



Specification

Edexcel GCSE in German (2GN01)
Edexcel GCSE (Short Course)
in German: Spoken Language (3GN0S)
Edexcel GCSE (Short Course)
in German: Written Language (3GN0W)

For first certification 2014

Issue 5

UG033591_GCSE_Lin_German_CVR_lss5.indd 1

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Publications Code UG033591
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Introduction

The Edexcel GCSE and Edexcel GCSE (Short Courses) in German are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Choice of pathways, general, mixed or vocational, enabling personalised learning.
- Choice of focus in controlled speaking and writing assessments.
- Choice of tiers in reading and listening papers.
- Outcome-based assessment in speaking and writing.
- Emphasis on active use and manipulation of language.
- Builds on best practice from the previous Edexcel GCSE specification.
- Written in consultation with practitioners.
- Facilitates content and language integrated learning (CLIL).
- Short Courses in two skill areas: listening and speaking or reading and writing.
- Logical progression route from Key Stage 3 and provides groundwork for the GCE AS and Advanced GCE in German.

Key subject aims

To enable students to develop:

- an understanding of German in a variety of contexts
- a knowledge of German vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in German
- awareness and understanding of countries and communities where German is spoken.

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Specification at a glance

The Edexcel GCSE in German consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in German: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in German: Written Language is formed of the other two units (reading and writing). It is possible to amalgamate the results from the two Short Courses to form a GCSE.

All qualifications offer choice, flexibility and focus.

The Edexcel GCSE Short Courses and the Edexcel GCSE are available for first certification in 2014.

Students may be entered for a short course at the end of Year 10 or Year 11, however it is no longer possible for students to 'top up' from a short course to the full GCSE.

The GCSE combines controlled assessment of speaking and writing skills with Foundation or Higher tier external assessments for the listening and reading skills.

Unit 1: Listening and understanding in German *Unit code: 5GN01

Externally assessed

Availability: June

40% of the total

GCSE Short Course 20% of the total GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified common topic areas (in the *Common topic areas* section).
- Students will be tested on their ability to understand spoken German. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

- The examination consists of a number of passages or interactions in German with a variety of question types.
- The spoken material heard will include both formal (eg telephone message) and informal speech (eg social interaction).

• Timing: Foundation Tier: 25 minutes + 5 minutes reading time

Higher Tier: 35 minutes + 5 minutes reading time

• Total number of marks is 40.

Specification at a glance

Unit 2: Speaking in German

*Unit code: 5GN02

Internally assessed

 Availability: June (anytime during the course prior to the deadline selected for the submission of marks) 60% of the total GCSE Short Course 30% of the total GCSE

Overview of content

- The focus of the speaking unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *media and culture, sport and leisure, travel and tourism* or *business, work and employment* (or the *centre-devised option*).
- A student may undertake formal assessments in any appropriate setting, so long as these do not replicate those undertaken in *Unit 4: Writing in German*. The theme may be the same as that chosen for Unit 4 but the purpose of the tasks must be different.

Overview of assessment

- This unit is internally assessed under controlled conditions.
- Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel.
- Students must demonstrate the ability to use the German language for different purposes and in different settings, and will be assessed on two speaking activities chosen from the following task types: an open interaction, a picture-based free-flowing discussion or a presentation with discussion following.
- **Each** activity must last for 4-6 minutes and marks should be submitted from each student that relate to two different task types.
- These **controlled speaking assessments** can be carried out at any time during the course prior to the deadline for the submission of marks. This unit is set and marked by the centre and moderated by Edexcel.
- Total number of marks is 60.

Specification at a glance

Unit 3: Reading and understanding in German *Unit code: 5GN03

Externally assessed

• Availability: June

40% of the total GCSE Short Course

20% of the total GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic** areas.
- Students will be tested on their ability to understand written German. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding

Overview of assessment

• The examination consists of a number of short texts, notices or news reports in German which include a range of settings and styles, both formal and informal (eg text messages, advertisements, emails).

• Timing: Foundation tier: 35 minutes

Higher tier: 50 minutes

• Total number of marks is 40.

Unit 4: Writing in German

*Unit code: 5GN04

Internally set and externally marked

• Availability: June (anytime during the course prior to the deadline selected for the submission of marks)

60% of the total GCSE Short Course 30% of the total GCSE

Overview of content

- The focus of the writing unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *media and culture, sport and leisure, travel and tourism* or *business, work and employment* (or the **centre-devised options**).
- A student may undertake formal assessments in any appropriate setting, so long as these do not replicate those undertaken in *Unit 2: Speaking in German*. The theme may be the same as that chosen for Unit 2 but the purpose of the tasks must be different.

Overview of assessment

- This unit is externally marked under controlled conditions.
- Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel. The student must demonstrate the ability to use the language for different purposes and in different settings.
- The student must complete two separate writing tasks** and each of these must be
 undertaken in controlled conditions in a single assessment session of no more than one hour.
 Although assessment is time constrained and primarily qualitative rather than quantitative,
 it is anticipated that students will produce at least 100 words in each of the two assessment
 sessions.
- ** It may be more appropriate for certain students to complete two shorter tasks rather than one longer one in a single assessment session. Consequently, it is possible for centres to submit more than two pieces of writing from these students so long as the work has all been produced in two assessment sessions.
- Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce **over 200 words** in each task. Centres must limit the work submitted for external marking from these students to two pieces of written work.
- The **controlled assessments** can be undertaken at any time during the course prior to the deadline for the submission of students' work. Work is marked by Edexcel.
- Total number of marks is 60.

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^{*}See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A Qualification content

Knowledge, skills and understanding

Knowledge and understanding

This Edexcel GCSE in German requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- · are of relevance and interest to the student
- correspond to students' level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

Skills

The Edexcel GCSE in German qualification requires students to:

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- · communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

The Edexcel GCSE (Short Course) in German: Spoken Language qualification requires students to:

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

The Edexcel GCSE (Short Course) in German: Written Language qualification requires students to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

Following on from the Key Stage 3 curriculum in Modern Languages, the Edexcel GCSE in German provides **flexibility**, **choice** and **scope for personalised learning**. Teachers and students have considerable control of content in the speaking and writing units and are free to focus on one or more of the following broad themes.

Theme	Possible related content
	The following content is indicative only. Students may undertake work on other topics that relate to the chosen theme.
1. Media and	Music/film/reading
culture	Fashion/celebrities/religion
	Blogs/internet
2. Sport and leisure	Hobbies/interests
	Sporting events
	Lifestyle choices
3. Travel and tourism	Holidays
tourism	Accommodation
	Eating, food, drink
4. Business, work and employment	Work experience/part-time jobs
and employment	Product or service information
5. Centre-devised option	This option enables German language learning to be linked to other areas of the curriculum not specified above. It may particularly appeal to centres offering content and language integrated learning (CLIL).
	NB: Centres should seek approval from Edexcel, using the <i>Ask the Expert Service</i> (see <i>Section C: Resources, support and training</i>).

A Qualification content

Many students will appreciate the opportunity to focus on **one** broad theme relating to a specific interest or relevant curriculum area. However, it is acknowledged that some centres may wish to cover more than one theme, and this specification accommodates both approaches. Similarly, students can focus on one theme for the speaking unit and on a different one for the writing unit.

The qualification allows for **general**, **mixed** or **vocationally focused pathways** through the choice of themes. Although *travel* and *tourism* and *business*, *work* and *employment* offer more 'specialist' pathways, they provide **contexts** in which students can apply language skills and do not require any 'specialist' subject knowledge on the part of the student or teacher.

Alongside the themes, Edexcel has set the following four common topic areas and linked subtopics. These, together with the minimum core generic vocabulary list (*Appendix 5*), have been produced to help teachers in planning and preparing students for the external examinations (*listening and understanding* and *reading and understanding*).

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where German is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- · Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

Unit 1

Unit 1 Listening and understanding in German

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas listed in the *Common Topic Areas* table and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing the German language spoken in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Spoken material will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in a German-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- The content of the assessment tasks should be familiar and accessible to most students.
- Students will be asked to demonstrate their understanding of prerecorded spoken German. The recording will feature male and female native German speakers who will speak at a rate appropriate to the expected level of student understanding.
- Students have five minutes in which to read through the paper before the examination starts. This gives students an opportunity to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.

Foundation tier: 25 minutes plus 5 minutes reading time

Higher tier: 35 minutes plus 5 minutes reading time

 Each German passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played. The recordings are sent out in CD ROM format or as sound files accessed via a secure download.

- A number of question types will be used in the Foundation tier paper, inviting non-verbal responses such as multiple-choice questions and matching exercises. A mixture of visual and short verbal cues in English will be given. In addition, certain questions will award marks for a student's own short, written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the Foundation tier will follow a 'peaks and troughs' model. Questions will appear in a mixed order in terms of difficulty rather than in order of increasing difficulty.
- The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English. Both papers carry a total of 40 marks and will be marked against an assessmentspecific mark scheme.
- The question titles and rubrics will be in English throughout the papers.

