GCSE (9–1)
GERMAN

Specification

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in German (1GN1)
First teaching from September 2024 | first certification from 2026

Issue 2

Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German (2024) Specification Issue 2 changes

Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Appendix 1: Vocabulary In response to changes made to the Department for Education's subject content, a paragraph has been added to explain that a vocabulary item is no longer required to be listed as multiple entries for different parts of speech where the English meaning is the same. For example, 'schwimmen' and (verb) 'Schwimmen' (noun), are not both required to be listed; it is listed once and can be used as either part of speech.	46
Minor amendments have been made to the vocabulary list to reflect the way vocabulary items are now counted. Duplicate entries of words that exist as multiple parts of speech have been removed and replaced with new words.	54, 85, 103, 104, 112
A small number of words have been moved from Higher tier to Foundation tier to comply with changes made to the grammar requirements in the subject content.	53-54, 64-65
Additional translations have been added to a small number of words in the vocabulary list.	79, 122
The word *Transgender-* has been moved from the adjectives to the nouns section.	80, 106
The spelling of *euere* has been changed to *eure*.	81
Appendix 2: Grammar Amendments made to the grammar requirements to reflect changes to the Department for Education's subject content. • Movement from Higher tier to Foundation tier of requirements around formation of dative plural nouns and around infinitive constructions using prepositions *ohne/statt … zu*; *um … zu*; verbs with *zu*.	147-148, 157
• Clarification of requirements around adjectival phrases.	155
• Clarification of how we will use derivational morphology rules in our papers.	158
Addition of *sp-* to the list of sound-symbol correspondences.	161
Appendix 3: Names of people used in assessments Correction of error: France changed to Germany.	163

If you need further information on these changes or what they mean, contact us via our website at: https://qualifications.pearson.com/en/subjects/languages.html.

Contents

1 Introduction

Why choose Pearson Edexcel GCSE German?

We have listened to feedback from all parts of the language community, including hundreds of teachers and students. We know that when you are teaching a language, you want your students' eyes to be opened to other cultures and for them to learn how to communicate about subjects that interest them. Like you, we are passionate about growing a love of languages. Our GCSE German qualification is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.

More than words – our qualification promotes culture, communication and connection. From the design of our speaking tasks, where communication is privileged, through to the use of images to provide cultural context, we want students to understand that words are a springboard to discovering much more.

Language learning for today's world – we have carefully selected our vocabulary and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.

Compassionate assessments in a clear and familiar structure – our assessments are accessible and transparent, rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. We are committed to maintaining a sense of continuity with the separate assessment of the four skills, and a consistent assessment structure.

Preparing for the future – we know how much you value additional assessment material, and we are committed to providing additional content, including secure mock material. We will provide digital solutions to ease the administrative burden, and opportunities to be involved in innovative pilots for onscreen assessment pathways.

Reliable and extensive support from switch to delivery – our Switch Consultants will provide one to one support to make switching to our new qualification pain free. Once you are with us, our dedicated Subject Advisor is here to help with any of your queries and we will provide regular training opportunities for all our teachers.

Qualification at a glance

The qualification consists of:

- three externally-examined papers assessing separately listening, reading and writing

- one speaking assessment set by Pearson and conducted by a teacher.

All assessments are marked by Pearson.

All papers will sample the vocabulary and grammatical structures included in *Appendix 1: Vocabulary* and *Appendix 2: Grammar*. The focus for the content of questions and tasks will be drawn from the listed thematic contexts (see Thematic contexts section on pages 7–9).

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

Paper 1: Speaking in German (*Paper code: 1GN1/1F and 1H)

Internally conducted and externally assessed:

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks

Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks

25% of the qualification

Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests. There are three consecutive tasks:

Task 1: Read aloud (12 marks)

Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task itself students will be assessed on their pronunciation and in the short interaction that follows students will be assessed on their communication. The task card will be allocated by Pearson.

Task 2: Role play (10 marks)

Undertake a transactional role play, in a setting taken from the defined list on pages 16–18. The task card will be allocated by Pearson.

Task 3: Picture task (12 marks) with conversation (16 marks)

Students select their thematic context for Task 3 in advance of the assessment. Students select one option from a choice of two of the six thematic contexts. The two options will be randomly generated by Pearson. The task card will be allocated by Pearson.

Describe a picture stimulus, related to the selected thematic context. Students have a choice of two pictures on the stimulus card. Answer two compulsory questions related to the subject matter of the picture, then move on to a short unprepared conversation developed from the same thematic context.

Paper 2: Listening and understanding in German (*Paper code: 1GN1/2F and 2H)

Written examination:

Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks

Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks

25% of the qualification

Students are assessed on their understanding of standard spoken German by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings.

Section A: Listening (40 marks)

Students respond to multiple-choice, multiple-response and short-answer open response questions.

All questions are set in English and students produce all responses in English.

Section B: Dictation (10 marks)

Students are assessed on their ability to transcribe spoken German into written German. They will be rewarded for their accuracy of spelling based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification in *Appendix 2: Grammar*.

Paper 3: Reading and understanding in German (*Paper code: 1GN1/3F and 3H)

Written examination:

Foundation tier: 45 minutes, 50 marks

Higher tier: 60 minutes, 50 marks

25% of the qualification

Students are assessed on their understanding of written German across a range of formal and informal contexts, and in familiar and unfamiliar settings.

Section A: Reading and Understanding (40 marks)

Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts.

All questions are set in English and students produce all responses in English.

Section B: Translation into English (10 marks)

Students translate a passage from German into English, with instructions in English.

Paper 4: Writing in German (*Paper code: 1GN1/4F and 4H)

Written examination:

Foundation tier: 1 hour 15 minutes; 50 marks.

Higher tier: 1 hour 20 minutes; 50 marks.

25% of the qualification

Students are assessed on their ability to communicate effectively through writing in German for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in German. The instructions to students are in English.

Foundation Tier

- Question 1: picture-based task **(8 marks)**

- Question 2: one of two open-response questions, set in formal context **(14 marks)**

- Question 3: one of two open-response questions, set in informal context **(18 marks)**

- Question 4: translation into German **(10 marks)**

Higher Tier

- Question 1: one of two open-response questions, set in informal context **(18 marks)**

- Question 2: one of two open-response questions, set in formal context **(22 marks)**

- Question 3: translation into German **(10 marks)**

A recommended word count is specified for each open-response question.

*See Appendix 5: Codes for a description of this code and all other codes relevant to this qualification.

Our qualification approach

Language is more than words.

Combining clear, concise and straightforward assessments with engaging, meaningful and relatable content, our new Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German is fit for the future, equipping students for life and careers in a global setting.

Thematic contexts

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

We asked students and teachers about the subjects that were meaningful and interesting to them, and selected the following six broad thematic contexts to provide a focus for the teaching and learning of the vocabulary and grammar listed:

- My personal world

- Lifestyle and wellbeing

- My neighbourhood

- Media and technology

- Studying and my future

- Travel and tourism

All the vocabulary listed in *Appendix 1* could be used fluidly across these thematic contexts.

Within our thematic contexts, students could use the specified vocabulary and grammar (*Appendices 1 and 2*) to listen to, read, speak and write about the following subjects:

family	friends	relationships	equality
physical wellbeing	mental wellbeing	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

This list of subjects is not exhaustive and is intended to support planning of teaching and learning.

Teachers could explore these subjects throughout the course and across different thematic contexts. For example, 'transport' could be considered when exploring the thematic context of 'Travel and Tourism' or 'My Neighbourhood'; 'food and drink' could be considered when exploring 'My personal world', 'Lifestyle and wellbeing' or 'Travel and tourism'.

Teachers could also choose to organise their teaching of the vocabulary content into alternative thematic contexts or no thematic contexts at all to meet their students' interests flexibly. Providing the full vocabulary and grammar content in *Appendices 1 and 2* is taught at each tier, your students will be able to access all our assessments.

Thematic contexts in assessments

Our use of thematic contexts in assessments provides:

- meaningful and engaging content and scenarios for the question papers

- reassurance to students on the focus of the texts they will encounter in their assessments

- coverage of a range of vocabulary in assessments to ensure variety within each paper, across each paper in an exam series, and over time.

Paper 1, Speaking in German

- Each of the six read aloud cards, per tier, will reflect one of the thematic contexts.

- Each of the six role play cards, per tier, will reflect one of the transactional settings.

- Each of the eighteen picture cards will reflect one of the thematic contexts.

- Students will choose the thematic context for their picture task in advance of the assessment, from a choice of two, randomly generated by Pearson. The short conversation following the picture description will begin within the same pre-selected thematic context.

- Students are free to use vocabulary from anywhere across the specified vocabulary list in their spoken responses.

- Students may also use vocabulary from outside the vocabulary list in their spoken responses.

Paper 2, Listening and Understanding in German

- The contexts of the listening texts will be taken from any of the thematic contexts.

- Content of the listening texts will sample vocabulary across the qualification content.

Paper 3, Reading and Understanding in German

- The contexts of the reading texts will be taken from any of the thematic contexts.

- Content of the reading texts will sample vocabulary across the qualification content.

Paper 4, Writing in German

- Every exam series each of the writing tasks, per tier, will reflect one of the thematic contexts.

- Students are free to use vocabulary from anywhere across the specified vocabulary list in their written responses.

- Students may also use vocabulary from outside the vocabulary list in their written responses.

Cultural Content and Inclusivity

Built on a foundation of inclusivity, accessibility and transparency we have created a student-centred qualification that caters to the needs of all students, regardless of their background, ability or reason for studying a language.

Use of cultural settings

Language study gives opportunities to broaden students' cultural awareness and introduces them to new experiences. However, sometimes presumptions about shared cultural capital can prevent students from accessing the content.

Paper 1, Speaking assessments will:

- use relatable contexts that are likely to be within the range of students' own experiences

- use a finite range of settings for role plays (see Paper 1 Speaking in German, Content), so that all students can be equally prepared for these scenarios.

Paper 2, Listening assessments will:

- use settings that are both familiar and unfamiliar, for wider cultural engagement

- provide any necessary information to support students' understanding of culturally unfamiliar settings in English, in rubrics.

Paper 3, Reading assessments will:

- use settings that are both familiar and unfamiliar, for wider cultural engagement

- include contextualising images to support students' understanding of culturally unfamiliar settings

- provide glossing for the names of towns, cities or countries that are not part of the vocabulary list.

Paper 4, Writing assessments will:

- set open-response questions in contexts that are realistic and familiar

- set tasks that draw on students' own thoughts and experiences to answer set bullet points

- avoid tasks that place a burden on student imagination to create responses

- avoid tasks that rely on student knowledge of international travel or settings.

Use of names in assessments

Learning about the lives of people from across the target language speaking world is a way of bringing languages to life. However, sometimes the names of people can be unfamiliar and confusing for students in assessments.

Our assessments will:

- include only names from a defined list (see *Appendix 3)*

- allow students to become familiar with target language names in advance

- provide culturally relevant content.

Our assessments will not:

- include unfamiliar and potentially confusing names

- require students to learn names

- assess students on their knowledge of names.

Use of gendered language

Learning a new language allows students to talk about themselves and their lives, as well as learning about the lives and experiences of others. However, for trans and non-binary students, the use of gendered language can present specific challenges.

Our assessments will:

- include the vocabulary for 'trans' and 'non-binary' on our vocabulary list
  (see *Appendix 1: Vocabulary*)

- recognise students' use of non-binary or gender-neutral pronouns when describing themselves or others in the speaking and writing papers

- recognise students' use of new adjectival endings according to their preferred way of identifying, or the use of gender-neutral pronouns with feminine or masculine agreement

- recognise students' use of gender-neutral nouns, whether indicated by adding punctuation, asterisks or using alternative spellings

- equally credit students' use of masculine, feminine or non-binary adjective agreements where used correctly and consistently

- equally credit students' use of non-binary pronouns where used correctly and consistently

- be marked anonymously, without any examiner awareness of students' gender.

