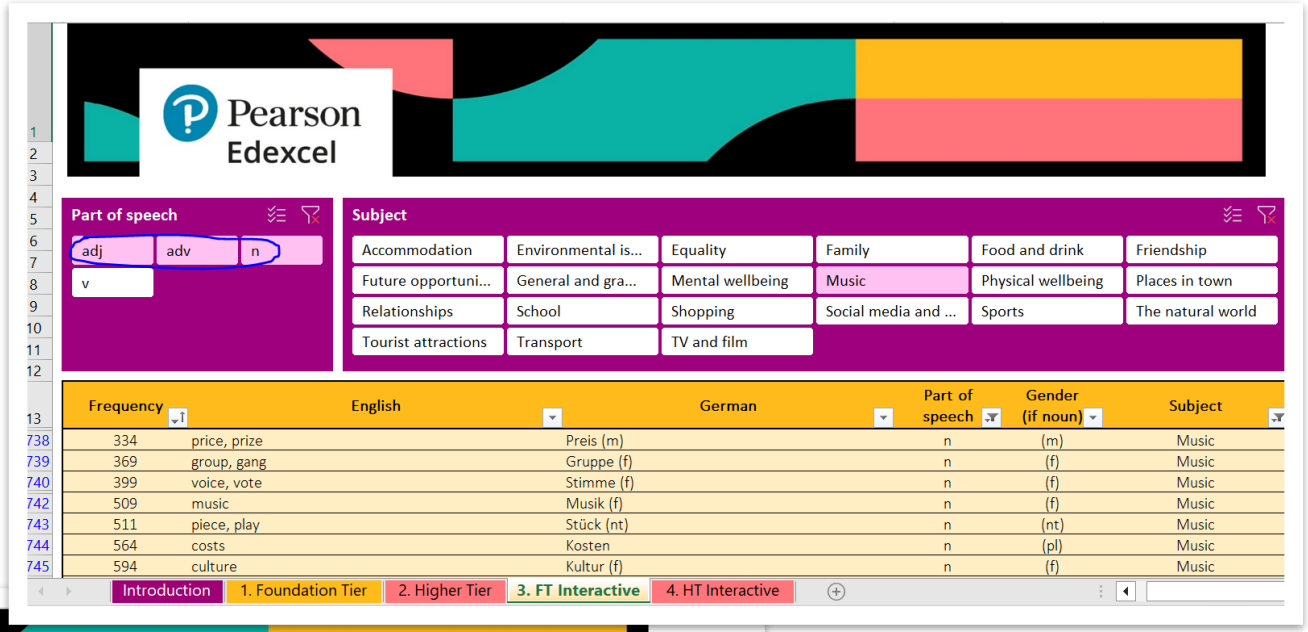


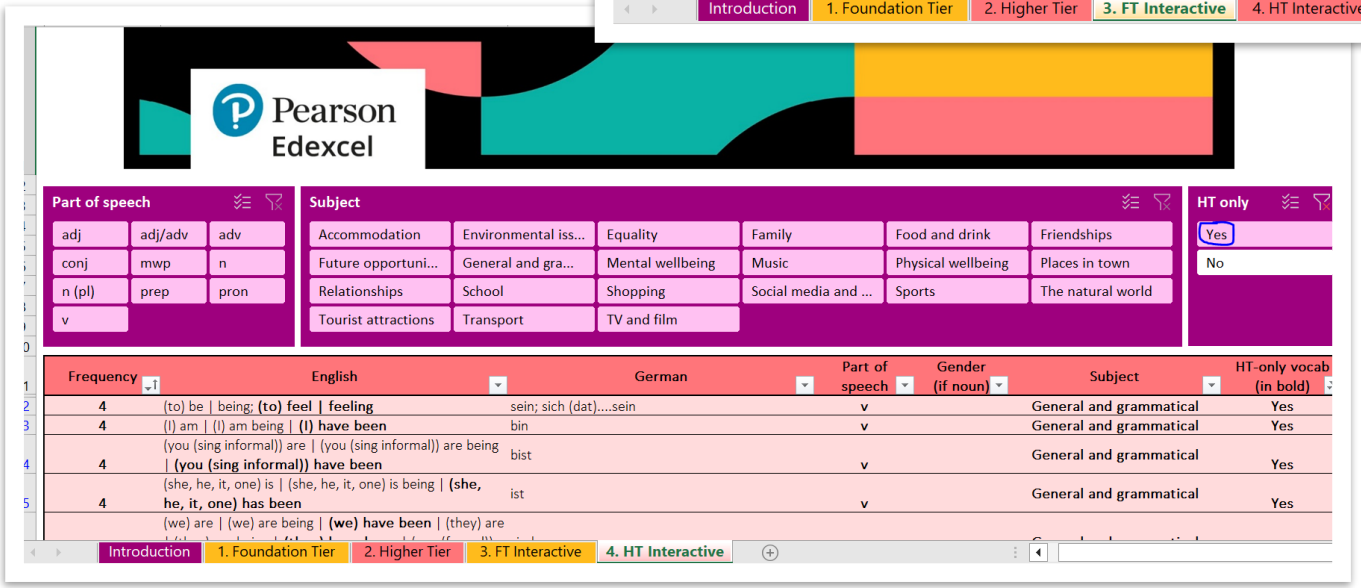


Alternatively, you could start by selecting the part of speech and then narrow down by subject. Either way, **selecting an option in one filter narrows down the options in the other filter to only those containing your selection**. For example, if you were to choose ‘num’ (‘number’) for the part of speech, you would only be left with the ‘General and grammatical’ option in the subjects filter, because numbers are too general to be mapped to any specific subjects.

To **reset a filter**, click on the icon in the top right corner of the filter – the image of a funnel with a red cross.

To select more than one option in either of the filters, click on your first selection and then hold down the **Ctrl** key while clicking on your other selections.





The fourth tab – the Higher interactive list – contains a third filter titled ‘HT only’. Select ‘Yes’ in this filter to see all the items in the vocabulary list with HT-only content, marked in **bold**. Select ‘No’ to see only the vocabulary items that are identical at Foundation and Higher tier: this is **not** the entire Foundation tier list as some FT words have additional English translations that only HT students are required to know.

Course planning with this tool

This tool is purely intended as a starting point for your course planning: it does not reflect the organisation of the vocabulary in any coursebooks for this qualification, nor does it prescribe where the vocabulary will be used in exam papers.

It is important to note that the categorisation of vocabulary into subjects is highly subjective, and you may disagree with some of the categorisations in this tool. To make the tool as useful as possible, we have mapped as many of the words in the list as we could to subjects, rather than putting them in the ‘General and grammatical’ category; however, highly frequent words are by their very nature applicable to a wide range of contexts, and their links to some subjects may seem tenuous. You are not bound to teach the vocabulary in the subjects that they appear under in this spreadsheet – you are free to teach it under any subject you wish, or not under any subjects at all.