Unit 2

Speaking in German



Overview

Content overview

- Students are required to develop oral communication skills in different settings and for different purposes, related to one or more of the following themes:
 - media and culture
 - sport and leisure
 - travel and tourism
 - business, work and employment
 - centre-devised option.
- Each of the broad themes gives students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of German language and grammar, as well as to present, discuss, interact, ask and respond to questions, express feelings and give opinions in German. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content. They can target assessment to the specific interests, learning needs and optimal performance level of each student. However, if teachers need reassurance on the suitability of a particular approach, topic or theme, they can consult an experienced examiner through Edexcel's *Ask the Expert* service.
- Teachers are encouraged to engage students in a variety of speaking activities as they prepare for their assessments. These may range from a simple transactional role play to a more complex group discussion or podcast production. Some possible sub-topics are listed in the *Common Topic Areas* table and many more can be used. When determining the speaking tasks for formal assessment, it is important to avoid duplication across speaking and writing skills. Although the chosen theme and general topic may be the same, the content and purpose of the formally assessed tasks must be different in the speaking and writing units. However, teachers can assess a student informally using tasks that overlap in this way either as part of their general language learning and development, or if only one of these tasks (speaking or writing) is counted towards final assessment.

- Tasks may relate to contexts or situations in a German-speaking country, although this is not always feasible and could involve interactions and discussions with German speakers in their own country. Students are, therefore, expected to develop an appropriate awareness and understanding of the culture and society of Germanspeaking countries and communities as part of their German language study.
- NB: If the centre is in any doubt about the suitability of the approach or potential overlap, the teacher responsible should refer to Edexcel's Ask the Expert service, clearly setting out the context, purpose and requirements of the tasks proposed for Unit 2 and outlining the tasks proposed for Unit 4.

Assessment overview

- Students need to undertake controlled assessments that are marked by the teacher and Edexcel moderated. Please refer to the Controlled Assessment section for further information about controlled assessment and its impact on this unit.
- Centres must submit the marks from each student's two speaking tasks. Although it is anticipated that both will relate to one theme, the two tasks could be linked to different themes. Marks must be submitted from each student that relate to two different task types chosen from the following:
 - an open interaction
 - a picture-based free-flowing discussion
 - a presentation followed by discussion.
- Each task should last approximately 4-6 minutes and must take place in controlled conditions. This, together with reduced recording requirements, facilitates ongoing and classroom-based assessment rather than end-of-course oral tests. The latter are, however, possible and teachers can assess whenever it is most appropriate and practical for their students. Final marks and sample recordings must be submitted by 15th May.
- Full details of internal moderation procedures, marks submission arrangements, recording and sampling requirements for these qualifications appear in the Administrative Support Guide. Samples of student work undertaken must reflect the full range of task types undertaken at your centre.

- All three task types involve interaction. An open interaction can take
 place between a student and a teacher or, if feasible, between two
 supervised students. It is essentially an unscripted role play in response
 to a stimulus that students prepare on an individual basis in class, or
 under direct supervision, up to two weeks in advance and involving no
 more than six hours contact time.
- The interaction relates to a stimulus that provides both context and purpose. They may be formal and transactional in nature or, alternatively, relate to more informal situations such as a focused dialogue between friends. Students may refer to the stimulus when undertaking their open interaction assessment as well as their own notes these should contain no more than 30 words and must be written in bullet point or mind map format. Although Edexcel produces a range of stimuli for each of the main themes (excluding centre-devised ones), teachers can adapt these or produce their own. The stimuli are generally open ended to invite student responses at different levels and may include teacher prompts and questions. Stimuli must be treated as live assessments and must be kept securely.
- The stimuli usually provide some initial clues to support students and teachers can reduce or add to this according to the needs of the individual student. Both Edexcel-produced and centre-devised stimuli must be refreshed at least every two years. Please see the sample assessment materials for examples.
- Students can also engage in a discussion related to a picture (or other visual) that they have chosen or give a presentation and then respond to a series of linked, follow-up questions and answers. These tasks give students a choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have interest or involvement in (for example an activity, club or place). It is not envisaged that students will be presented with an unseen picture a few minutes before assessment or that they will be asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for a specific picture or presentation-based assessment on an individual basis in class, or under other direct supervision, up to two weeks in advance and involving no more than six hours contact time.

- Students wishing to give a short presentation (three minutes maximum) or discuss a picture should be able to refer to bulleted notes (30 words maximum) produced on a CA2 form or a mind map equivalent (30 words maximum). Those wishing to discuss a picture can give a short initial presentation (one minute maximum) to introduce their picture.
- As the assessment for all task types is outcome-based, teachers should ensure that they exploit the stimuli or ask questions that are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of student discussions and/or presentations in advance, so that they can prepare accordingly. However, teachers must not reveal any assessment-specific questions to students in advance.
- Students may, of course, engage in research or general preparation work related to the content of their chosen theme(s) on an ongoing basis. This may be undertaken outside the classroom and can be marked. However, no teacher feedback or guidance should be given to students when they are preparing for a specific live assessment other than to clarify the general requirements of the task.
- Teachers may assess students on more than one occasion (using different assessment tasks) and submit students' best marks. Each task attracts a maximum of 30 marks in accordance with the following assessment criteria that require a 'best fit' approach to marking. Marks are awarded for content and response, range of language and accuracy.

Assessment criteria

 Communicates comprehensive and detailed information related to chosen visual/topic/ stimulus. Interacts very well. Speaks very confidently and with clear spontaneity. Frequently takes initiative and develops elaborate responses. 	16-18
Speaks very confidently and with clear spontaneity.	
Frequently takes initiative and develops elaborate responses.	
No difficulty in expressing and explaining a range of ideas and points of view.	
Very little or no hesitation.	
Able to deal with unpredictable elements without difficulty.	
Communicates detailed and relevant information related to chosen visual/topic/stimulus.	12-15
Interacts well.	
Speaks confidently.	
Takes initiative and develops more elaborate responses.	
Has little difficulty expressing and explaining ideas and points of view.	
Little hesitation and little or no prompting necessary.	
Able to deal with unpredictable elements with some success.	
Communicates relevant information related to the chosen visual/topic/stimulus but with some obvious omissions. 8	8-11
Some interaction.	
Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms.	
Conveys opinions, but rarely expands.	
Some hesitation.	
Able to deal with some unpredictable elements.	
Limited communication related to chosen visual/topic/stimulus. 4	4-7
Some coherence in unambiguous presentation of simple information and opinions, but responses very limited.	
Very hesitant and reliant on teacher-examiner prompting.	
Able to deal with isolated unpredictable elements.	
Minimal description of chosen visual/topic/stimulus. 1-	1-3
Conveys very little relevant information in minimal responses (mainly one word replies).	
Largely disjointed and unconnected ideas.	
Very limited comprehension of basic questions.	
Wholly reliant on teacher-examiner prompting.	
No rewardable content.	0

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Range of language	Mark	Accuracy	Mark
 Uses wide range of appropriate vocabulary and structures, including some complex lexical items. Consistently competent use of different tenses. 	6	 Very accurate, with only isolated and usually insignificant errors. Consistently good pronunciation and intonation. 	6
 Good variety of appropriate vocabulary and structures. Unambiguous use of different verb tenses. Generally at ease with subordination. 	5	 Some errors, especially in more complex structures, but generally accurate. Pronunciation and intonation generally good. 	5
 Adequate but predictable range of vocabulary and structures. May include different tenses or time frames, perhaps with some ambiguity. Some examples of subordination. 	3-4	 A fair number of errors made, including some basic, but communication overall unaffected. Pronunciation and intonation generally accurate. 	3-4
 Limited and/or repetitive range of vocabulary or structures. Predominantly uses short sentences. 	2	 Many basic errors, but main points communicated. Simple 'pre-learnt' stereotypes correct. Pronunciation generally understandable. 	2
 Very limited range of basic structures. Frequently resorts to non-target language. Rarely offers complete sentences. 	1	 Consistently inaccurate language and pronunciation frequently impede basic communication. Only isolated examples of accurate language. 	1
No rewardable language.	0	No rewardable language.	0

Unit 3

Reading and understanding in German

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas (in the *Common Topic Areas* table) and, where appropriate, building on the Key Stage 3 Programme of Study. Students should be presented with German language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students will also be presented with different fonts and formats, for example short printed messages, advertisements and email messages. Material presented will usually relate to a German-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

• Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.

Foundation tier: 35 minutes

Higher tier: 50 minutes

• A number of question types will be used in the Foundation tier paper that invite non-verbal responses, such as multiple choice and matching exercises. A mixture of visual and short verbal cues in English will be given, and marks will be awarded for a student's own short, written English-language responses (two or three words may suffice). To encourage students to complete the entire paper, the Foundation tier will follow a 'peaks and troughs' model. Questions will appear in a mixed order in terms of difficulty rather than in order of increasing difficulty.

- The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English.
- Both papers carry a total of 40 marks and will be marked in accordance with an assessment-specific mark scheme.

The question titles and rubrics will be in English throughout the papers.