Support

If you would like to find out more about an LGBTQ+ inclusive MFL curriculum, Stonewall provides further support in their ['Creating an LGBTQ+ Inclusive Secondary Curriculum' resource](). You can also find more support, along with specific examples of gender neutral language use in French, German and Spanish in our ['Gender, diversity and inclusion in languages qualifications'](/) video.

2 Subject content and assessment information

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German allows students to develop their ability to communicate in German in both speech and writing. They will study language within a variety of thematic contexts relevant to their age and interests and will develop a greater awareness of the culture of German-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of German vocabulary and grammar progressively through their course of study. A list of words that students are expected to use and understand is included in *Appendix 1: Vocabulary list*. This list of words is comprehensive and makes no assumptions about vocabulary previously taught. Grammar requirements are contained in the grammar list in *Appendix* 2: Grammar list.

Subject aims

The aims of this qualification are to:

- provide a coherent, satisfying and worthwhile course of study.

- develop confidence in, and a positive attitude towards, German and to recognise the importance of languages.

- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.

- develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes.

- develop students' ability to communicate independently about subjects that are meaningful and interesting to them

- build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.

- enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

Paper 1: Speaking in German

Content

Speaking tasks will feature content that is relatable and accessible to all students. Students will be assessed on their ability to:

- speak using clear and comprehensible language, for a range of audiences and purposes, and in formal and informal contexts, which are relevant to their current and future needs and interests.

Students will need to:

- apply the principles by which spelling represents sounds in standard or widely used forms of German

- use clear and comprehensible pronunciation when speaking German, demonstrating an understanding of sound symbol correspondences

- understand and respond to written language in speech by answering questions related to what they have read or seen

- recall and use language in different situations and be able to move between German and English

- convey and elicit information by asking and answering questions

- use language to describe a visual stimulus, including specific required details

- give opinions

- develop conversation and discussion

- produce extended sequences of speech

- use a range of vocabulary and grammatical structures (from the prescribed lists) accurately, including some more complex forms appropriate to the level of study, with reference to past, present and future events.

Assessment information

Task 1 – Read aloud (12 marks)

- Students will:

- **read aloud a short passage** (8 marks) and

- **answer two straightforward questions** (4 marks) to elicit brief opinions based on the overall content of the passage, in a short interaction.

The **read aloud task assesses clear and comprehensible pronunciation** integrated with **an understanding of sound symbol correspondences.**

- The **short interaction** that follows **assesses communication only.**

Each assessment series, Pearson will provide six read aloud stimulus cards. Each card will take its focus from one of the six thematic contexts listed in the specification and will only use words selected from the full vocabulary list for each tier.

When responding to the two questions after the read aloud, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list. The questions will be in the present tense at both tiers and will elicit likes / dislikes / opinions.

Assessment information:

For each read aloud, there is a student card and a teacher card:

Student card

The student card includes:

- instructions and a scenario in English,

- followed by a short text in German, which the student will read aloud:
  - **Foundation tier: 35-40 words in 5 sentences**
  - **Higher tier: 50-55 words in 4 sentences**

The two straightforward questions for the short interaction do not appear on the student card, as they must be unprepared.

Teacher card

The teacher card includes:

- instructions on how to conduct the task,

- a copy of the text to be read by the student, and

- two straightforward questions, which form the short unprepared interaction to follow the read aloud of the text.

Task 2 – Role play (10 marks)

In the role play, students will be required to **give and receive information, answering and asking questions**. The students' interactions could include any of the following:

- make transactions (buying tickets, ordering food etc)

- make plans, appointments or reservations

- explain or give reasons

- describe

- express likes / dislikes / preferences / opinions

- ask for advice

- make a complaint or report a problem

- ask / talk about activities.

Role plays will be transactional in nature and will always be in one of the following settings:

- Café / restaurant

- Shop / market / shopping centre

- Hotel

- Train station

- Tourist information office

- Cinema / theatre / concert hall

- Campsite

- Leisure centre

- Doctor's surgery / hospital

- In town

The role play assesses communication only and has been designed so that students can respond to the prompts using vocabulary drawn from the vocabulary list.

Each assessment series, Pearson will provide six role play stimulus cards, which will use six different settings from the above list.

The role plays are all set in a formal context. Students are not required to use the formal register.

Assessment information:

- For each role play, there is a student card and teacher card:

Student card

The student card includes the role play setting taken from the list above, and instructions and prompts in English.

Foundation tier:

- The student card includes five bullet points, eliciting five utterances.

- Students need to **ask one question**.

- Students are required to speak only in the present tense or a familiar conditional tense where it is more natural to do so, e.g. 'ich möchte.'

Higher tier:

- The student cards include five bullet points, eliciting five utterances.

- Students need to **ask two questions**.

- Students are required to speak in the present tense or a familiar conditional tense where it is more natural to do so, e.g. 'ich möchte.'

- Students respond to one question asked using a future timeframe.

Teacher card

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

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

Task 3 – Picture task (28 marks)

- Students will be required to:

- **describe one picture** from a choice of two (8 marks)

- answer **two** unprepared questions related to the selected picture (4 marks)

- participate in **a conversation extending from the broader thematic context** (16 marks).

Picture description (12 marks):

- On the picture task card there will be two colour pictures and students will **choose one** of the colour pictures. They will be required to **produce an extended description**, focussing on the following compulsory details of the picture:

- people

- location

- activity.

The teacher is provided with prompts to encourage students to address the compulsory bullet points. Students are not limited to describing these details and may develop their description as far as they are able in the recommended time.

The picture description has been designed so that students can respond to the stimulus using vocabulary drawn from the full vocabulary list.

Once the student has concluded the description, the teacher will ask **two compulsory questions relating to the subject matter of the picture**. Both questions will be about the student's own experiences / likes / dislikes / opinions. At Higher tier, the second question will be in the past tense. The questions do not appear on the student card as they must be unprepared.

Broader conversation (16 marks):

The teacher should continue **a broader conversation extending from the thematic context** selected for this task. A compulsory starting subject for the conversation is given on the teacher card, along with example questions in the present, past and future tenses.

During the conversation, the teacher should ask a range of questions appropriate to the thematic context and the interests and experiences of the student, which enables students to:

- produce extended sequences of speech

- develop the conversation

- give and justify own thoughts and opinions

- refer to past, present and future events

- demonstrate the full range of their ability.

Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.

Teacher-examiners should be mindful of the time requirement for the conversation element of this task and encourage candidates to produce sufficient responses to fill the recommended time.

Assessment information

- **The description and conversation elements of the picture task assess communication and clarity (in response to the picture stimulus or teacher questions), and linguistic** and **grammatical accuracy.**

- **The two unprepared questions following the picture description assess communication only.**

- Each assessment series, Pearson will provide eighteen different sets of picture task stimulus cards for each tier, with each card relating to one of the six thematic contexts. There will be two pictures on each stimulus card.

- Two weeks in advance of the speaking assessment, students will select the thematic context for the picture task and conversation. They will select one thematic context from a choice of two, randomly generated by Pearson. This will inform the stimulus

card they receive for the picture task, and the read aloud and role play task cards will be randomly allocated accordingly by Pearson.

- For each picture task set, there is a student card and teacher card:

Student card

The student card includes:

- **two colour pictures** from which students must **choose one** to describe.

- **three compulsory bullet points in English** to guide the description: the people, the location, the activity.

- guidance on the task.

Teacher card

The teacher card includes:

- instructions on how to conduct this task.

- copies of the pictures with bullet point prompts as on the student card.

- intervention prompts to encourage the student to develop their picture description.

- two compulsory follow-on questions per picture, related to the subject matter of the picture

  o **Foundation tier:** the questions will both be in the present tense;

  o **Higher tier:** question 1 will be in present tense and question 2 will be in the past tense.

- guidance for the broader conversation, including a mandated starting subject for the conversation, and three suggested questions in different tenses / timeframes.

General assessment information

First assessment: May/June 2026.

- Students complete the three tasks as detailed and in the order set out above.

- Assessment rubrics and information for students will be in English. The tasks must be completed in German.

- Prior to the assessment, Pearson will provide instructions on the process for allocating stimulus cards. The allocation of cards for the read aloud, role play and picture task will be generated by the student's choice of thematic context for the picture task. The thematic context will be selected from a choice of two randomly generated by Pearson and offered to the student two weeks before the assessment. The allocation of cards is designed to ensure that the assessment experienced by each student samples a range of vocabulary from the specified vocabulary list in *Appendix 1: Vocabulary*.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.

- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in the pack must not be removed from the centre premises and should be securely stored in order to maintain confidentiality throughout the assessment period.

- Assessments are conducted by teachers. Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal for external marking.

- Assessment timings are different for Foundation and Higher tiers to reflect the increased demand of the tasks. Students will be assessed on the quality of the responses they can produce within the maximum allocated time of 9 minutes for foundation and 12 minutes for higher. Teachers are expected to give students the opportunity to respond fully to all tasks.

- All assessments are marked against assessment criteria, which can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Sample Assessment Materials (SAMs)* document.

- Centres must have procedures in place to verify and confirm the identity of all students at the time of the assessment. Pearson will provide the format for this verification, which will be submitted digitally to Pearson.

Foundation tier assessment time and marks

The total assessment for the three tasks is **7 to 9 minutes plus 15 minutes' preparation time.**

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between **1.5 to 2 minutes** for 12 marks

- Task 2 – one role play, recommended to last **1 to 1.5 minutes** for 10 marks

- Task 3 – one picture task, recommended to last **4.5 to 5.5 minutes** in total

  - the picture description with the two compulsory questions is recommended to last **1.5 to 2 minutes** for 12 marks, and

  - the broader conversation is recommended to last **3 to 3.5 minutes** for 16 marks.

  - The total number of marks for Task 3 is 28 marks.

Higher tier assessment time and marks

The total assessment for the three tasks is **10 to 12 minutes plus 15 minutes' preparation time.**

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between **2 and 2.5 minutes** for 12 marks

- Task 2 – one role play, recommended to last **1 to 1.5 minutes** for 10 marks

- Task 3 – one picture task, recommended to last **7 to 8 minutes** in total

  - the picture description with the two compulsory questions is recommended to last **2 to 2.5 minutes** for 12 marks,

- o the broader conversation is recommended to last **5 to 5.5 minutes** for 16 marks.
- o The total number of marks for Task 3 is 28 marks.

Preparation time

Students are allocated 15 minutes' preparation time, under supervised conditions, immediately prior to the assessment.

The purpose of the 15 minutes preparation time is to consider the text for the read aloud and the allocated stimuli for the role play and picture task.

The final 1 minute of the preparation time should take place in the examination room, where students will be given the opportunity to practise the read aloud task out loud. It is not compulsory for the student to read the full task out loud during this minute. Students may use this time to practise selected words / phrases / sentences or the entire text out loud or undertake any other appropriate preparation. The 1-minute preparation will not be assessed but **must** form part of the continuous recording of the assessment submitted to Pearson. The purpose of recording the preparation time is to ensure that no guidance or correction is provided to the student during this time.

During the 15 minute preparation time, students are permitted to make notes on an A4 sheet of paper. In addition, they can directly annotate the text for the read aloud in order to aid pronunciation during the task.

During the assessment, students can refer to notes and annotations. The notes should be for reference only. Stimulus material for each task should be handed to the teacher at the end of the task (i.e. directly after the read aloud passage, but before the short interaction; directly after the roleplay; at the end of the picture description). At the end of the examination, students must also return their notes to the teacher.

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

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

Sample assessment materials

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

Paper 2: Listening and understanding in German

Content

Students are assessed on their understanding of standard spoken German in formal and informal contexts, and familiar and unfamiliar settings.

Students need to:

- identify and respond to key points, details and opinions

- recognise the relationship between past, present and future events

- undertake a short dictation in the target language, applying the principles by which spelling represents sounds in standard or widely used forms of German.

This paper draws on the specified vocabulary (*Appendix 1*) and grammar (*Appendix 2*) and the focus of the passages will be taken from the thematic contexts listed in the specification (see Thematic Contexts).