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Unit 4

Writing in German



Overview

Content overview

- Centres are required to submit students' written work for external
 marking by Edexcel. This work must be completed during two
 sessions of no more than one hour each (minimum 45 minutes).
 Students may choose the context of the written tasks according to the
 pathway that they have chosen to follow (general or vocational) and the
 work must relate to one or more themes selected from the following:
 - media and culture
 - sport and leisure
 - travel and tourism
 - business, work and employment
 - centre devised option.
- Each of the broad themes gives students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of German language and grammar, as well as to inform, describe, give detail, express feelings and to give opinions in German. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content so that they can target assessment to the specific interests, learning needs and optimal performance level of each student. However, if teachers need reassurance on the suitability of a particular approach, topic or theme, they can consult an experienced examiner through Edexcel's Ask the Expert service.

- Teachers must ensure that the formal assessments used enable students to demonstrate their ability to use language for different purposes. Although the context of the tasks may be common, teachers must check that there is no direct overlap of content across the formal speaking and writing assessments. For example, in *Unit 2: Speaking in German* the student completes an open interaction as an assistant in a tourist information office, providing information about local amenities (formal, giving information). For their second task, they present a picture stimulus related to a holiday/exchange visit spent in a German-speaking country and then follow this up with a discussion (informal, expressing opinions, evaluative). In Unit 4, the student may present a letter of complaint (formal) to the tourist information office about transport arrangements and also produce poster text to attract fellow students to a school exchange. (informal, descriptive).
- Teachers can informally assess a student using tasks that overlap in content and purpose either as part of their general language learning and development, or if only one of these tasks (speaking or writing) is counted towards final assessment.
- NB: If the centre is in any doubt about the suitability of the approach or the content of the tasks, the teacher responsible should refer to Edexcel's Ask the Expert service, setting out clearly the context, purpose and requirements of the tasks for Unit 4 and also for Unit 2.

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Assessment overview

- Controlled assessment allows for ongoing and classroom-based assessment rather than end-of-course testing, although this is still possible. Teachers can assess whenever it is most appropriate and practical for their students. Centres must submit students' written work to Edexcel in May. More information is provided in the *Teachers' Guide* that accompanies this specification.
- The student must complete two separate writing tasks* and each must be undertaken in controlled conditions in a single assessment session of no more than one hour (minimum 45 minutes). Although assessment is time constrained and primarily qualitative rather than quantitative, it is anticipated that students will produce at least 100 words in each of the two assessment sessions.

*It may be more appropriate for some students to complete two shorter tasks rather than a longer one in a single assessment session. Consequently, centres can submit more than two pieces of writing from these students as long as the work has all been produced in two separate assessment sessions (maximum of four pieces of writing).

- Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce over 200 words for each task. Centres must, limit the work submitted for external marking from these students to two pieces of written work.
- **Controlled assessments** can be undertaken at any time during the course prior to the deadline for the submission of students' work.
- When undertaking their assessments in controlled conditions, students can refer to a dictionary or online dictionary, the relevant stimulus and brief notes in bullet point or mind map type format (30 words maximum) produced on a CA4 form that must accompany the submitted work. Students will not be permitted access to online grammar and spell-checkers.

- Stimuli should usually include task instructions and a scenario outline in English but task prompts can be in either German or English, as appropriate to context (for example an extract from a German website questionnaire should be in German, whereas a request to send information about a student's leisure interests to a German partner school might be more appropriate in English language bullets). The tasks require students to respond in German to a stimulus linked to a prescribed or centre-devised theme. Edexcel produces a range of stimuli for each of these (excluding centre-devised options) and teachers can adapt these or produce their own. For many students, an essay title supported by open-ended bullets could be a suitable task. The Edexcel stimuli are generally open-ended but teachers can target the assessments by modifying content to meet the different needs of their students more closely. Both Edexcel-produced and centre-devised stimuli must be refreshed at least every two years. Please see the sample assessment materials for examples.
- Teachers must not provide any help or give any task-specific feedback to students on their preparatory work.
- The assessments can be undertaken at any time during the course before the deadline for the submission of students' work. Teachers may carry out more than two controlled writing assessments with their students as long as the stimuli used and work produced are different on each occasion. Teachers could then select the two best pieces of written work to submit for external marking. It is not possible for a student to carry over written work from one controlled assessment session to another. Teachers should consult the Administrative Support Guide before submitting work to Edexcel.
- This is a non-tiered unit since the final mark will be determined by the variety, appropriateness and complexity of language used and the length of the submitted tasks. Submitted work will be assessed by external examiners. Marks will be awarded for communication and content, knowledge and application of language and accuracy.

Assessment criteria

Communication and content	Mark
 Very detailed and fully relevant response to the stimulus. Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. Communicates with no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read. 	13-15
 Detailed response to the stimulus but there may be minor omissions. Provides evidence of description, opinion and expansion, as appropriate to the task. Generally communicates clearly, with some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. Pedestrian or alternatively somewhat over ambitious. 	10-12
 Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. Provides evidence of an ability to go beyond a minimal response. Begins to expand ideas and express opinions, as appropriate to the task. Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. Some attempt at linking piece into a whole. 	7-9
 Relevant key information is given but there may be may be major omissions, irrelevance and/or repetition. The level of response is minimal There is no evidence of description or opinions (other than simple likes/dislikes). Some ambiguity. Just about comprehensible overall. Sentences mostly written in isolation. Not easy to read. 	4-6
 Little relevant information is conveyed. Much ambiguity and omission. The level of response is very limited. Substantial degree of irrelevance and incoherence. Except for isolated items, would not be comprehensible to a native speaker. 	1-3
 No relevant communication worthy of credit. A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy 	0

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Knowledge and application of language	Mark
Wide range of vocabulary and structures, fully appropriate to the task and used effectively.	9-10
Little or no repetition.	
 Confident use of more complex structures, such as object pronouns, negatives, superlatives and range of tenses, with very few lapses. 	
Clear ability to manipulate language and to produce longer, fluent sentences with ease.	
 Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. 	7-8
 Some attempt to use ambitious structures (subordinate clauses, object pronouns, tenses, etc) with a fair measure of success. 	
Tenses are generally used correctly.	
Some ability to manipulate language although not always successful.	
Vocabulary and structures are generally appropriate to the task.	5-6
Correct syntax when using simple, short sentences.	
Some longer sentences where syntax is not always correct.	
 Attempts enhancement of fact with adjectives and adverbial phrases with some success. 	
Some evidence of correct use of a range of tenses, with some lapses.	
Attempts to use subordinate clauses/simple linking with some success.	
Limited vocabulary and structures, often repetitive and stereotyped.	3-4
Language is basic and sometimes inappropriate to the task.	
 Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. 	
Some attempts at tenses, but many mistakes.	
Some attempt to use adjectives.	
There may be some simple subordination.	
Very limited vocabulary, with occasional correct words.	1-2
Very little understanding of language structures.	
There may be the occasional correct phrase or short sentence pre-learnt or 'lifted'.	
No language worthy of credit.	0

Edexcel GCSE in German

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Accuracy	Mark
High level of accuracy, though not necessarily faultless.	5
Spellings, genders, agreements, verb forms mastered with the odd slip.	
Secure when using more complex language with only a few minor errors.	
Generally accurate language.	4
Most verb forms correct, secure in genders and agreements but the odd lapse.	
Spellings mostly accurate.	
When more complex structures are attempted, accuracy can be more variable.	
Fairly accurate in straightforward language, but some lapses with more complex language.	3
Inconsistency in verb forms but more correct than incorrect.	
Spelling of common words generally accurate.	
The work is clearly more accurate than inaccurate.	
Language errors do not significantly hinder communication.	
Inaccuracy increases if more complex structures are attempted	
Many basic errors which often impede communication.	2
Some correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.	
Frequent basic errors and inaccuracies prevent communication.	1
Isolated examples of correct language.	
Spellings and genders very weak.	
Little or no evidence of correct verb formation.	
No language worthy of credit.	0

B Assessment

Assessment summary

Units 1 and 3 are external units, set and marked by us.

Unit 2 is an internal unit which is internally assessed by the centre and externally moderated by us.

Unit 4 is an internal unit which is marked by us.

Summary of table of assessment

Unit 1: Listening and understanding in German Unit code: 5GN01

This unit is externally assessed via a paper-based examination. Content relates to prescribed common topic areas.

Timing Foundation tier: 25 minutes + 5 minutes reading time

Higher tier: 35 minutes + 5 minutes reading time

Total number of marks is 40.

Unit 2 Speaking in German

Samples of student performance are submitted to Edexcel for external moderation in May. Students may undertake their assessment when ready (on an ongoing basis) or as end-of-course oral tests, if these are more practical and appropriate for students. There is potential for students to focus on a specific chosen theme.

Students must undertake two different task types, each lasting 4-6 minutes.

Total number of marks is 60.

Unit code: 5GN02

Unit 3 Reading and understanding in German Unit code: 5GN03

This unit is externally assessed via a paper-based examination. Content relates to prescribed common topic areas.

Timing Foundation tier: 35 minutes

Higher tier: 50 minutes

Total number of marks is 40.

Unit 4 Writing in German

This unit is internally conducted under controlled conditions. Student work is submitted to Edexcel for external marking. The tasks may be completed at any time during the course but must be submitted for assessment for the May deadline. Students are allowed to focus on a specific chosen theme.

Students must produce a piece of writing in German in two separate controlled assessment sessions. Each session can be a **maximum** of one hour (minimum 45 minutes).

Total number of marks is 60.

Assessment Objectives and weightings

		% in GCSE Short Course (Spoken Language)	% in GCSE Short Course (Written Language)	% in GCSE
AO1: Understand spoken language.		40%	0%	20%
AO2: Communicate in speech.		60%	0%	30%
AO3: Understand written language.		0%	40%	20%
AO4: Communicate in writing.		0%	60%	30%
	TOTAL	100%	100%	100%

Unit code: 5GN04

Relationship of Assessment Objectives to units

Edexcel GCSE in German

Unit number	Assessment Objective				
	A01	AO2	A03	A04	Total for AO1, AO2, AO3 and AO4
Unit 1	20%	0%	0%	0%	20%
Unit 2	0%	30%	0%	0%	30%
Unit 3	0%	0%	20%	0%	20%
Unit 4	0%	0%	0%	30%	30%
Total for GCSE	20%	30%	20%	30%	100%

Edexcel GCSE (Short Course) in German: Spoken Language

Unit number	Assessment Objective					
	A01	AO2	A03	A04	Total for AO1, AO2, AO3 and AO4	
Unit 1	40%	0%	0%	0%	40%	
Unit 2	0%	60%	0%	0%	60%	
Unit 3	0%	0%	0%	0%	0%	
Unit 4	0%	0%	0%	0%	0%	
Total for GCSE Short Course	40%	60%	0%	0%	100%	

Edexcel GCSE (Short Course) in German: Written Language

Unit number	Assessment Objective				
	A01	AO2	A03	A04	Total for AO1, AO2, AO3 and AO4
Unit 1	0%	0%	0%	0%	0%
Unit 2	0%	0%	0%	0%	0%
Unit 3	0%	0%	40%	0%	40%
Unit 4	0%	0%	0%	60%	60%
Total for GCSE Short Course	0%	0%	40%	60%	100%

Edexcel GCSE in German

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Entering your students for assessment

Student entry

From summer 2014 onwards students will be required to sit all their examinations and submit controlled assessment work for moderation at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations and classification code

Centres should be aware that students 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.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the Joint Council for Qualifications (JCQ) policy Access Arrangements, Reasonable Adjustments and Special Considerations
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements Edexcel One90 High Holborn London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information relating to the Equality Act 2010.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited, dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification are shown below.

Summary of conditions for controlled assessment

Control levels for the controlled assessment in German are defined for the three stages of the assessment.

Task setting

To give teachers some control over assessment content, and to permit personalised learning, there is a **limited level of control** for task setting for both the **speaking and writing units**. Although Edexcel provides some possible tasks for use in controlled assessments, teachers may adapt these or create their own. All tasks used for live assessments **must** be refreshed every two years.

Task requirements should be clear and concise for students. As tasks are designed to develop German language speaking or writing skills, related stimuli should feature a minimal amount of text (maximum 70 words) and may feature visual prompts, potentially with some additional English-language explanation of context. Prompts and cues may be set in either English or German, appropriate to the specific scenario.

As tasks allow outcome-based assessment, teachers must ensure that students can perform at their optimal level. This means that tasks should provide **opportunities for appropriate stretch and challenge for all students**. It is important that students performances are not unduly constrained by stimuli content and demands in the case of speaking related teacher questioning. For example, it should be possible to ask most students to express a simple opinion (although the level of response may vary considerably from student to student).

Task taking

To facilitate potential for less 'high stakes' oral assessment and to enable teachers to assess students more flexibly, a **medium level of control** has been set for task taking in *Unit 2: Speaking in German*. However, as students must complete all the written work submitted for assessment independently, *Unit 4: Writing in German* has a **high level of control** for task taking.

The following task setting controls relate to both the speaking and writing units.

Authenticity controls: Students must undertake all formally assessed work in controlled conditions under the supervision of a teacher. They should have up to two weeks in advance and no more than six hours contact time for formal speaking and writing controlled assessments (longer time may be allowed for the writing in cases where students have special requirements). Students and teachers must also provide an authenticity statement. Students can, as part of their language learning development, receive general guidance on the requirements of the task types used for assessment and be trained to acquire the appropriate skills and knowledge to undertake them effectively. In this period, before starting work on a formal assessment task, they should have full access to resources and feedback to support them.

Feedback control: Teacher feedback is restricted to the clarification of general task requirements.

Collaboration control: It may be possible for some assessment tasks in Unit 2: Speaking in German to involve more than one student in task taking, although this is **not** an assessment requirement. If teachers undertake assessments that involve more than one student, they should exercise extreme caution and ensure that the performance of one student does not prejudice or restrict the performance of another.

Resource control: Any key resources that students have consulted for each specific assessment should be identified on the CM4 form. In *Unit 2: Speaking in German,* students are able to refer to a visual, notes depending on the task during their test (see the unit description for more details) but they must not refer to a dictionary, except when preparing. Conversely, in *Unit 4: Writing in German*, students may refer to notes and a dictionary although access to any earlier draft, online grammar or spellchecker is prohibited (see unit description for more details).

Time control: In Unit 2: Speaking in German, students must carry out two different types of controlled assessment. Each task should last between **4-6 minutes** and may relate to one specific chosen theme.

In *Unit 4:* Writing in German, students must produce two* distinctly different pieces of work, although these may relate to one specific chosen theme. The work should be completed in **two sessions** of up to **one hour** each.

*It is possible that, for some students, it is appropriate to set two shorter tasks rather than one longer one in an assessment session. However, students aiming for grade C or above will need to demonstrate more extended-writing skills and are, therefore, expected to produce **over 200 words** in each task.

Teachers are free to assess Units 2 and 4 whenever it is most appropriate and practical for their students. Students can be assessed on repeat occasions but must not undertake the same assessment task twice if it is being counted towards their final assessment.

Task marking

Again, to facilitate less 'high stakes' and more flexible oral assessment, Unit 2: Speaking in German features a **medium level** of marking **control**. Teachers can assess their own students' work and this is then externally moderated. Edexcel provides marking support and guidance for teachers through comprehensive training and guidance. Please refer to the unit description to view the assessment criteria and to the Administrative Support Guide for full details on recording and sampling requirements and marks submission arrangements.

In *Unit 4: Writing in German,* there is a **high level** of marking control. Edexcel will mark work from all students. Examiners will require the stimuli and student notes used in the writing assessments to accompany all submissions.

Assessment

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement (which appears in the CM2 and CM4 forms). Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Administrative Support Guide* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ Instructions for conducting coursework/portfolio document on the JCQ website: www.jcq.org.uk For up-to-date advice on malpractice and plagiarism, please refer to the JCQ Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The first assessment opportunity for all units of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Unit	June 2014	June 2015
Unit 1: Listening and understanding in German	√	✓
Unit 2: Speaking in German	✓ *	✓
Unit 3: Reading and understanding in German	✓	√
Unit 4: Writing in German	√ *	✓

^{*} The controlled assessments may occur at any time during the GCSE in German course but final marks and student work must be submitted in May (*June exam series).

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

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

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

Unit grade	*A	A	В	С	D	E	F	G
Maximum uniform mark = 60	54	48	42	36	30	24	18	12

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-11.

Units 2 and 4

Unit grade	*A	Α	В	С	D	E	F	G
Maximum uniform mark = 90	81	72	63	54	45	36	27	18

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-17.

Qualification results

The minimum uniform marks required for each grade:

GCSE in German

Qualification grade	*A	Α	В	С	D	E	F	G
Maximum uniform mark = 300	270	240	210	180	150	120	90	60

Cash-in code: 2GN01

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–59.

GCSE (Short Course) in German: Spoken Language Cash-in code:

3GN0S

GCSE (Short Course) in German: Written Language Cash-in code: 3GN0W

Qualification grade	*A	A	В	С	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-29.

Re-taking of qualifications

Students wishing to re-take a GCSE and GCSE (Short Course) are required to re-take all the units in the qualification. Students will be permitted to carry forward the results from the controlled assessment unit(s) if they wish and only re-take the externally-assessed units.

Language of assessment

Assessment of this specification will be available in German although some questions will be set in English and require responses in English. Assessment materials will be published in German.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- a requirement to use and recognise complex language structures and grammar
- a requirement to recognise and convey feelings and opinions
- use of open-ended questioning and stimuli
- a requirement to communicate effectively and accurately in German (Units 2 and 4)
- a requirement to produce extended German (Unit 4 only).

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

3 Assessment

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

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

Progression

This qualification offers a suitable progression route to GCE AS and GCE Advanced Level in German language study as well as other Level 3 qualifications. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

Λ

They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

	Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions. They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.
	They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.
	They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.
	Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.
F	They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.
-	They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.
	They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

C Resources, support and training

Edexcel resources

The resources from Edexcel provide you and your students with comprehensive support for our GCSE 2012 German qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the specification.