Recordings have been created to reflect the following authentic listening scenarios:

- newsflashes, newsclips, weather forecasts, public announcements, advertisements, monologues, conversations, podcasts, extracts of talks or presentations and short reports.

Students are presented with short and medium-length recorded scenarios involving one or more speakers.

Recordings will be spoken using standard German at no faster than a moderate pace.

To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in *Appendix 3*.

Assessment information

- First assessment is in May/June 2026.

- The assessment is out of 50 marks.

Section A: Listening Comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions.

Students write their responses in English.

Section B: Dictation (10 marks)

The instructions for this task are given in English. Students will listen to a passage of spoken German and write their responses in German.

- Students are allocated five minutes to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.

- **Each extract is played three times**, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question.

- Students must answer all questions.

- In Section A, there are four crossover questions between the Foundation Tier and the Higher Tier papers.

- Recordings are released as audio files via our Secure Download Service (SDS) prior to the examination.

- Dictionaries may not be used in the examination.

Foundation tier

- The duration of the assessment is 45 minutes, including 5 minutes of reading time.

- The total word count of texts used in the paper ranges between 450 and 500 words.

- The question paper targets grades 1-5 and contains twelve questions in total.

Higher tier

- The duration of the assessment is **60 minutes, including 5 minutes of reading time.**

- The total word count of texts used in the paper ranges between 700 and 850 words.

- The question papers targets grades 4-9 and contains ten questions in total.

Sample assessment materials

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

Paper 3: Reading and understanding in German

Content

Students are assessed on their understanding of written German across a range of genres and in both formal and informal contexts.

Students need to:

• identify and respond to key points, details and opinions

• recognise the relationship between past, present and future events

• infer meanings of two single words per tier (1 mark per word) that are not listed in *Appendix 1: Vocabulary*

• demonstrate an ability to transfer meaning accurately into English by translating from written German into English.

This paper draws on the specified vocabulary (*Appendix 1*) and grammar (*Appendix 2*) and the focus of the passages will be taken from the thematic contexts listed in the specification (see Thematic Contexts).

Texts have been created to reflect the following authentic reading scenarios:

• blogs, internet forums, advertisements, tourist brochures, newspaper or magazine articles, emails, extracts from a diary or school project.

Texts for individual questions within the assessment vary in length, including both short and longer written passages.

Scenarios in the texts are set either at home or, more frequently, in a German-speaking country, allowing students to develop appropriate cultural awareness and understanding. When specific cultural features are mentioned, we will include an image to ensure all students can have equal understanding of the cultural feature.

To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in *Appendix 3*.

Assessment information

- First assessment: May/June 2026.

- The assessment is out of 50 marks.

Section A: Reading comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions.

- Students write their responses in English for any open response questions.

Section B: Translation (10 marks)

The instructions for this task are given in English. Students will translate from German into English.

- Students must answer all questions from each of the two sections.

- In Section A, there are three crossover questions between the Foundation Tier and the Higher Tier papers.

- Dictionaries may not be used in the examination.

Foundation tier

- The assessment time is **45 minutes**.

- Section A, Reading Comprehension has **nine questions** set in English.

- Section B, Translation contains **five sentences** to translate from German into English.

- The question paper targets grades 1-5.

Higher tier

- The assessment time is **60 minutes**.

- Section A, Reading Comprehension has **eight questions** set in English

- Section B, Translation of **one passage** from German into English.

- The question paper targets grades 4-9.

Sample assessment materials

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

Paper 4: Writing in German

Content

Students are assessed on their ability to communicate effectively and with accuracy through writing in German for a variety of purposes, in both formal and informal contexts, and for a range of audiences.

Students need to:

- write short texts, using language accurately to describe in response to simple and familiar stimuli

- produce clear and coherent texts of extended length to express ideas and opinions appropriately for different purposes and in different situations.

- make accurate use of a variety of vocabulary and grammatical structures (from the prescribed lists), including some more complex forms, to describe, narrate and explain with reference to past, present and future events

- move confidently between reading instructions in English and writing in German

- translate sentences and short texts from English into German to convey key messages accurately and to apply grammatical knowledge of language in context.

Assessment information

- First assessment: May/June 2026.

- The assessment is out of 50 marks.

Foundation tier assessment:

- The assessment time is **1 hour and 15 minutes**.

The paper consists of **four** questions:

- **three open-response questions**

- **one translation from English into German.**

Students must answer all four questions. Questions 2 and 3 provide a choice of two options.

- **Question 1 (8 marks)** Picture-based task:

   o Students are asked to **write four short sentences** to describe a photo.

   o Assesses students on their ability to describe.

- **Question 2 (14 marks)** Open-response, **formal** context:

   o **Two options** from which students must **select one**.

   o Assesses students on their ability to give an opinion, present facts and use present and future timeframes.

   o Recommended word count: 40-50 words

- **Question 3 (18 marks)** Open-response, **informal** context:

   o **Two options** from which students must **select one**.

   o Assesses students on their ability to express and justify opinions, narrate, and express future plans, using a combination of present, past and future timeframes.

   o Recommended word count: 80-90 words

   o This question is common to the Higher tier Question 1.

- **Question 4 (10 marks)** Translation:

   o Students are required to translate **five sentences from English to German**.

   o The sentences are ordered by increasing level of difficulty.

Higher tier assessment:

- The assessment time is **1 hour and 20 minutes**.

- The paper consists of **three** questions:

- **two open-response questions**

- **one translation from English into German.**

Students must answer all three questions. Questions 1 and 2 provide a choice of two options.

- **Question 1 (18 marks)** Open-response, **informal** context:

  o **Two options** from which students must **select one**.

  o Assesses students on their ability to express and justify opinions, narrate and express future plans, using a combination of present, past and future timeframes.

  o Recommended word count: 80-90 words.

  o This question is common to the Foundation tier Question 3.

- **Question 2 (22 marks)** Open-response, **formal** context:

  o **Two options** from which students must **select one**.

  o Assesses students on their ability to express pros and cons, explain and narrate, using a combination of present, past and future timeframes.

  o Recommended word count: 130-150 words.

- **Question 3 (10 marks)** Translation:

  o Students are required to translate **a short paragraph from English into German**.

  o The individual sentences are ordered by increasing level of difficulty.

Each question is linked to one of the thematic contexts listed in the specification. Students can draw upon any relevant vocabulary from the full vocabulary list to complete their task.

- The assessment tasks feature general content that is familiar and accessible to a wide range of students, allowing students flexibility in their response.

- Students are required to produce responses of varying lengths and purposes in German, in response to prompts in both informal and formal contexts.

- Recommended word counts are specified for each question, with the exception of Question 1 on the Foundation paper, which requires four short sentences, and the translation tasks. Students are rewarded for any relevant content and will not be penalised for writing more or fewer words than recommended. The length of each response required increases across the paper.

- Students are expected to address each bullet point in the open questions and develop their responses. The complexity of language elicited increases across the paper, with varied use of timeframes and language expected.

- Students will be assessed on both Communication and content, and Linguistic knowledge and accuracy in the open-response questions and translation, but only Communication and content in Question 1 of the Foundation tier paper.

- All assessments are marked against assessment criteria, set out in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) *in German Sample Assessment Materials (SAMs)* document.

- The instructions to students are all in English.

- The use of dictionaries is not permitted.

Sample assessment materials

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

Assessment Objectives

Students must:		% in GCSE
AO1	Understand and respond to spoken language in speaking and in writing	35%
AO2	Understand and respond to written language in speaking and in writing	45%
AO3	Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification	20%
	Total	**100%**

Breakdown of Assessment Objectives

Component	AO1 %	AO2 %	AO3 %	Total for all Assessment Objectives
1: Speaking	15%	2%	8%	25%
2: Listening and understanding	20%	0%	5%	25%
3: Reading and understanding	0%	25%	0%	25%
4: Writing	0%	18%	7%	25%
Total for GCSE	**35%**	**45%**	**20%**	**100%**

3 Administration and general information

Entries

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

Discount code and performance tables

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 5: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

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

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic

- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English except where students are specifically required to speak or write in German as part of the speaking and writing assessments.

Access arrangements

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

- access the assessment

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

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

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

Reasonable adjustments

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

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

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

- the needs of the student with the disability

- the effectiveness of the adjustment

- the cost of the adjustment; and

- the likely impact of the adjustment on the student with the disability and other students.

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

Special consideration

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

Further information

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

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

Malpractice

Candidate malpractice

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

Candidate malpractice in non-examined assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in non-examined assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

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

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

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

The first certification opportunity for this qualification will be 2026.

Student recruitment and progression

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

- they must be available to anyone who is capable of reaching the required standard

- they must be free from barriers that restrict access and progression

- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification. Because no vocabulary is specified for KS2 or KS3, the Vocabulary List proposed for GCSE must be comprehensive and should make no assumptions about vocabulary previously taught.

Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German offers a suitable progression route as just as at Key Stages 2 and 3, these qualifications focus on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements as is continually improving the accuracy of pronunciation.

The grammar and vocabulary lists illustrate the level required for this qualification. The broader range of thematic contexts promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand.

Students will understand and respond to spoken and written language from a variety of authentic sources and will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

This qualification offers a suitable progression route to GCE AS and GCE A Level in German language. The integration of productive and receptive skills across the assessment objectives, replicates the approach that is used in the A level qualifications. At A level there is an additional assessment objective that focusses on cultural knowledge. In our GCSE we actively reference cultural aspects as relevant to the age group, allowing progression on to this aspect of the A level qualification.

In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile. Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of German speaking countries and their cultures.

4 Appendices

Appendix 1: Vocabulary

The following vocabulary list is the full vocabulary content that will be assessed by this qualification, in both receptive and productive tasks.

We have created a vocabulary list in collaboration with teachers and students which allows them to engage with subjects that they have told us are meaningful and interesting, as well as providing a strong linguistic and cultural foundation. The vocabulary list includes many of the basic and familiar words which you will already cover across key stage 3, as well as adding new and up-to-date content to reflect the diversity of our students and their diverse range of interests such as social equality, gaming, social media and the environment.

The vocabulary list comprises 1200 words to be used at both Foundation and Higher tier and an additional 500 words to be used at Higher tier only.

Our considerations when selecting the 500 words for Higher tier included:

- linguistic complexity (e.g. *Cyberkriminalität, beitragen zu*)

- conceptual complexity (e.g. *überzeugen, Einstellung*)

- the grammatical requirements of the course at each tier (e.g. *seit* is required for Higher tier-only grammatical constructions)

- enrichment of Higher tier students' vocabulary, by providing synonyms or near-synonyms of words in the Foundation tier list. Where we have done this, we have placed at Foundation tier the word most likely to be familiar to students from previous study (e.g. Foundation *meinen* vs Higher *behaupten*) or that is more similar to a common English term (e.g. Foundation *beginnen* vs Higher *anfangen*).

There are also 20 additional cultural or geographical words and 30 short phrases.

At least 85% of the vocabulary, at each tier, is expected to be taken from the top 2000 most frequent words according to the corpus published by Routledge[1].

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[1] Tschirner, E. & Möhring, J. (2019). A frequency dictionary of German: Core vocabulary for learners (2nd ed.). London: Routledge

Reading assessments

In our reading assessments, any vocabulary that is not listed below will be glossed and this will be no more than 2% of words in any text.

Additionally, up to 2% of words in any text can be cognates[1] which are not included in the vocabulary list below.

Speaking and writing assessments

In our speaking and writing assessments, we have designed the tasks so that they elicit vocabulary from the list below and full marks can be gained if students respond with vocabulary taken exclusively from the vocabulary listed. However, teachers and students should not feel limited to this vocabulary list and if they wish to supplement the list with additional vocabulary during teaching and learning, the use of any additional vocabulary in productive tasks will be equally rewarded.