Edexcel publications

You can order further copies of the Specification, Sample Assessment Materials (SAMs) and Teacher's Guide documents from:

Edexcel Publications Adamsway Mansfield Nottinghamshire NG18 4FN

Telephone: 01623 467467 Fax: 01623 450481

Email: publication.orders@edexcel.com

Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel Edexcel One90 High Holborn London WC1V 7BH

0844 576 0027 Telephone:

Email: trainingbookings@edexcel.com

Website: www.edexcel.com

D Appendices

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Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a		✓		
C2.1b		✓		
C2.2				✓
C2.3				✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Working with others				
WO2.1		✓		✓
WO2.2		✓		✓
WO2.3		✓		✓

Teachers should note that assessment of the key skill in communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this specification, all key skills communication evidence must be in English.

Development suggestions

Please refer to the Edexcel website (www.edexcel.com) for key skills development suggestions.

Appendix 2

Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓
Legislative	✓	✓	✓	✓
Economic	✓	✓	✓	✓
Sustainable development	√	✓	√	√

In addition to acquiring knowledge about language structures and the development of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of German-speaking countries and communities. Consequently, teachers can link students' language study to the issues listed above.

Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Unit 4	A student may produce a report on a particular religious festival and reflect on its meaning and significance.
Moral	Unit 2	A student could refer to a moral tension that young people face when discussing an aspect of youth culture.
Ethical	Unit 2	A student might wish to deliver a presentation advocating 'fair trade' business.
Social	Unit 4	A student considering work issues might produce a piece of writing on voluntary work and related social issues.
Cultural	Unit 3	Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available.
Citizenship	Units 1 and 3	When undertaking listening and reading activities, related to the prescribed common topic areas, students may become aware of issues that can be linked to citizenship.
Environmental	Unit 1	A student might hear a recording in German referring to the environmental benefits of public transport.
European initiatives	Unit 4	A student undertaking written work on a local amenity or visitor attraction may discover that it has been partly supported through the European Regional Development Fund.
Health and safety	Unit 2	A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse.
Legislative	Units 2 and 4	Students may, through projects related to the world of work, become aware of workplace-related legislation.
Economic	Units 2	A student undertaking work related to the leisure industry may become aware of the contribution of this sector to different national economies.
Sustainable development	Units 2 and 4	A student considering travel-related issues may consider projects that promote sustainable tourism.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students 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.	5670
National Qualifications	Each qualification title is allocated a National Qualifications Framework (NQF) code.	The QNs for the qualifications in this publication are:
Framework (NQF) codes	The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is	GCSE in German – 500/4593/3
	the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on	GCSE (Short Course) in German: Spoken Language – 500/4644/5
	the student's final certification documentation.	GCSE (Short Course) in German: Written Language – 500/4642/1
Unit codes	Each unit is assigned a unit code. This unit code is	Unit 1 – 5GN01
	used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres	Unit 2 – 5GN02
	will need to use the entry codes only when entering	Unit 3 – 5GN03
	students for their examination.	Unit 4 – 5GN04
Cash-in codes	The cash-in code is used as an entry code to	GCSE in German – 2GN01
	aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE (Short Course) in German: Spoken Language – 3GN0S
	quamications	GCSE (Short Course) in German: Written Language – 3GN0W
Entry codes	The entry codes are used to:	Please refer to the Edexcel
	enter a student for the assessment of a unit	UK Information Manual, available on the Edexcel
	 aggregate the student's unit to obtain the overall grade for the qualification. 	website.

Appendix 4 Grammar list

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

German (Foundation Tier)

The case system

Nouns

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

Articles

- · definite and indefinite
- kein

Adjectives

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

Adverbs

- comparative and superlative, including common irregular forms (besser, lieber, mehr)
- interrogative (wann, warum, wo, wie, wie viel)
- adverbs of time and place (manchmal, oft, hier, dort)
- common adverbial phrases (ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich)

Quantifiers/intensifiers (sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen)

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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

• regular and irregular verbs

reflexive

• modes of address: du, Sie

• mode of address: *ihr* (R)

- impersonal (most common only, eg es gibt, es geht, es tut weh)
- separable/inseparable
- modal: present and imperfect tenses, imperfect subjunctive of *mögen*
- infinitive constructions (um ... zu ...; verbs with zu ...) (R)
- negative forms
- interrogative forms
- tenses
 - present
 - perfect: excluding modals
 - imperfect/simple past: haben, sein and modals
 - imperfect/simple past: other common verbs (R)
 - future
 - pluperfect (R)
 - imperative forms

Prepositions

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

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Clause structures

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

Conjunctions

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

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

German (Higher Tier)

All grammar and structures listed for Foundation Tier, as well as the following:

Nouns: weak nouns

Adjectives: adjectival endings after etwas, nichts, viel, wenig, alles

Pronouns

• reflexive: dative

• relative: all cases, and use of was

• interrogative: wen, wem

Verbs

- mode of address: ihr
- impersonal
- infinitive constructions (ohne ... zu ...; um ... zu ...; verbs with zu ..., eg beginnen, hoffen, versuchen)
- modal: imperfect subjunctive of können, sollen
- tenses
 - imperfect/simple past of common verbs
 - future
 - conditional: würde with infinitive
 - pluperfect
 - imperfect subjunctive in conditional clauses: haben and sein

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

Conjunctions: coordinating and subordinating

Time: use of seit with imperfect tense

Appendix 5 Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It is an essential vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in *Unit 1: Listening and understanding in German* and *Unit 3: Reading and understanding in German* targeted at grades G–C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

The speaking and writing units, it is important to note that the vocabulary requirements, even within each of the chosen pathways (**media and culture**, **sport and leisure**, **travel and tourism**, **business**, **work and employment** or **centre-devised**), could vary between students.

High frequency language (multiple contexts)

Verbs

abfahren	to depart
anfangen	to begin
ankommen	to arrive
annehmen	to accept
anrufen	to phone
antworten	to answer
arbeiten	to work
aufhören	to stop
aufmachen	to open
aufpassen auf	to look after
ausgeben	to spend
ausleihen	to lend
beantworten	to answer
bedienen	to serve
beenden	to end
befehlen	to order

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begegnen to meet

beginnen to begin

begleiten to accompany

bekommen to receive, be host to

benutzen to use

beraten to advise

berühren to touch

beschließen to decide

beschreiben to describe

besprechen to discuss

bestellen to order

besuchen to visit

bevorzugen to prefer

bitten um to ask for

bleiben to stay

brauchen to need

bringen to bring

danken to thank

dauern to last

denken to think

diskutieren to discuss

drücken to push

dürfen to be allowed to

eilen to hurry

eine Frage stellen to ask a question

einen Spaziergang machen to go for a walk

eingehen to enter
einkaufen to shop

einladen to invite

einschlafen to fall asleep

einschalten to light, turn on

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eintreten to enter

empfehlen to recommend

enden to finish, end

erhalten to receive

erklären to explain

erlauben to allow

erreichen to reach

erwarten to expect

erzählen to tell

essen to eat

fahren to drive

fallen to fall

fallen lassen to drop

fehlen to go wrong/to fail, to miss

fernsehen to watch television

finden to find

fliehen to escape

folgen to follow

forschen to research

fragen to ask

fressen to eat

fühlen to feel

führen to lead

füllen to fill

geben to give

gefallen to please

gehören to belong

gelingen to succeed

gern haben to like

geschehen to happen

gewinnen to win

glauben to think, believe

haben to have

halten to stop, to hold

hassen to hate

heißen to be called

helfen to help

hoffen to hope

holen to fetch

hören to hear

im Internet surfen to surf the internet

kaufen to buy

kennen to know (be familiar with)

kleben to stick

klettern to climb

klicken to click

klingeln to ring

klopfen to knock

kommen to come

können to be able to

kosten to cost

lächeln to smile

lachen to laugh

laden to load, to charge

landen to land

lassen to leave

laufen to walk, to run

leben to live

Leid tun to regret, be sorry

leihen to borrow

leihen to hire
lernen to learn
lesen to read
lieben to love

liegen to lie

lügen to tell a lie

meinen to think, to say

mieten to rent
mitteilen to inform

mögen to like

müssen to have to

nachsehen to check

nehmen to take

nennen to call

notieren to note

öffnen to open

organisieren to organise

parken to park

passieren to happen

planen to plan

plaudern to chat

produzieren to produce

raten to advise

rechnen to count

reden to talk

reparieren to repair

reservieren to reserve

retten to save

sagen to say

schauen to look

schneien to snow

scheinen to seem, to shine

schenken to give (presents)

schicken to send

schlafen to sleep

schlagen to knock, hit

schließen to shut
schreiben to write

schweigen to be silent

sehen to see

sein to be

sich amüsieren to enjoy oneself

sich ärgern to get angry

sich beeilen to hurry

sich befinden to be located

sich bewerben um to apply for

sich entscheiden to decide

sich erinnern an to remember

sich freuen auf to look forward to

sich hinsetzen to sit down

sich interessieren für to be interested in

sich langweilen to get bored

sich streiten to argue

sitzen to sit

sollen to be supposed to

spazieren to walk

sprechen to speak

springen to jump

stecken to place

stehlen to steal

steigen to climb, get on

stellen to put

stoppen to stop

streiten to argue

studieren to study

telefonieren mit to phone

tippen to type

tragen to wear, to carry

treffen to meet
trinken to drink

unterschreiben to sign

verbessern to improve

verbringen to spend (time)

vergeben to forgive

vergessen to forget

verhindern to prevent

verkaufen to sell

verlassen to leave

verlieren to lose

vermeiden to avoid, to prevent, to warn

versprechen to promise

verstehen to understand

versuchen to try

verzeihen to forgive

vorbeigehen to pass by/to go

vorhaben to intend

vorstellen to introduce

wählen to choose, to dial

warten auf to wait for wechseln to change

weinen to cry

werden to become werfen to throw wiederholen to repeat wissen to know wohnen to live wollen to want wünschen to wish zahlen to pay zählen to count to show zeigen ziehen to pull zuhören to listen zumachen to close zurückfahren to return zurückgehen to return zurückkommen to come back zurückstellen to put back zusehen to look

Adjectives

aktuell current allall allein alone allgemein general old anderother ärgerlich annoying well behaved artig aufregend exciting ausgezeichnet excellent

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bequem

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comfortable

bereit ready

beschäftigt busy

bestimmt definite

böse angry

breit broad

dankbar grateful

dicht dense

dick fat

draußen outside

dreckig dirty

drinnen inside

dumm stupid

dünn thin

dynamisch dynamic

echt *real*

ehemalig old, former

eigen own

eilig in a hurry

einzig only

ekelhaft disgusting

eng narrow

ermüdend tiring

ernst serious

erschöpft exhausted

erst first

erstaunt astonished

falsch false fantastisch great

faul lazy

fertig ready

fleißig hardworking

flexibel flexible

frei *free*

gebrochen broken

gefährlich dangerous

genau exact

geöffnet open

geschlossen closed

gesund healthy

gleich similar, same

glücklich happy

goldig charming

groß big, tall

großartig magnificent

gültig valid

gut good

gut gelaunt in a good mood

hart severe, unkind

häßlich ugly, horrible

heiß hot

hoch high

hübsch pretty

jung young

jünger younger

kaputt broken

klar *clear*

klasse sensational

klein small

komisch funny

kostenlos free

krank ill

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short

last

lang long langweilig boring

kurz

letzt

launisch moody

laut noisy lautlos silent

leer *empty*

leicht easy

leise quiet

Lieblings- favourite

lustig funny

müde tired
nächst- next

nah *near*

nett kind

neu new niedrig low

nötig necessary

notwendig necessary

nützlich useful offen open

perfekt perfect

prima great, marvellous

reich rich

reif mature, ripe

richtig true, right

ruhig peaceful, calm

rund round satt full

sauber clean, own

schlecht bad

schmal narrow

schmutzig dirty

schnell fast, quick schön beautiful

schrecklich awful, terrible

schüchtern shy

schwach weak

schwer hard, heavy, difficult

schwierig difficult

spannend exciting, tense

stark strong
steil steep
stolz proud
streng strict

teuer *expensive*

toll great traurig sad

typisch typical

überrascht surprised

umweltfeindlich environmentally damaging

umweltfreundlich environmentally friendly

unglaublich unbelievable

unterschiedlich variable

unvorstellbar *unimaginable*

verantwortlich responsible

voll full
wahr true
weich soft
weit far

wertvoll *valuable*

wichtig important

wirklich real

wunderbar marvellous zahlreich numerous

zornig angry

zufrieden pleased, satisfied

zusammen together

Colours

blau blue

braun brown

dunkel dark

Farbe (f) colour

gelb *yellow*

grau grey

grün green

hell *light*

lila *violet*

rosa pink

rot red

schwarz black

weiß white

Adverbs

besonders especially

da there

da drüben over there

dort there

fast almost

gern willingly

hier here

immer always/still

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irgendwo somewhere

jedoch however

leider *unfortunately*

lieber rather

manchmal sometimes

mehr more

mitten in the middle of

neulich recently

oben above, upstairs

never

oft often

regelmäßig regularly

rückwärts backwards

schnell quickly

schon already

sehr very

sofort immediately, straight away

unten below, downstairs

unterwegs *en route*

vielleicht perhaps

vorwärts forwards

wahrscheinlich probably

wirklich really

ziemlich rather

zu too

Numbers

1-100

nie

Quantities

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

Connecting words

aber but
also so
auch also

außerdem *moreover*dafür *instead*dann *then*

deshalbfor this reasondewegenfor this reasonnachherafterwards

oder or

übrigens moreover

und and

vorher beforehand zuerst first of all

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Subordinating conjunctions

als when bevor while bis until damit so that dass that nachdem after ob whether obwohl although while während weil because when, if wenn where

Time expressions

ab from

ab und zu from time to time

Abend (m) evening

am Anfang at the start

bald soon früh early

gestern *yesterday*

heute today

heutzutage nowadays

immer always

immer noch still

jetzt now

meistens mostly

Minute (f) minute

Mitternacht (f) midnight

morgen tomorrow

Morgen (m) morning

morgen früh tomorrow morning

Nachmittag (m) afternoon

nächst- next

Nacht (f) night

pünktlich on time

rechtzeitig on time

sofort immediately

spät late
später later
Tag (m) day

täglich every day

übermorgen the day after tomorrow

since

von Zeit zu Zeit from time to time

Vormittag (m) morning

Woche (f) week

Wochenende (n) weekend
wöchentlich weekly

Times

Awareness of times (analogue and digital)

seit

Days of the week (m)

Montag Monday

Dienstag *Tuesday*

Mittwoch Wednesday

Donnerstag Thursday

Freitag Friday

Samstag/Sonnabend Saturday

Sonntag Sunday

Months of the year (m)

January January

February February

März March

April April

Mai May

Juni June

Juli July

August August

September September

Oktober October

November November

Dezember December

Question words

wann? When?

warum? Why?

was für? What sort of?

was? What?

wer? wen? wem? Who? Whom?

wessen? Whose?

wie viel(e)? How much, how many?

wie? How?

wo? Where?

Other expressions

auf diese Weise in this way

bitte here you are

Das ist mir egal *I don't care/mind!*

Das kommt darauf an it depends

Das macht nichts it doesn't matter

es gibt there is, there are

Es hängt davon ab it depends

gerade just
gewöhnlich usually
in Ordnung okay
mein mine

meiner Meinung nach in my opinion

Mir geht's gut I'm fine

mit großem Vergnügen with great pleasure

natürlich of course

nochmal once again

Schade what a shame

Viel Glück good luck

Wie schreibt man das? how do you spell that?

Other high frequency words

alle everyone

 Art (f)
 type

 das
 that

 Ding (n)
 thing

 Ende (n)
 end

 Form (f)
 shape

 Frau
 Mrs

Gegenstand (m) object

Herr (m) Mr

irgendetwas something

ja *yes*

jeder *everybody* jemand *someone*

Mal (n) time

Mitte (f) middle

nein no

Nummer (f) number

ob whether

Sache (f) thing

weil because

Weise (f) way

wenn if

wie as, like

Zahl (f) number

zum Beispiel for example

Countries

Belgien Belgium

Dänemark Denmark

Deutschland Germany

die Niederlanden Netherlands

die Schweiz Switzerland

die Türkei Turkey

die Vereinigten Staaten United States

England England

Frankreich France

Griechenland Greece

Großbritannien Great Britain

Holland Holland

Indien India

Irland Ireland

Italien Italy

Österreich Austria

Russland Russia

Schottland Scotland

Spanien Spain

Wales Wales

Continents

Afrika Africa

Asien Asia

Australia Australia

Europa Europe

Nordamerika North America

Südamerika South America

Nationalities

Afrikaner/in , afrikanisch African

Amerikaner/in, amerikanisch American

Belgier/in, belgisch Belgian

Brite/Britin, britisch British

Däne/Dänin, dänisch Danish

Deutsche(r), deutsch German

Engländer/in, englisch English

Europäer/in, europäisch European

Französe/Französin, französisch French

Grieche/Griechin, griechisch Greek

Holländer/in, holländisch Dutch

Ire/Irin, irisch Irish

Italiener/in, italienisch Italian

Österreicher/in, österreichisch Austrian

Russe/Russin, russisch Russian

Schotte/Schottin, schottisch Scottish

Schweizer/in, schweizerisch Swiss

Spanier/in, spanisch Spanish

Waliser/in, walisisch Welsh

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Areas/mountains/cities/rivers

Bayern Bavaria

der Ärmelkanal the English Channel

der Bodensee Lake Constance

der Rhein the Rhine

der Schwarzwald the Black Forest

der Tunnel the Channel Tunnel

die Alpen the Alps

die Donau the Danube

Genf Geneva

Köln Cologne

München Munich

Wien Vienna

Useful acronyms and abbreviations

Abi Abitur, school leaving exam

ARD German television company

BRD Bundesrepublik, Federal republic

CD-ROM CD-ROM

DB German railway company

EU European Union

ICE Inter-City-Express

MWSt value added tax

NRW Nord-Rhein-Westfalen

ZDF German television company

Social conventions

alles Gute all the best

auf Wiedersehen goodbye

bis bald see you soon

bis Morgen see you tomorrow

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bis später see you later

bitte please

bitte schön you're welcome

danke schön thank you

Entschuldigung excuse me

Grüß Gott hello

gute Nacht goodnight

guten Abend good evening

guten Tag hello, good day

Hilfe (f) help

mit bestem Gruß best wishes

Wie bitte? I beg your pardon?