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[1] Cognates are words in which the substantial majority of letters are the same in English and the assessed language; they have the same meaning in both languages and any difference in spelling should not impede understanding for students entered for GCSE MFL (French, German, Spanish) qualifications. Examples of cognates in German include 'hockey,' 'Biologie' and 'komplex'.

Organisation of the vocabulary

We have presented the vocabulary list in the way that will be the most useful and supportive to teachers to access the content and organise it for teaching needs.

We also provide the list in an interactive, editable format on our website.

We begin with a section on the **basic vocabulary** that you may expect to have already covered with students during KS3, if they have studied the language prior to this GCSE qualification. This section includes:

- greetings

- numbers

- days of the week

- months of the year

- seasons

- times of the day

- colours.

We then list the words we have selected for our allowance of:

- cultural and geographical words and

- short phrases.

The remainder of our vocabulary is then organised by grammatical function:

- articles and pronouns

- conjunctions

- prepositions

- adverbs

- adjectives

- nouns

- verbs.

This vocabulary is organised in alphabetical order by English. Note that the categorisation of words by part of speech is purely for organisational purposes; if a word exists in multiple parts of speech with the same meaning(s), we may use it in any of those parts of speech in our exam papers. For example, the word *schwimmen* is in our vocab list and is to be known with the meanings 'to swim' and 'swimming'; we may therefore also use *Schwimmen* as a noun with the meaning 'swimming'.

Some words have multiple English meanings listed; in these cases, students are required to know all of these meanings.

There are a small number of words for which more than one spelling is in common use, such as *Fuß*/*Fuss* (in Swiss German) or compound words which can be written together or separately (kennenlernen/kennen lernen; *Fastfood*/*Fast Food*). We have marked these words with a ^ in the vocabulary list. Although we have only used one spelling in the vocabulary list, we will accept both spelling options for these words in assessments.

University of York MultiLingProfiler

During the development of our *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Sample Assessment Materials (SAMs)*, we have been grateful to University of York for providing us with access to their MultiLingProfiler tool[1] to assist us with ensuring all our texts comply with the requirement set out in this *Appendix 1: Vocabulary* and *Appendix 2: Grammar*.

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[1] Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. https://www.multilingprofiler.net/

Basic vocabulary

Foundation and Higher

Basic vocabulary: Foundation and Higher	
English	**German**
hello	Guten Tag
hello	hallo
goodbye	auf Wiedersehen
yes	ja
no	nein
OK, alright	OK, okay
please | I beg your pardon, you're welcome	bitte (schön)
thank you, thanks	danke (schön)
excuse me	Entschuldigung
--------------------	--------------------
zero	null
one	eins
two	zwei
three	drei
four	vier
five	fünf
six	sechs
seven	sieben
eight	acht

Basic vocabulary: Foundation and Higher	
English	**German**
nine	neun
ten	zehn
eleven	elf
twelve	zwölf
thirteen	dreizehn
sixteen	sechzehn
seventeen	siebzehn
twenty	zwanzig
thirty	dreißig^
forty	vierzig
fifty	fünfzig
sixty	sechzig
seventy	siebzig
eighty	achtzig
ninety	neunzig
hundred	hundert
thousand	tausend
million	Million
--------------------	--------------------
first	erst
second	zweit
third	dritt

Basic vocabulary: Foundation and Higher	
English	**German**
last (m, f, nt), (pl)	letzt-(er, e, es), letzte
--------------------	--------------------
Monday	Montag (m)
Tuesday	Dienstag (m)
Wednesday	Mittwoch (m)
Thursday	Donnerstag (m)
Friday	Freitag (m)
Saturday	Samstag (m)
Sunday	Sonntag (m)
January	Januar (m)
February	Februar (m)
March	März (m)
April	April (m)
May	Mai (m)
June	Juni (m)
July	Juli (m)
August	August (m)
September	September (m)
October	Oktober (m)
November	November (m)
December	Dezember (m)
--------------------	--------------------

Basic vocabulary: Foundation and Higher	
English	**German**
o'clock, watch, clock	Uhr (f)
time	Zeit (f)
second	Sekunde (f)
minute	Minute (f)
hour, lesson, class	Stunde (f)
day	Tag (m)
weekend	Wochenende (nt)
week	Woche (f)
month	Monat (m)
year	Jahr (nt)
spring	Frühling (m)
summer	Sommer (m)
autumn	Herbst (m)
winter	Winter (m)
--------------------	--------------------
morning	Morgen (m)
afternoon	Nachmittag (m)
evening	Abend (m)
night	Nacht (f)
start, beginning; in the beginning	Anfang (m); am Anfang
end; in the end	Ende (nt); am Ende
--------------------	--------------------

Basic vocabulary: Foundation and Higher	
English	**German**
colour, paint	Farbe (f)
black	schwarz
blue	blau
brown	braun
green	grün
grey	grau
orange	orange
pink	rosarot
red	rot
white	weiß^
yellow	gelb

Higher ONLY

Basic vocabulary: Higher ONLY	
English	**German**
yes (in answer to a negative question), however, but --------------------	doch --------------------
century	Jahrhundert (nt)

Cultural and geographical words

Foundation and Higher

Cultural and geographical: Foundation and Higher	
English	**German**
Africa	Afrika
America	Amerika
Asia	Asien
Europe	Europa
European Union, EU	EU (f)
Austria	Österreich
Germany	Deutschland
Great Britain	Großbritannien^
Switzerland	die Schweiz
Turkey	die Türkei
Berlin	Berlin
Cologne	Köln
Munich	München
Vienna	Wien
Danube	Donau (f)
Rhine	Rhein (m)
canton (Switzerland)	Kanton (m)
Carnival	Karneval (m)
New Year's Eve	Silvester (m or nt)
Vienna International Film Festival	Viennale (f)

Short phrases

Foundation and Higher

Short phrases: Foundation and Higher	
English	**German**
all the best	alles Gute
as...as	so...wie
at home; at my/our house	zu Hause
both ... and ...	sowohl ... als auch ...
Enjoy your meal!	Guten Appetit!
home; to (your) home	nach Hause
How are you?	Wie geht's?
I am ..., I feel ...	Es geht mir ...
I am sorry	Es tut mir leid
I don't mind, I'm not bothered	Es ist mir egal
in my opinion	meiner Meinung nach
in order to (+ verb)	um...zu (+ infinitive)
instead of (+ verb)	statt...zu (+ infinitive)
it hurts	es tut weh
nearby, near	in der Nähe (von)
not at all	gar nicht
not really	eigentlich nicht
now and again	ab und zu
there is | there are | is there | are there	es (...) gibt | gibt es

Short phrases: Foundation and Higher	
English	**German**
there was | there were | there used to be | was there | were there	es (…) gab | gab es
to repeat a year in school	sitzen bleiben
tomorrow morning	morgen früh
what kind of…?	was für…?

Higher ONLY

Short phrases: Higher only	
English	**German**
above all	vor allem
by and large, in general	im Großen und Ganzen
everything (else)	alles (Andere)
in this way	auf diese Weise
mental health	(die) mentale Gesundheit
see you soon	bis bald
something (nice)	etwas (Nettes)

Articles and pronouns

Foundation and Higher

Articles and pronouns: Foundation and Higher	
English	**German**
a few, some	einige
a lot, much	viel
a lot, many	viele
a/an (f)	eine
a/an (m, nt)	ein
after it, afterwards	danach
both	beide
each, every (m, f, nt)	jed-(er, e, es)
everyone, everybody (pl)	alle
for it, for that	dafür
from it, about it	davon
he, it (m) (subj)	er
him (obj), it (m) (obj)	ihn
himself, herself, itself, oneself, yourself (formal), themselves, yourselves (formal) (reflex) |each other (recip)	sich
his, its (f, pl)	seine
his, its (m, nt)	sein
how(?)	wie
I (subj)	ich

Articles and pronouns: Foundation and Higher	
English	**German**
in addition, with that	dazu
inside	drinnen
it (nt) (subj) | it (nt) (obj)	es
me (obj) | myself (reflex)	mich
my (f, pl)	meine
my (m, nt)	mein
no-one (obj)	niemanden
no-one (subj)	niemand
not a (f), not any, no (f, pl)	keine
not a, no (m, nt)	kein
nothing	nichts
on it, to it	darauf/drauf
one (obj)	einen
one, you, people in general (subj)	man
our (f, pl)	unsere
our (m, nt)	unser
ourselves (reflex) | each other (recip)	uns
she, it (f), they (subj) | her, it (f), them (obj)	sie
someone (obj)	jemanden
someone (subj)	jemand
something, some, a little	etwas

Articles and pronouns: Foundation and Higher	
English	**German**
such	solch
the (f), the (pl)	die
the (m)	der
the (nt)	das
the same	derselbe, dieselbe, dasselbe
these, those (pl)	diese
this, that (m, f, nt)	dies-(er, e, es)
to/for him (indirect obj), to it (m, nt) (indirect obj)	ihm
to/for me (indirect obj)	mir
to/for one (indirect obj)	einem
to/for you (formal, indirect obj)	Ihnen
to/for you (indirect obj)	dir
we (subj)	wir
what(?), that	was
when(?)	wann
where(?)	wo
where...from?	woher
where...to?	wohin
which (m, f, nt), which (pl)	welch-(er, e, es), welche
which, who (f, pl)	die
which, who (m)	der

Articles and pronouns: Foundation and Higher	
English	**German**
which, who, this, these, that (nt)	das
who(?)	wer
with it	damit
you (formal) (subj) | you (formal) (obj)	Sie
you (obj) | yourself (reflex)	dich
you (pl informal) (subj) |to her, to it (f) (indirect obj)	ihr
you (sing informal) (subj)	du
your (f, pl)	deine
your (m, nt)	dein
yourselves (reflex) | each other (recip)	euch

Higher ONLY

Articles and pronouns: Higher ONLY	
English	**German**
above it, about it	darüber, drüber
against it, on the other hand	dagegen
before (it), in front of it	davor
behind it	dahinter
for what	wofür
from what, about what	wovon
in between, between (them), among (them)	dazwischen
in it, in there, inside	darin, drin, drinnen
little, bit	bisschen
next to it, beside it	daneben
on it, at it, in the process of it	daran, dran
on it, onto it, at it, to it	darauf, drauf
on what, at what	woran
on what, onto what, at what, to what	wozu
on what, to what	worauf
out of it, from it	daraus
several, various	mehrere
some	manche
something, anything	irgendetwas, irgendwas
that, those	jene(r)

Articles and pronouns: Higher ONLY	
English	**German**
through it, as a result, as a consequence	dadurch
(to/for) them	ihnen
(to/for) us (obj)	uns
(to/for) you (pl informal) (obj)	euch
under it, underneath	darunter
what about	worüber
what...of, what.. in front of	wovor
whose	dessen, deren
with it, there	dabei
with which	womit

Conjunctions

Foundation and Higher

Conjunctions: Foundation and Higher	
English	**German**
although	obwohl
and	und
because	weil
because, for, since	denn
but, however	aber
either	entweder
if, whenever, when	wenn
or	oder
so, thus, in this way, such	so
than, when, as	als
that	dass
then	dann
whether, if	ob

Higher ONLY

Conjunctions: Higher ONLY	
English	**German**
after	nachdem
as soon as	sobald
as well as, plus	sowie
before	bevor
during, while, whereas	während
in case, if	falls
neither	weder
(but) rather	sondern
since, because, there	da
so that	damit

Prepositions

Foundation and Higher

Prepositions: Foundation and Higher	
English	**German**
at (+ time)	um
at (the house of) the, with the (m, nt)	beim
at (the house of), with	bei
by, per	pro
for	für
from the, of the (m, nt)	vom
from, of	von
in front of, before, ago	vor
in the (m, nt) (dative)	im
in, into	in
into the (nt) (accusative)	ins
on the, at the (m, nt) (dative)	am
on, at	an
on, onto, at, to	auf
onto the, at the (nt) (accusative)	ans
out, out of, from	aus
through	durch
to, about	zu
to the (m, nt), to the (f), about, for	zum, zur

Prepositions: Foundation and Higher	
English	**German**
to, towards, after, according to	nach
until, till, up to	bis
with	mit
without (+ verb)	ohne | ohne…zu (+ infinitive)

Higher ONLY

Prepositions: Higher ONLY	
English	**German**
above, over, about, through	über
according to	laut
against	gegen
along	entlang
around	um
because of, due to	wegen
behind	hinter
between	zwischen
by	durch
despite, in spite of	trotz
except	außer
from, as of	ab
in the process of, during, while	am
in the process of, during, while	bei
in the process of, during, while	beim
inside of, within	innerhalb
next to, beside	neben
opposite	gegenüber
outside of	außerhalb
since, for	seit
under	unter

Adverbs

Foundation and Higher

In addition to the adverbs in this list, the 'Adjectives' section below includes words with identical adjectival and adverbial forms, such as *global* ('global, globally').