Prepositions

an at

auf on

aus out of

außer except

bei with, next to

bis *until*

durch through

entlang along

für for

gegen towards

gegenüber opposite

hinter behind

in in, into

mit with

nach after

neben next to

ohne without

seit since

statt instead of

trotz despite

über above, over

um around

unter beneath, under

von from

vor in front of

während during

wegen because of

zu to

zwischen between

Language used in dialogues and messages

(Some words may feature in other sections.)

am Apparat on the line/speaking

Augenblick (m) moment

Betreff (m) concerning

bis bald see you soon

bis später see you later

die Telefonnummer wählen dial the number

eigentlich in fact

falsche Nummer wrong number

für jetzt for the moment

gesandt von sent by

Hörer (m) receiver (telephone)

Ich bin gleich wieder da I'll be right back

Ich höre zu I'm listening

Ich verbinde Sie I will put you through

im Gespräch mit in communication with

in Bezug auf further to/following

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Kann ich etwas ausrichten? Can I take a message?

Mitteilung (f) text message

Rufen Sie mich an call me (informal/formal)

SMS (f) email $to \ text$ Telefon (n) telephone

Ton (m) tone

Vorwahl (f) area code

Warten Sie einen Moment wait a moment

zu Händen von for the attention of

Language related to common topic areas

Out and about

abfliegen to take off (plane)

Abflug (m) departure

Abteil (n) compartment

im Ausland abroad

Ampel (f) traffic lights

auf dem Lande in the country

Aufenthaltsraum (m) games room

Aufzug (m) lift

Ausflug (m) outing

Ausgang (m) way out/exit

Aussicht (f) view

Ausstellung (f) exhibition

Auto (n) car

Autobahn (f) motorway

Bad (n) bath
Bahn (f) railway
Bahnhof (m) station

Bahnsteig (m) platform

balcony

Balkon (m)

Bank (f) bank Bauernhof (m) farm bedeckt overcast Benzin (n) petrol Berg (m) mountain besetzt occupied bewölkt overcast Bibliothek (f) library Bier (n) vom Fass draught (beer) bleifrei unleaded Boot (n) boat Broschüre (f) brochure/leaflet Brücke (f) bridge Burg (f) castle office Büro (n) Bus (m) bus Busbahnhof (m) coach station Bushaltestelle (f) bus stop Café (n) café Diebstahl (m) theft

Diesel (m)

Disko (f)

Dom (m)

Cathedral

Dorf (n)

draußen

Ecke (f)

Corner

Einbahnstraße (f)

disco

cathedral

village

cotting

corner

one way street

einfach single ticket
Einkaufszentrum (n) shopping centre

Eintritt (m) entrance

Eishalle (f) ice rink

Empfang (m) reception

Empfangschef (m) receptionist

Entschuldigung (f) I'm sorry/excuse me

entwerten to validate a ticket

Erdgeschoss (n) ground floor

es regnet it is raining

Etage (f) floor (eg 1st, 2nd)

Fabrik (f) factory

Fahrer (m) driver

Fahrplan (m) timetable

Fahrrad (n) bicycle

Fahrstuhl (m) lift

Fahrt (f) trip

Feiertag (m) public holiday

Fernsehapparat (m) television set

Fernsehen (n) television

Film (m) film

Flughafen (m) airport

Flugzeug (n) plane

Fluß (m) river

folgen to follow

Formular (n) form

Freizeitzentrum (n) leisure centre

Führerschein (m) driving licence

funktioneren to function, to work

Fußgänger (m) pedestrian

Fußgängerzone (f) pedestrianised area

Gebäude (n) building
Gegend (f) region
Gepäck (n) luggage

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Gepäckaufbewahrung (f) left luggage

geradeaus straight on

Geschäft (n) business, shop

geschlossen closed

Gewitter (n) thunderstorm

Gleis (n) track
Grad (m) degree

Gute Reise have a good journey

Guten Aufenthalt enjoy your stay

Hafen (m) port

Haustür (f) (front) door

heiter bright

Himmel (m) sky

hin und zurück return ticket

historisch historic
Hitze (f) heat

Hotel (n) hotel

Hotelverzeichnis (n) hotel list

Hügel (m) hill

im ersten Stock usw. 1st floor etc

im Freien in the open air

im Frühling in spring

im Herbst in autumn

im Sommer in summer

im voraus in advance

im Winter in winter

inbegriffen included

Industrie (f) industry

Informationsbüro (n) information office

Jahreszeit (f) season

Jugendherberge (f) youth hostel

kalt cold

Karte (f) ticket

Kino (n) cinema

Kirche (f) church

Klima (n) climate

Kneipe (f) pub

Koffer (m) suitcase

Kontrolleur (m) ticket inspector

Konzert (n) concert

Krankenhaus (n) hospital

Kreisverkehr (m) roundabout

Kreuzung (f) crossroads

Küste (f) coast

Laden (m) shop

Land (n) administrative district

Landkarte (f) road map

Lastwagen (m) lorry

Linie (f) line/route

links on the left

malerisch picturesque

Marke (f) brand/make

Markt (m) market

Meer (n) sea

Meter (m) metre

Mofa (n) moped

Motor (m) engine

Museum (n) museum

Nebel (m) fog

Norden (m) north

öffentlich public/municipal

öffentliche Verkehrsmittel (n) public transport

Ort (m) place

Osten (m) east

Palast (m) palace

Panne (f) breakdown

Park (m) park

Parkplatz (m) parking

Passkontrolle (f) passport control

Personalausweis (m) identity card

Platz (m) square

Polizeiwache (f) police station

Polizist (m) policeman

Poster (n) poster/notice

Postkarte (f) postcard

Preisliste (f) price list

Problem (n) problem

Rathaus (n) town hall

rechts on the right

Regen (m) rain

regnerisch rainy

Reise (f) journey

Reisebus (m) coach

Rückfahrkarte (f) return ticket

ruhig quiet

Rundfahrt (f) tour (on transport)

Rundgang (m) tour (walking)

Schalter (m) ticket office

Schild (n) sign

Schlafwagen (m) sleeping car

schlecht bad

Schloss (n) castle

Schlüssel (m) key

Schnee (m) snow

Schnellimbiss (m) snack bar, buffet

Schwimmbad (n) swimming pool

See (m) lake, sea

sich befinden to be situated

sobald as soon as

Sonne (f) sun

sonnig sunny

Sparkasse (f) savings bank

Sportszentrum (n) sports centre

Stadion (n) stadium

Stadt (f) town

Stadtmitte (f) town centre

Stadtplan (m) map (of the town)

Stau (m) traffic jam

Stock (m) floor (1st, 2nd)

Strand (m) beach

Straße (f) road

Straßenbahn (f) tram

Sturm (m) storm

Süden (m) south

Tankstelle (f) petrol station

Taxi (n) taxi

Taxifahrer (m) (taxi) driver

Termin (m) appointment

Theater (n) theatre

tot dead

Toiletten (plural f) toilets

Tour (f) tour

Tourist (m) tourist

Treppe (f) staircase

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Trinkwasser (n) drinking water

Turm (m) tower

U-Bahn (f) underground

U-Bahnstation (f) underground station

überqueren to cross

Umleitung (f) diversion, detour

Untergeschoss (n) basement

Unterhaltungsmöglichkeiten (plural f) entertainment, things to do

Verbindung (f) connection

verboten forbidden

Verkehr (m) traffic

Verkehrsamt (n) tourist information office

Verspätung (f) delay

Vorfahrt (f) priority
Vorort (m) suburb

Wagen (m) car

Wartesaal (m) waiting room

Wartezeit (f) waiting period/time limit

WC (n) wc

Westen (m) west

Wetter (n) weather

Wetterbericht (m) weather report

weit far(away)

Willkommen (n) welcome

Wind (m) wind

Wolke (f) cloud

Zeitungskiosk (m) newspaper stall

Zelten (n) camping

Zimmer (n) room

Zoo (m) zoo

zu Fuß on foot

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Zuschlag (m)

supplement

Customer service and transactions

Abteilung (f)	department
Ananas (f)	pineapple
Apfelsine (f)	orange
Apotheke (f)	chemist