Adverbs: Foundation and Higher	
English	**German**
about, approximately	etwa
about, approximately	ungefähr
absolutely	unbedingt
again	wieder
again	nochmal
almost, nearly	fast
alone	allein
already	schon
also, too, as well	auch
always	immer
at/to the front	vorne
away, vanished	weg
back	zurück
certainly	sicherlich
each other, one another	einander
early	früh
enough	genug

Adverbs: Foundation and Higher	
English	**German**
every day, daily	täglich
everywhere	überall
finally, at last	endlich
first of all, firstly	zuerst
from something, in this direction, here	her
further	weiter
gladly, (with a verb) like to	gern, gerne
here	hier
in all, altogether, in total	insgesamt
just as	genauso
late	spät
more	mehr
more gladly, rather	lieber
mostly	meistens
never	nie
normally	normalerweise
not	nicht
now	jetzt
of course, naturally, natural	natürlich
often	oft
on the way, en route	unterwegs
on/to the right	rechts

Adverbs: Foundation and Higher	
English	**German**
once, one time	einmal
online	online
only	nur
otherwise, else	sonst
out, beyond	hinaus
out, outside	heraus
outside	draußen^
particularly	besonders
perhaps	vielleicht
previously, in former times, in the past	früher
quite, fairly, pretty	ziemlich
self	selbst, selber
so, for that reason, therefore	also
sometimes	manchmal
still	immer noch
still, yet, nor, another, ...else	noch
straight ahead	geradeaus
then, at that time	damals
there	dort
therefore	deshalb
therefore, that's why	deswegen
to something, in that direction, there	hin

Adverbs: Foundation and Higher	
English	**German**
to the left, on the left	links
today, nowadays	heute
together	zusammen
tomorrow	morgen
twice	zweimal
unfortunately	leider
very	sehr
why?	warum
yesterday	gestern

Higher ONLY

Adverbs: Higher ONLY	
English	**German**
above, upstairs	oben
actual, actually, in fact	eigentlich
almost, nearly	beinahe
already	bereits
at all, generally	überhaupt
at least	mindestens
at least	wenigstens
at the back	hinten
at the same time	gleichzeitig
away, distant	entfernt
beforehand, earlier	vorher
below, downstairs	unten
by the way, what's more	übrigens
completely	völlig
different, differently	anders
even	sogar
extremely	äußerst
finally, after all	schließlich^
however	jedoch
huge, great	riesig
immediately, at once	sofort

Adverbs: Higher ONLY	
English	**German**
in the meantime	inzwischen
including	inklusive
just, now	eben
moreover, besides, in addition	außerdem^
nevertheless	trotzdem
now	nun
off, away	ab
on the one hand	einerseits
on the other hand	andererseits
only, not until	erst
partly	teilweise
past, over	vorbei
probably	wahrscheinlich
rare, rarely	selten
ready	bereit
recently, the other day	neulich
since then, since	seitdem
sometime, some day	irgendwann
somewhere	irgendwo
soon	bald
special, certainly, definitely	bestimmt
straight, just	gerade

Adverbs: Higher ONLY	
English	**German**
there, to that place	dahin
though, indeed	allerdings
until now	bisher
well, happy, probably	wohl

Adjectives

This is the complete list of adjectives included in our vocabulary list, in their masculine singular forms. Students should be able to agree in gender and number all of the adjectives in this list that follow one of the patterns laid out in the 'Adjectives' section of *Appendix 2: Grammar*. For any adjectives that do not follow one of those patterns, after the masculine singular form we have listed all the other forms students are expected to learn.

Foundation and Higher

Adjectives: Foundation and Higher	
English	**German**
active, actively	aktiv
allergic	allergisch
angry, angrily, bad	böse
Austrian	österreichisch
automatic, automatically	automatisch
bad, badly	schlecht
(of) Berlin	berliner
better	besser
big, tall, great	groß^
bigger	größer^
bisexual	bisexuell
boring	langweilig
born	geboren
British	britisch
broad, broadly	breit
broken	kaputt

Adjectives: Foundation and Higher	
English	**German**
central, centrally	zentral
cheap, cheaply	billig
cheap, good	günstig
classic, classical, classically	klassisch
clean, cleanly	sauber
clear, clearly	klar
cold	kalt
colder	kälter
colourful	bunt
comfortable, comfortably	bequem
common, mutual	gemeinsam
complicated, complicatedly	kompliziert
content, pleased	zufrieden
cultural, culturally	kulturell
dangerous, dangerously	gefährlich
dark	dunkel
dear, expensive, expensively	teuer
deep, deeply	tief
delicious, deliciously, tasty, tastily	lecker
direct, directly, straight	direkt
dirty, dirtily	schmutzig
double, twice	doppelt

Adjectives: Foundation and Higher	
English	**German**
dry	trocken
easy, easily, simple, simply, single (ticket)	einfach
easy, light	leicht
eco-friendly	umweltfreundlich
electric, electrically	elektrisch
empty	leer
English	englisch
enormous, enormously	enorm
European	europäisch
exact, exactly	genau
exciting, excitingly, thrilling, tense	spannend
famous	berühmt
fantastic, fantastically	fantastisch
far, widely	weit
fashionable	modisch
few	wenige
firm, firmly, solid	fest
foggy	neblig
free (of charge)	kostenlos
free, freely, available, vacant, unoccupied	frei
fresh, freshly	frisch

Adjectives: Foundation and Higher	
English	**German**
friendly, nice, kind, kindly	freundlich
full, fully	voll
funny, enjoyable	lustig
funny, funnily, strange, strangely	komisch
gay	schwul
general, generally	allgemein
German	deutsch
global, globally	global
good	gut
great, terrific	toll
half	halb
happy, happily, fortunate	glücklich
hard	hart
hard, difficult	schwierig
hard-working	fleißig^
healthier	gesünder
healthy, healthily	gesund
heavy, difficult	schwer
her, its, their (f, pl)	ihre
her, its, their (m, nt)	ihr
high, tall	hoch
higher, taller	höher

Adjectives: Foundation and Higher	
English	**German**
historical, historically	historisch
hot	heiß^
ideal	ideal
ill, sick	krank
important, importantly	wichtig
impossible	unmöglich
incredible, incredibly	unglaublich
interesting	interessant
international, internationally	international
kind, dear	lieb
left	link-
lesbian	lesbisch
light	hell
little	wenig
local, locally	lokal
long, for a long time	lang, lange
longer	länger
loud, loudly, noisy	laut
lovely, beautiful, beautifully	schön
modern	modern
multicultural	multikulturell
national, nationally	national

Adjectives: Foundation and Higher	
English	**German**
near, nearby, close	nah
nearer	näher
necessary	nötig
necessary, essential	notwendig
negative	negativ
new	neu
next (m, f, nt), (pl)	nächst-(er, e, es), nächste
nice, kind, pretty	nett
non-binary	nicht binär
normal	normal
old	alt
older	älter
only, single	einzig
open, openly	offen
other	ander
own	eigen
perfect, perfectly	perfekt
personal, personally	persönlich
poor, poorly	arm
poorer	ärmer
popular	beliebt
positive, positively	positiv

Adjectives: Foundation and Higher	
English	**German**
possible	möglich
practical, practically	praktisch
(in) private, privately	privat
professional, professionally, vocational, vocationally	beruflich
proud (of), proudly	stolz (auf)
public, municipal	öffentlich
pure, clean, clear	rein
quickly, quick, fast	schnell
quiet, quietly, soft, softly	leise
quiet, quietly, calm, calmly, peaceful, peacefully	ruhig
real, actual, really	wirklich
real, really, genuine, genuinely	echt
religious	religiös
rich	reich
right, correct	recht-
right, correct	richtig
round, around	rund
sad, sadly	traurig
safe, safely, sure, surely, certain, certainly	sicher
sharp, sharply, spicy, spicily	scharf

Adjectives: Foundation and Higher	
English	**German**
short, brief	kurz
single, individual, only	einzel
slow, slowly	langsam
small	klein
social, socially	sozial
special	besonder
sporty, athletic	sportlich
straight	hetero(sexuell)
strange, strangely, foreign	fremd
strange, weird	seltsam
stressed	gestresst
strong, strongly	stark
super	super
Swiss, Swiss man	schweizer
thick, dense	dicht
thick, fat	dick
thin, thinly	dünn
tired	müde
total, totally	total
traditional, traditionally	traditionell
Turkish	türkisch
typical, typically	typisch

Adjectives: Foundation and Higher	
English	**German**
usual	üblich
virtual	virtuell
warm, warmly	warm
warmer	wärmer
weak, weakly	schwach
well-known, famous	bekannt
wet	nass
whole, all the, quite	ganz
wonderful, wonderfully	wunderbar
wrong, wrongly, untrue	falsch
years (old)	...jährig
young	jung
younger	jünger
your (formal) (f, pl)	Ihre
your (formal) (m, nt)	Ihr
your (informal, pl) (f, pl)	eure
your (informal, pl) (m, nt)	euer

Higher ONLY

Adjectives: Higher ONLY	
English	**German**
(on) average	durchschnittlich
bad, serious	schlimm
(the) best (post-noun)	am besten
(the) biggest	der/die/das größte^
careful, carefully	vorsichtig
certain, certainly	gewiss
clear, clearly	deutlich
(the) coldest	der/die/das kälteste
conscious, aware	bewusst
current, currently	aktuell
dead	tot
different, diverse	verschieden
digital	digital
disabled	behindert
electronic, electronically	elektronisch
far, distant	fern
foreign	ausländisch
former	ehemalig
frequent, frequently	häufig
general, generally	generell
happy, glad	froh

Adjectives: Higher ONLY	
English	**German**
(the) highest (post-noun)	am höchsten
honest, honestly	ehrlich
independent, independently	unabhängig
(the) longest	der/die/das längste
loose (clothing), relaxed	locker
low	niedrig
low, small	gering
mad, crazy	verrückt
meaningful, meaningfully	sinnvoll
mental, psychological	geistig
(the) most (post-noun)	am meisten
most rather, most preferred	am liebsten
narrow	schmal
narrow, narrowly, close, closely, tight (clothing)	eng
numerous, many	zahlreich
(the) oldest	der/die/das älteste
physical, physically	körperlich
(the) poorest	der/die/das ärmste
ready, finished	fertig
regular, regularly	regelmäßig^
renewable	erneuerbar

Adjectives: Higher ONLY	
English	German
responsible	zuständig
responsible, responsibly	verantwortlich
same, right away, just, immediately, equal	gleich
scarce, in short supply	knapp
serious, seriously, earnest, earnestly	ernst
similar	ähnlich
so-called	sogenannt
social, socially	gesellschaftlich
sour	sauer
strict, strictly	streng
successful, successfully	erfolgreich
sustainable, sustainably	nachhaltig
sweet, sweetly	süß^
the best (pre-noun)	der/die/das beste
the highest (pre-noun)	der/die/das höchste
the most (pre-noun)	der/die/das meiste
the next, nearest (post-noun)	am nächsten
the next, nearest (pre-noun)	der/die/das nächste
tiring	ermüdend
true	wahr
unknown	unbekannt
useful	nützlich

Adjectives: Higher ONLY	
English	**German**
variable, different	unterschiedlich
weekly, every week	wöchentlich
whole, entire, comprehensive	gesamt
worldwide	weltweit
yearly, annual	jährlich
(the) youngest	der/die/das jüngste

Nouns

Foundation and Higher

Nouns: Foundation and Higher	
English	**German**
accident	Unfall (m)
achievement, performance	Leistung (f)
activity	Aktivität (f)
adventure	Abenteuer (nt)
age	Alter (nt)
air	Luft (f)
airport	Flughafen (m)
alternative	Alternative (f)
animal	Tier (nt)
answer, reply	Antwort (f)
app	App (f)
arm	Arm (m)
art	Kunst (f)
article	Artikel (m)
artist	Künstler (m)
aspect	Aspekt (m)
athletics, track and field	Leichtathletik (f)
aunt	Tante (f)
back	Rücken (m)

Nouns: Foundation and Higher	
English	**German**
background	Hintergrund (m)
bag, pocket	Tasche (f)
ball	Ball (m)
band, group	Band (f)
bank, bench	Bank (f)
bathroom, bath, spa	Bad (nt)
beach	Strand (m)
bed	Bett (nt)
bedroom	Schlafzimmer (nt)
bicycle, bike	Fahrrad/Rad (nt)
bill	Rechnung (f)
birthday	Geburtstag (m)
boat	Boot (nt)
bone	Knochen (m)
book	Buch (nt)
booking, reservation	Reservierung (f)
border, frontier	Grenze (f)
boss, head, leader	Chef (m)
bottle	Flasche (f)
boy	Junge (m)
bread, loaf	Brot (nt)
break	Pause (f)

Nouns: Foundation and Higher	
English	**German**
breakfast	Frühstück (nt)
bridge	Brücke (f)
brother	Bruder (m)
brothers	Brüder (pl)
brothers and sisters, siblings	Geschwister (pl)
bus	Bus (m)
buses	Busse (pl)
café	Café (nt)
cake	Kuchen (m)
campaign, action	Aktion (f)
campsite	Campingplatz (m)
car	Auto (nt)
car, carriage	Wagen (m)
career	Karriere (f)
castle	Schloss (nt)
cat	Katze (f)
celebrity, star	Star (m)
centre	Zentrum (nt)
chair	Stuhl (m)
chance	Chance (f)
change	Veränderung (f)
change, alteration	Änderung (f)

Nouns: Foundation and Higher	
English	German
character	Charakter (m)
charge, load	Ladung (f)
checkout, till	Kasse (f)
cheese	Käse (m)
child	Kind (nt)
chips	Pommes (frites) (pl)
chocolate	Schokolade (f)
cinema	Kino (nt)
class, year (in school)	Klasse (f)
clothing	Kleidung (f)
club	Club/Klub (m)
coach	Trainer (m)
coast	Küste (f)
coffee	Kaffee (m)
colleague	Kollege (m)
colleague	Kollegin (f)
college, university	Hochschule (f)
comedy	Komödie (f)
communication	Kommunikation (f)
computer	Computer (m)
concentration	Konzentration (f)
concert	Konzert (nt)

Nouns: Foundation and Higher	
English	**German**
conflict	Konflikt (m)
contact	Kontakt (m)
conversation	Gespräch (nt)
corner	Ecke (f)
corridor, course	Gang (m)
costs	Kosten (pl)
country, land, state; countryside	Land (nt); aufs / auf dem Land
culture	Kultur (f)
cycling	Radfahren (nt)
dad	Papa (m)
daily routine, everyday life	Alltag (m)
dance	Tanz (m)
danger, risk	Gefahr (f)
data	Daten (pl)
daughter	Tochter (f)
daughters	Töchter (pl)
degree (temperature)	Grad (m)
desire	Lust (f)
detail	Detail (nt)
detective story, thriller	Krimi (m)
difficulty	Schwierigkeit (f)
dinner, supper, evening meal	Abendessen (nt)

Nouns: Foundation and Higher	
English	**German**
direction	Richtung (f)
disability	Behinderung (f)
discrimination	Diskriminierung (f)
discussion	Diskussion (f)
distance, route	Strecke (f)
doctor	Doktor (m)
doctor	Arzt (m)
doctor	Ärztin (f)
documentary	Dokumentarfilm (m)
dog	Hund (m)
door	Tür (f)
double room, twin room	Doppelzimmer (nt)
dream	Traum (m)
dress	Kleid (nt)
drug	Droge (f)
ear	Ohr (nt)
ears	Ohren (pl)
earth	Erde (f)
east	Osten (m)
education	Bildung (f)
egg	Ei (n)
electricity, stream, current, river	Strom (m)

Nouns: Foundation and Higher	
English	**German**
energy, power	Energie (f)
environment	Umwelt (f)
euro	Euro (m)
exam	Prüfung (f)
example; for example, e.g.	Beispiel (nt); zum Beispiel, z.B.
exchange	Austausch (m)
exchange rate, course	Kurs (m)
experience	Erfahrung (f)
eye	Auge (nt)
face	Gesicht (nt)
factor	Faktor (m)
family	Familie (f)
fan, supporter	Fan (m)
fashion	Mode (f)
fast food	Fastfood (nt)^
father	Vater (m)
favourite	Lieblings- (prefix)
fear	Angst (f)
feeling	Gefühl (nt)
fever, high temperature	Fieber (nt)
field	Feld (nt)
figure, number	Zahl (f)

Nouns: Foundation and Higher	
English	**German**
film	Film (m)
finger	Finger (m)
fire	Feuer (nt)
firm, company, business	Firma (f)
firms, companies, businesses	Firmen (pl)
fish	Fisch (m)
flat, apartment	Wohnung (f)
flight	Flug (m)
floor (e.g. of a hotel), storey	Stock (m)
food, meal, eating	Essen (nt)
foot; on foot, walking	Fuß (m); zu Fuß^
football	Fußball (m)^
foreground	Vordergrund (m)
foreign countries; abroad	Ausland (nt); im / ins Ausland
form, shape; in shape, fit	Form (f); in Form
(Swiss) franc	Franken (m)
freedom	Freiheit (f)
free time, leisure, theme (in 'theme park')	Freizeit (f)
friend, ally, boyfriend	Freund (m)
friend, ally, girlfriend	Freundin (f)
fruit	Obst (nt)
fun	Spaß (m)^

Nouns: Foundation and Higher	
English	**German**
future	Zukunft (f)
game, match	Spiel (nt)
games console	Spielkonsole (f)
gaming	Gaming (nt)
garden	Garten (m)
generation	Generation (f)
(the) German, (a) German (m)	(der) Deutsche, (ein) Deutscher (m)
(the, a) German (f)	(die, eine) Deutsche (f)
Germans, (the) Germans	Deutsche, (die) Deutschen (pl)
girl	Mädchen (nt)
goods	Ware (f)
grandfather	Großvater (m)^
grandmother	Großmutter (f)^
grandparents	Großeltern (pl)
group, gang	Gruppe (f)
gym	Fitnesszentrum (nt)
hair	Haar (nt)
half (e.g. brother)	Halb- (prefix)
hand	Hand (f)
handball	Handball (m)
hands	Hände (pl)
hat	Hut (m)

Nouns: Foundation and Higher	
English	**German**
head	Kopf (m)
health	Gesundheit (f)
height, hill	Höhe (f)
height, size	Größe (f)^
help	Hilfe (f)
history, story	Geschichte (f)
holiday, vacation	Urlaub (m)
holidays, vacation	Ferien (pl)
homework	Hausaufgabe (f)
horror	Horror (m)
horse	Pferd (nt)
hospital	Krankenhaus (nt)
hotel	Hotel (nt)
house	Haus (nt)
hunger	Hunger (m)
ice, ice cream	Eis (nt)
idea	Idee (f)
income, pay	Einkommen (nt)
industry	Industrie (f)
information	Information (f)
instrument	Instrument (nt)
interest	Interesse (nt)

Nouns: Foundation and Higher	
English	**German**
internet	Internet (nt)
interview	Interview (nt)
island	Insel (f)
jacket	Jacke (f)
jar, glass	Glas (nt)
job	Job (m)
job, position	Position (f)
journey, trip	Reise (f)
journey, trip	Fahrt (f)
joy	Freude (f)
kilometre	Kilometer (m)
kitchen, cuisine	Küche (f)
knee	Knie (nt)
lake	See (m)
lakes	Seen (pl)
language	Sprache (f)
laptop	Laptop (m) or (nt)
leg	Bein (nt)
lesson, teaching, instruction, classes	Unterricht (m)
letter	Brief (m)
library	Bibliothek (f)
light	Licht (nt)

Nouns: Foundation and Higher	
English	**German**
line	Linie (f)
list	Liste (f)
love	Liebe (f)
lunch	Mittagessen (nt)
main	Haupt- (prefix)
man, husband	Mann (m)
manager	Manager (m)
map (street)	Straßenplan (m)^
market	Markt (m)
maths	Mathe(matik) (f)
means of transport	Verkehrsmittel (nt)
meat	Fleisch (nt)
media	Medien (pl)
medicine	Medizin (f)
metre	Meter (m)
middle, centre	Mitte (f)
mobile phone	Handy (nt)
moment; at the moment	Moment (m); im Moment
money	Geld (nt)
mother	Mutter (f)
mountain	Berg (m)
mouth	Mund (m)

Nouns: Foundation and Higher	
English	**German**
Mr, gentleman	Herr (m)
Mrs, wife, woman	Frau (f)
mum	Mama (f)
muscle	Muskel (f)
museum	Museum (nt)
museums	Museen (pl)
music	Musik (f)
musical	Musical (nt)
name	Name (m)
nature, countryside	Natur (f)
neck, throat	Hals (m)
neighbour	Nachbar (m)
network	Netz (nt)
network	Netzwerk (nt)
news, message	Nachricht (f)
newspaper	Zeitung (f)
noise	Geräusch (nt)
north	Norden (m)
nose	Nase (f)
novel	Roman (m)
number	Nummer (f)
occupation, job, profession	Beruf (m)

Nouns: Foundation and Higher	
English	**German**
offer	Angebot (nt)
office	Büro (nt)
opinion	Meinung (f)
pain	Schmerz (m)
pains	Schmerzen (pl)
pair, couple	Paar (nt)
paper	Papier (nt)
parents	Eltern (pl)
park	Park (m)
part	Teil (m)
partner	Partner (m)
party	Party (f)
passport	Pass (m)
password	Passwort (nt)
past	Vergangenheit (f)
pen	Kuli (m)
people	Leute (pl)
percent	Prozent (nt)
performance, idea, introduction	Vorstellung (f)
person	Person (f)
person, human being	Mensch (m)
pharmacy, chemist's	Apotheke (f)

Nouns: Foundation and Higher	
English	**German**
photograph	Foto (nt)
picture	Bild (nt)
piece, play	Stück (nt)
place, location, town	Ort (m)
plan	Plan (m)
plan, project	Projekt (nt)
plane, aeroplane	Flugzeug (nt)
plant	Pflanze (f)
plastic	Plastik (nt)
player	Spieler (m)
police	Polizei (f)
police officer	Polizist (m)
pop music	Popmusik (f)
possibility	Möglichkeit (f)
post office	Post (f)
practice, exercise	Übung (f)
present, gift	Geschenk (nt)
price, prize	Preis (m)
problem, difficulty	Problem (nt)
programme	Sendung (f)
protection	Schutz (m)
public	Öffentlichkeit (f)

Nouns: Foundation and Higher	
English	**German**
pullover, jumper	Pullover/Pulli (m)
pupil, student (school)	Schüler (m)
quality	Qualität (f)
quarter	Viertel (nt)
question	Frage (f)
rabbit	Kaninchen (nt)
racism	Rassismus (m)
railway, rail	Bahn (f)
rain	Regen (m)
reason	Grund (m)
recycling	Recycling (nt)
region	Region (f)
region, area	Gegend (f)
religion	Religion (f)
rest, remainder; leftovers	Rest (m); Reste
restaurant	Restaurant (nt)
return ticket	Rückfahrkarte (f)
right	Recht (nt)
risk	Risiko (nt)
river	Fluss (m)
rock	Rockmusik (f), Rock
role	Rolle (f)