Aufschnitt (m) cold cut meat

Bäckerei (f) baker

Badehose (f) swimsuit/trunks

Banane (f) banana

Bankkarte (f) bank card

Baumwolle (f) cotton

Bedienung (f) service

bezahlen to pay
Birne (f) pear

Blumenkohl (m) cauliflower

Briefmarke (f) stamp

Brieftasche (f) wallet

Broschüre (f) brochure

Brot (n) bread

Brötchen (n) roll

Butterbrot (n) sandwich

Café (n) café

Champignon (m) mushroom

Chef (m) boss
Dieb (m) thief
Diebstahl (m) theft
Ei (n) egg

Einkäufe (plural m) shopping

Eis (n) ice cream

Erbse (f) pea

Ermäßigung (f) reduction

Euro (m) euro

Fehler (m) mistake

Formular (n) form

Fotoapparat (m) camera

Friseur (m) hairdresser

Frühstück (n) breakfast

Fundbüro (n) lost property office

gebraten roast

gekocht cooked

Geld (n) money

Gemüse (n) vegetable

Geschenk (n) present

Getränk (n) drink

Größe (f) size

Hähnchen (n) chicken

Handschuh (m) glove

Himbeere (f) raspberry

Hose (f) trousers

Imbiss (m) snack

Jacke (f) casual jacket

Jogurt (m) yoghurt

Kaffee (m) coffee

Karotte (f) carrot

Kartoffel (f) potato

Käse (m) cheese

Kasse (f) till

Kellner/Kellnerin (m/f) waiter/waitress

Klavier (n) piano

Kleid (n) dress

Kohl (m) cabbage

Konditorei (f) cake shop

krank ill

Kreditkarte (f) credit card

Kunde/Kundin (m/f) customer

Mahlzeit (f) meal

Metzgerei (f) butcher

Milch (f) milk

Obst (n) fruit

Personalausweis (m) identity card

Pfirsich (m) peach

Pfund Sterling (n) pound sterling

Pilz (m) mushroom

Polizeiwache (f) police station

Pommes-Frites (plural n) chips

Portemonnaie (n) purse

Postkarte (f) postcard

Preis (m) price

Pullover/Pulli (m) sweater, jumper

Quittung (f) receipt

Rechnung (f) bill

reduziert reduced

Reisescheck (m) (traveller's) cheque

Rock (m) skirt

Rosenkohl (m) Brussels sprout

Saft (m) juice
Sandale (f) sandal

schade it's a pity/shame

Schaden (m) damage
Schinken (m) ham
Schuh (m) shoe

Schweinefleisch (n) pork

Socke (f) sock

Speisekarte (f) menu

Speisesaal (m) dining room

Stadtplan (m) town map

Tabak (m) tobacco

Tagesgericht (n) dish of the day

Tee (m) tea

Trainingsschuhe (plural m) trainers

Trinkgeld (n) tip

Verkäufer/in (m/f) salesman/woman

voll full

Vorspeise (f) starter

Wahl (f) choice

Warenhaus (n) department store

Wasser (n) water

Wechselgeld (n) change

Wechselkurs (m) exchange rate

wechseln to change (money)

Wechselstube (f) exchange bureau

Wein (m) wine

Wolle (f) wool

Wurst (f) sausage

Zitrone (f) lemon

Personal information

Adresse (f) address

Aktivität (f) activity

alt old

Alter (n) age

älter *older*

Atmosphäre (f) atmosphere

Augen (plural n) eyes

Ausrüstung (f) equipment

Beruf (m) job

Brille (f) glasses

Bühne (f) stage

CD (f) CD (compact disc)

Club (m) club

Computerspiel (n) computer game

egoistisch selfish

Einzelkind (n) only child

Familie (f) family

Fieber (n) (high) temperature, fever

Flöte (f) flute

Frau (f) wife, woman

Freizeit (f) leisure

Freizeitaktivität (f) leisure activity

Freund/in (m/f) friend

Fußball (m) football

geboren born

Geburtsdatum (n) date of birth

Geburtsort (m) birthplace

Geburtstag (m) birthday

Geige (f) violin

geschieden divorced

getrennt separated

Gitarre (f) guitar

glatt straight (hair)

Haar (n) hair

Handy (n) mobile phone

Hockey (m) hockey

Hut (m) hat

Informatik (f) computing, ICT

iPod (m) ipod

Jacke (f) jacket

Jahr (n) year

Jugendklub (m) youth club

jung young

Kenntnis (f) knowledge

Kinn (n) chin

klassisch classical, classic

Klavier (n) piano

Kleidung (f) clothes

Lesen (n) reading

Leichtathletik (f) athletics

lieb likeable

Lied (n) song

lockig curly

Mann (m) man, husband

Mannschaft (f) team

Meisterschaft (f) championship

 Mode (f)
 fashion

 modern
 modern

 Mp3 (n)
 MP3

 Musik (f)
 music

 Mutter (f)
 mother

 Nase (f)
 nose

 Ohr (n)
 ear

Ohrringe (plural m) earrings

Orchester (n) orchestra

Popmusik (f) pop music

Postleitzahl (f) post code

Radfahren (n) cycling

Rapmusik (f) rap

Regenschirm (m) umbrella

Reiten (n) horse riding

Ring (m) ring

Rockmusik (f) rock music

Rugby (n) rugby

Schlagzeug (n) percussion

schlank thin

Schlittschuhlaufen (n) ice skating

Schwimmen (n) swimming

Sendung (f) (television) programme

sich anziehen to get dressed

Skifahren (n) skiing

Spazieren gehen to go for a walk

Spieler (m) player

Sport (m) sport

Sportausrüstung (f) sports equipment

sportlich sporty

Sportplatz (m) sports ground

Star (m) celebrity

Tasche (f) bag

Tennis (n) tennis

Theaterstück (n) play

Tischtennis (n) table tennis

Tourismus (m) tourism

Trainingsanzug (m) tracksuit

Trainingsschuhe (plural m) trainers

Trompete (f) trumpet

Universität (f) university

Vater (m) father

Vegetarier (m)vegetarianverheiratetmarriedVorname (m)first name

Wasserski (n) water skiing

Future plans, education and work

Arzt (m)

Akte (f) file

Angestellter (m) employee

Anrufbeantworter (m) answerphone

Antwort (f) reply, answer

Anzeige (f) advert

Arbeit (f) work

Arbeitgeber (m) employer

Arbeitsbedingungen (plural f) terms of employment

doctor

Arbeitserfahrung (f) work experience

Arbeitslosigkeit (f) unemployment

Architekt (m) architect

Ausbildung (f) training

Bäcker (m) baker

Bauer (m) farmer

Beamter/Beamtin (m/f) civil servant

besetzt occupied

Betriebspraktikum (n) work experience

Bildschirm (m) screen

Biologie (f) biology

Briefkasten (m) *letter box*

Chemie (f) chemistry

Computer (m) computer

Direktor (m) headteacher, director

drucken to print

Drucker (m) printer

Elektriker (m) electrician

E-Mail (f) email

Erdkunde (f) geography

erfahren experienced

Erwachsener (m) adult

Fach (n) subject

Fax (n) fax

Fehler (m) fault

Feurwehrmann (m) fireman

Firma (f) company

Formular (n) form

Fortschritt (m) progress

Gehalt (n) salary

geplant planned

Geschäft (n) business/shop

Geschichte (f) history

gut bezahlt well paid

Informatiker (m) computer scientist

Ingenieur (m) engineer

Interview (n) interview

Journalist (m) journalist

Kantine (f) canteen

Kennwort (n) password

Klassenarbeit (f) test

Klempner (m) plumber

Koch (m) cook

Kollege (m) colleague

Konferenz (f) conference

Krankenpfleger / Krankenschwester

(m/f)

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nurse

Lehre (f) apprenticeship
Lehrer (m) teacher

course

Lohn (m) teacner
salary

Kurs (m)

löschen to erase, delete

Mahl (n) meal

Manager (m) manager

Marketing (n) marketing

Mathe (f) maths

Maurer (m) builder

Maus (f) mouse

Mechaniker (m) mechanic

Mechaniker (m) mechanic

Metzger (m) butcher

Mittagspause (f) *lunch break*

Mitteilung (f) message

Mode (f) fashion

nächstes Jahr next year

Naturwissenschaften (plural f) science

Papier (n) paper
Pause (f) break
Physik (f) physics

Polizist (m) police officer

Post (f) post/post office

(pro) Stunde (f) (per) hour

Programmierer (m) programmer

Projekt (n) plan, project
Prüfung (f) examination

Qualifikation (f) qualification

Reisebüro (n) travel agency

Schauspieler (m) actor, actress

schlecht bezahlt badly paid

Schulabschluss (m) school leaving certificate

Schule (f) school

sich um eine Stelle bewerben to apply for a job

Sprache (f) language

Sport (m) PE
Stelle (f) job

Stellenangebote (plural n) situations vacant

Steward (m) air steward

Student (m)studentstudierento studyStundenplan (m)timetable

Tastatur (f) keyboard

Taste (f) key (of keyboard)

Techniker/Technikerin (m/f) technician

Teilzeit (f) part time

Telefonanruf (m) telephone call

Termin (m) appointment

Trimester (n) term

Umfrage (f) opinion poll/survey

Verbindung (f) connection

Vertreter (m) representative

Website (f) website
Zahnarzt (m) dentist

Zeugnis (n) school report

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