Nouns: Foundation and Higher	
English	**German**
room	Zimmer (nt)
room, space	Raum (m)
rule	Regel (f)
sand	Sand (m)
sausage	Wurst (f)
sausages	Würste (pl)
school	Schule (f)
science	Wissenschaft (f)
sea, ocean	Meer (nt)
search	Suche (f)
series	Serie (f)
service	Service (m)
sexism	Sexismus (m)
ship, boat	Schiff (nt)
shirt	Hemd (nt)
shoe	Schuh (m)
shop	Laden (m)
shop, business, trade	Geschäft (nt)
shopping centre	Einkaufszentrum (nt)
shoulder	Schulter (f)
side, page	Seite (f)
silence, peace	Ruhe (f)

Nouns: Foundation and Higher	
English	**German**
singer	Sänger (m)
single room	Einzelzimmer (nt)
sister	Schwester (f)
situation	Situation (f)
situation, location	Lage (f)
skateboard	Skateboard (nt)
sky	Himmel (m)
smartphone	Smartphone (nt)
snow	Schnee (m)
sock	Socke (f)
son	Sohn (m)
song	Lied (nt)
south	Süden (m)
speaker	Sprecher (m)
sport	Sport (m)
square, seat, space, place	Platz (m)
stadium	Stadion (nt)
stage	Bühne (f)
stairs, staircase	Treppe (f)
start	Start (m)
station	Bahnhof (m)
step-	Stief- (prefix)

Nouns: Foundation and Higher	
English	**German**
stomach, belly	Bauch (m)
streaming	Streaming (nt)
street, road	Straße (f)^
strength	Stärke (f)
strength, power, energy	Kraft (f)
student (university)	Student (m)
studies	Studium (nt)
study	Studie (f)
subject	Fach (nt)
suitcase	Koffer (m)
sun	Sonne (f)
supermarket	Supermarkt (m)
swimming pool	Schwimmbad (nt)
system	System (nt)
table	Tisch (m)
tablet	Tablet (nt)
tea	Tee (m)
teacher	Lehrer (m)
team	Team (nt)
team	Mannschaft (f)
(tele)phone; on the phone	Telefon (nt); am Telefon
television, TV; on television, on TV	Fernsehen (nt); im Fernsehen

Nouns: Foundation and Higher	
English	**German**
temperature	Temperatur (f)
tennis	Tennis (m)
tent	Zelt (nt)
test	Test (m)
text	Text (m)
theatre, drama	Theater (nt)
theme, topic, subject	Thema (nt)
themes, topics, subjects	Themen (nt)
thing	Ding (nt)
thing, issue	Sache (f)
third	Drittel (nt)
thirst	Durst (f)
ticket	Fahrkarte (f)
ticket, card, menu	Karte (f)
tie	Krawatte (f)
time, occasion	Mal (nt)
tooth	Zahn (m)
tourist	Tourist (m)
tourist information office	Touristeninformation (f)
town, city	Stadt (f)
towns, cities	Städte (pl)
tradition	Tradition (f)

Nouns: Foundation and Higher	
English	**German**
train	Zug (m)
training, education	Ausbildung (f)
transgender	Transgender- (mf)
tree	Baum (m)
trousers	Hose (f)
truth	Wahrheit (f)
t-shirt	T-Shirt (nt)
type, guy	Typ (m)
uncle	Onkel (m)
underground	U-Bahn (f)
understanding	Verständnis (nt)
uniform	Uniform (f)
union	Union (f)
university	Universität (f)/Uni
vegan	Veganer (m)
vegetable, vegetables	Gemüse (nt)
vegetarian	Vegetarier (m)
video	Video (nt)
village	Dorf (nt)
virus (computer)	Virus (m)
visit	Besuch (m)
visitor	Besucher (m)

Nouns: Foundation and Higher	
English	**German**
voice, vote	Stimme (f)
waiter	Kellner (m)
wall	Mauer (f)
water	Wasser (nt)
way, route, road, path	Weg (m)
weather	Wetter (nt)
website	Webseite (f)
west	Westen (m)
wheelchair	Rollstuhl (m)
wifi	WLAN (nt)
wind	Wind (m)
window	Fenster (nt)
wood, forest	Wald (m)
word	Wort (nt)
work	Werk (nt)
work, test, employment	Arbeit (f)
workbook, exercise book	Heft (nt)
workplace, position, job	Stelle (f)
world	Welt (f)
young people, (the) young people	Jugendliche, (die) Jugendlichen (pl)
(the) young person, teenager, (a) young person, teenager (m)	(der) Jugendliche, (ein) Jugendlicher (m)

Nouns: Foundation and Higher	
English	**German**
(the, a) young person, teenager (f)	(die, eine) Jugendliche (f)

Higher ONLY

Nouns: Higher ONLY	
English	**German**
actor	Schauspieler (m)
(the) adult, (a) adult (m)	(der) Erwachsene, (ein) Erwachsener (m)
(the, a) adult (f)	(die, eine) Erwachsene (f)
adults, (the) adults	Erwachsene, (die) Erwachsenen (pl)
advantage, pro	Vorteil (m)
appliance, piece of equipment	Gerät (nt)
area	Bereich (m)
argument, fight	Streit (m)
arrival	Ankunft (f)
association, club	Verein (m)
attention	Aufmerksamkeit (f)
attitude	Einstellung (f)
bag	Tüte (f)
bakery	Bäckerei (f)
beginning; in the beginning	Beginn (m); zu Beginn
blood	Blut (nt)
body	Körper (m)
brand	Marke (f)
building	Gebäude (nt)
bullying	Mobbing (nt)
capital city	Hauptstadt (f)

Nouns: Higher ONLY	
English	**German**
case	Fall (m)
cash	Bargeld (nt)
cause	Ursache (f)
ceiling, blanket	Decke (f)
change	Kleingeld (nt)
channel	Programm (nt)
characteristic, quality	Eigenschaft (f)
choice	Wahl (f)
circle, district	Kreis (m)
citizen	Bürger (m)
climate	Klima (nt)
climate change	Klimawandel (m)
company, enterprise, business	Unternehmen (nt)
competition	Wettbewerb (m)
competition	Konkurrenz (f)
content, plot	Inhalt (m)
contribution	Beitrag (m)
countryside, scenery, landscape	Landschaft (f)
credit card	Kreditkarte (f)
crisis	Krise (f)
customer	Kunde (m)
customer	Kundin (f)

Nouns: Higher ONLY	
English	**German**
cybercrime	Cyberkriminalität (f)
damage	Schaden (m)
decision	Entscheidung (f)
departure	Abfahrt (f)
dessert	Nachtisch (m)
destination, goal	Ziel (nt)
difference	Unterschied (m)
disadvantage, con	Nachteil (m)
dish, course	Gericht (nt)
doubt	Zweifel (m)
drink	Getränk (nt)
earbuds	Ohrhörer (pl)
edge	Rand (m)
effect	Wirkung (f)
employee	Mitarbeiter (m)
equipment, gear	Ausrüstung (f)
event	Ereignis (nt)
event	Veranstaltung (f)
excursion, trip, outing	Ausflug (m)
exercise, movement	Bewegung (f)
exhibition	Ausstellung (f)
expert	Experte (m)

Nouns: Higher ONLY	
English	**German**
expert	Expertin (f)
explanation	Erklärung (f)
fact	Tatsache (f)
festival, holiday, fair, party	Fest (nt)
fight, struggle	Kampf (m)
floor, ground	Boden (m)
flower	Blume (f)
fork	Gabel (f)
furnishings	Einrichtung (f)
glasses	Brille (f)
grade, note	Note (f)
grandad	Opa (m)
grandma, granny	Oma (f)
half	Hälfte (f)
headphones	Kopfhörer (pl)
headteacher, director	Direktor (m)
heart	Herz (nt)
helmet	Helm (m)
higher education	Hochschulbildung (f)
homeland, home country	Heimat (f)
hope	Hoffnung (f)
impression	Eindruck (m)

Nouns: Higher ONLY	
English	**German**
influence	Einfluss (m)
inhabitant, resident	Einwohner (m)
initiative	Initiative (f)
integration	Integration (f)
kilo(gram)	Kilo(gramm) (nt)
knife	Messer (nt)
knowledge	Kenntnis (f)
law	Gesetz (nt)
leaving qualification	Abschluss (m)
look, view, glance	Blick (m)
loss	Verlust (m)
luck	Glück (nt)
luggage	Gepäck (nt)
majority	Mehrheit (f)
material, fabric	Stoff (m)
meal	Mahlzeit (f)
medicine	(Arznei)mittel (nt)
member	Mitglied (nt)
memory	Erinnerung (f)
milk	Milch (f)
minority	Minderheit (f)
mistake, error	Fehler (m)

Nouns: Higher ONLY	
English	**German**
moment	Augenblick (m)
mood, atmosphere	Stimmung (f)
object	Gegenstand (m)
opportunity	Gelegenheit (f)
opposite; on the other hand	Gegenteil (nt); im Gegenteil
peace	Frieden (m)
phase	Phase (f)
piece of bread (with butter), sandwich	Butterbrot (nt)
plate	Teller (m)
pollution	Verschmutzung (f)
population	Bevölkerung (f)
present	Gegenwart (f)
pressure	Druck (m)
product	Produkt (nt)
progress	Fortschritt (m)
public, audience	Publikum (nt)
purpose	Zweck (m)
quantity, amount, crowd	Menge (f)
reality	Wirklichkeit (f)
refugee	Flüchtling (m)
relationship	Beziehung (f)
relationship	Verhältnis (nt)

Nouns: Higher ONLY	
English	**German**
relative, relation	Verwandte (m/f)
responsibility	Verantwortung (f)
result	Ergebnis (nt)
result, consequence	Folge (f)
review, criticism	Kritik (f)
risks	Risiken (pl)
role model	Vorbild (nt)
roof	Dach (nt)
scene	Szene (f)
schnitzel, escalope	Schnitzel (nt)
screen, monitor	Bildschirm (m)
security, safety	Sicherheit (f)
sense, meaning	Sinn (m)
sheet, leaf	Blatt (nt)
sign	Zeichen (nt)
Sixth Form, college	Oberstufe (f)
skill, ability, capability	Fähigkeit (f)
skin	Haut (f)
society, company	Gesellschaft (f)
solution	Lösung (f)
sound, tone	Ton (m)
speech	Rede (f)

Nouns: Higher ONLY	
English	**German**
spoon	Löffel (m)
star	Stern (m)
starter	Vorspeise (f)
state, condition	Zustand (m)
style	Stil (m)
success	Erfolg (m)
suggestion, proposal	Vorschlag (m)
support	Unterstützung (f)
surroundings	Umgebung (f)
suspense, tension	Spannung (f)
task, assignment, exercise	Aufgabe (f)
the good (thing)	das Gute (nt)
thought	Gedanke (m)
timetable	Stundenplan (m)
tin, can	Dose (f)
title	Titel (m)
traffic	Verkehr (m)
tram	Straßenbahn (f)
treatment	Behandlung (f)
twin	Zwilling (m)
type, kind, species	Art (f)
value, worth	Wert (m)

Nouns: Higher ONLY	
English	**German**
vehicle	Fahrzeug (nt)
victim	Opfer (nt)
victory	Sieg (m)
viewer, audience member	Zuschauer (m)
violence, force	Gewalt (f)
wall	Wand (f)
waste, rubbish	Müll (m)
way, manner	Weise (f)
while	Weile (f)
wish, desire	Wunsch (m)
worry	Sorge (f)
writer	Schriftsteller (m)
youth, young people	Jugend (f)

Verbs

Students are required to know the conjugated forms of these verbs following the regular patterns in the tenses outlined at each tier in the 'Verbs' section of *Appendix 2: Grammar*. They are also required to know some irregular inflected forms: where this is the case, we have marked the infinitive form with an asterisk (*) and then set out the required irregular inflected forms, per tier, in separate tables below.

For infinitives, as well as for the present and imperfect tenses, students are expected to know both the English simple (e.g. infinitive *to do;* present *I do;* imperfect *I did, I used to do*) and English continuous (e.g. infinitive *to be doing;* present *I am doing;* imperfect *I was doing*) translations. We have only listed the English simple translations in the table below for simplicity.

Foundation and Higher

Verbs: Foundation and Higher	
English	**German**
to accept	akzeptieren
to allow	erlauben
to answer	beantworten
to answer, reply (to)	antworten (auf)
to arrive	ankommen
to ask	fragen
to be	sein*
to be (situated)	sich befinden
to be able to, can	können*
to be allowed to, may	dürfen*
to be called, mean	heißen*^
to be correct	stimmen

Verbs: Foundation and Higher

English	German
to be happy (about), make happy, please; to look forward to	(sich) freuen (über); sich freuen auf
to become | (we) become | (we) will (aux) | (they) become | (they) will (aux) | (you (formal)) become | (you (formal)) will (aux)	werden*
to begin, start	beginnen*
to break	brechen*
to bring	bringen*
to bring along	mitbringen
to buy	kaufen
to call, phone	anrufen
to call, shout	rufen
to celebrate	feiern
to change	verändern
to change, alter	ändern
to change, exchange	wechseln
to chat online	chatten
to choose, vote	wählen
to climb, rise, increase	steigen
to close, shut	schließen^
to collect	sammeln
to come | coming	kommen
to come back, return	zurückkommen

Verbs: Foundation and Higher	
English	**German**
to come from	stammen (aus)
to compare	vergleichen
to concentrate (on)	(sich) konzentrieren (auf)
to cook	kochen
to cost	kosten
to cry, weep	weinen
to dance	tanzen
to describe	beschreiben
to discuss	diskutieren (über)
to do, make	machen
to download	herunterladen
to drink	trinken
to earn, deserve	verdienen
to eat	essen*
to end, finish	enden
to fall	fallen*
to find	finden
to fit, suit	passen
to forbid	verbieten
to forget	vergessen*
to function, work	funktionieren
to get married, marry	heiraten

Verbs: Foundation and Higher	
English	**German**
to get to know	kennenlernen^
to get up, stand up	aufstehen
to give	geben*
to go (by transport), drive, travel	fahren*
to go camping	zelten
to go, walk	gehen*
to happen	passieren
to have	haben*
to have to, must	müssen*
to hear, listen (to)	hören
to help	helfen*
to hike	wandern
to hire, rent	mieten
to hope	hoffen
to improve, make better, get better	(sich) verbessern
to inform	informieren
to interest; to be interested in	interessieren; sich interessieren für
to know	kennen
to know (something)	wissen*
to land	landen
to last	dauern
to laugh	lachen

Verbs: Foundation and Higher	
English	**German**
to lay, put	legen
to lead, guide	führen
to learn	lernen
to leave	verlassen
to let, allow, leave	lassen*
to like	mögen*
to listen	zuhören
to live	leben
to live, stay	wohnen
to look for, seek	suchen
to look (like), to appear	aussehen
to lose	verlieren
to love	lieben
to mean	bedeuten
to meet	(sich) treffen (mit)*
to miss (e.g. the bus)	verpassen
to move, exercise	(sich) bewegen
to need, require	brauchen
to open	öffnen
to open, start	eröffnen
to order	bestellen
to organise	organisieren

Verbs: Foundation and Higher	
English	**German**
to ought to, be supposed to, should	sollen*
to paint	malen
to pass (an exam)	bestehen
to pay	bezahlen
to pay	zahlen
to plan	planen
to play	spielen
to please	gefallen*
to practise	üben
to present, show	präsentieren
to protect	schützen
to pull, move	ziehen
to put (in)	stecken
to put on, attract, get (oneself) dressed	(sich) anziehen
to put out, switch off	ausmachen
to put, place	stellen
to rain	regnen*
to read	lesen*
to receive, get	bekommen
to recommend	empfehlen
to recycle	recyceln
to reduce	reduzieren

Verbs: Foundation and Higher	
English	**German**
to reserve, book	reservieren
to respect	respektieren
to run	laufen*
to save	retten
to save (e.g. money)	sparen
to say, tell	sagen
to see, watch, look	sehen*
to sell	verkaufen
to send	schicken
to serve	bedienen
to set, place, put; to sit down	setzen; sich setzen; sich hinsetzen
to share	teilen
to shine, seem, appear	scheinen
to shop	einkaufen
to show	zeigen
to sing	singen
to sit	sitzen
to sleep	schlafen*
to smile	lächeln
to smoke	rauchen
to snow	schneien
to speak	sprechen*

Verbs: Foundation and Higher	
English	**German**
to spend (time)	verbringen
to stand	stehen*
to stay, remain	bleiben
to step (on)	treten (auf)*
to stop, hold	halten*
to stream	streamen
to study (at university)	studieren
to swim	schwimmen*
to take	nehmen*
to take along, bring along	mitnehmen
to talk	reden
to tell	erzählen
to think	denken*
to think, believe	glauben
to think, have an opinion	meinen
to throw	werfen*
to travel	reisen
to try	versuchen
to try; to try on; to try out	probieren; anprobieren; ausprobieren
to understand; to get on with	verstehen; sich verstehen mit
to use	benutzen
to visit, attend (school)	besuchen

Verbs: Foundation and Higher	
English	**German**
to wait (for)	warten (auf)
to (go for a) walk, stroll	spazieren (gehen)
to want (to)	wollen*
to watch television	fernsehen
to watch, look at	ansehen, sich ansehen
to wear, have on	anhaben
to wear, carry	tragen*
to win	gewinnen*
to work	arbeiten
to write	schreiben

Higher ONLY

Verbs: Higher ONLY	
English	**German**
to achieve, perform, do	leisten
to amuse oneself, chat	(sich) unterhalten
to apologise, excuse	(sich) entschuldigen
to appear (on stage)	auftreten
to avoid	vermeiden
to be; to feel	sein; sich (dat)....sein*
to be enough/sufficient	genügen
to be silent	schweigen
to become | (we) become | (we) will (aux) | (they) become | (they) will (aux) | (you (formal)) become | (you (formal)) will (aux)	werden*
to begin, start	beginnen*
to belong (to)	gehören
to bring	bringen*
to build	bauen
to call, shout	rufen*
to care (for)	pflegen
to cause	verursachen
to chat	plaudern
to check, control	kontrollieren
to choose, select	auswählen
to climb, rise, increase	steigen*

Verbs: Higher ONLY	
English	**German**
to close, shut	schließen*^
to come	kommen*
to complain	sich beschweren
to contain	enthalten
to continue, go on	weitergehen
to contribute to	beitragen zu
to convince	überzeugen
to count	zählen
to criticise	kritisieren
to dare, risk	wagen
to decide	entscheiden
to decide	beschließen^
to decrease, reduce	abnehmen
to deliver, supply	liefern
to destroy	zerstören
to develop	entwickeln
to disappear	verschwinden*
to discover	entdecken
to do, put	tun*
to draw	zeichnen
to dream	träumen
to drink	trinken*

Verbs: Higher ONLY	
English	**German**
to drive, pursue (do sport)	treiben
to eat	essen*
to end	beenden
to enjoy	genießen^
to excite, upset, annoy	aufregen
to exist	existieren
to expect	erwarten
to experience	erleben
to experience, find out	erfahren
to explain	erklären
to express (oneself)	(sich) äußern^
to fall	fallen*
to fear; be afraid of	fürchten; sich fürchten vor
to feel	(sich) fühlen
to fight, struggle	kämpfen
to fill (in)	(aus)füllen
to find	finden*
to fly	fliegen*
to follow	folgen
to get, receive	kriegen
to give	geben*
to give (as a present)	schenken

Verbs: Higher ONLY	
English	**German**
to give up	aufgeben
to go (by transport), drive, travel	fahren*
to go, walk	gehen*
to happen	geschehen*
to have	haben*
to help	helfen*
to hide	(sich) verstecken
to increase	zunehmen
to injure (oneself), hurt	(sich) verletzen
to inspire, be enthusiastic	begeistern
to intend, plan	vorhaben
to introduce (oneself), imagine	(sich) vorstellen
to invite	einladen*
to know	kennen*
to know (something)	wissen*
to lack, be absent, miss	fehlen
to let, allow, leave	lassen*
to lie, be lying (down), be situated	liegen*
to look at, consider	betrachten
to look at, watch	anschauen, sich anschauen
to maintain, claim	behaupten
to manage	schaffen

Verbs: Higher ONLY	
English	**German**
to mention	erwähnen
to name, call; to be called	nennen; sich nennen*
to notice, remark, comment	bemerken
to observe, watch	beobachten
to offer	(an)bieten
to own	besitzen
to perform	aufführen
to prepare	vorbereiten
to prevent, hinder	verhindern
to produce	produzieren
to promise	versprechen
to pull, move	ziehen*
to reach, catch (e.g. the bus)	erreichen
to receive	erhalten
to recognise	erkennen
to record	aufnehmen
to remind; to remember	erinnern; sich erinnern an
to repeat	wiederholen
to request, ask (for)	bitten (um)*
to return	zurückkehren
to see, watch, look	sehen*
to separate	trennen

Verbs: Higher ONLY	
English	**German**
to shine, seem, appear	scheinen*
to sing	singen*
to sit	sitzen*
to smell	riechen
to solve	lösen
to sound, ring	klingen
to speak	sprechen*
to spend (money), to give out	ausgeben
to spend the night, stay	übernachten
to stand	stehen*
to start	anfangen*
to start, found	gründen
to stay, remain	bleiben*
to stop	aufhören
to succeed	gelingen
to suffer	leiden*
to suggest	vorschlagen
to support	unterstützen
to surprise	überraschen
to survive	überleben
to take	nehmen
to take part in, participate in	teilnehmen an

Verbs: Higher ONLY	
English	**German**
to take place	stattfinden
to taste	schmecken
to teach	unterrichten
to test, examine, check	prüfen
to thank	danken
to think	denken*
to threaten	drohen
to throw	werfen*
to train, educate	ausbilden
to translate	übersetzen
to treat	behandeln
to trust	vertrauen
to understand; to get on with	verstehen; sich verstehen mit*
to use	nutzen
to view, visit	besichtigen
to want, wish	wünschen, sich wünschen
to warn	warnen
to watch, look	schauen
to worry, care (about)	sich sorgen (um)
to write	schreiben*

Irregular inflected verb forms: Higher and Foundation

English	German
to be	**sein**
(I) am	bin
(you (sing informal)) are	bist
(she, he, it, one) is	ist
(we) are | (they) are | (you (formal)) are	sind
(you (pl informal)) are	seid
(I) was | (I) used to be | (she, he, it, one) was | (she, he, it, one) used to be	war
(we) were | (we) used to be | (they) were | (they) used to be | (you (formal)) were | (you (formal)) used to be	waren
(you (sing informal)) were | (you (sing informal)) used to be	warst
(you (pl informal)) were | (you (pl informal)) used to be	wart
to be able to, can	**können**
(I) am able to, can | (she, he, it, one) is able to, can	kann
(you (sing informal)) are able to, can	kannst
(I) was able to, could | (she, he, it, one) was able to, could	konnte
(you (sing informal)) were able to, could	konntest

English	German
to be allowed to, may	**dürfen**
(I) am allowed to, may | (she, he, it, one) is allowed to, may	darf
(you (sing informal)) are allowed to, may	darfst
(I) was allowed to | (she, he, it, one) was allowed to	durfte
(you (sing informal)) were allowed to	durftest
to be called, mean	**heißen^**
(you (sing informal)) are called | (he, she, it) is called	heißt^
to become	**werden**
(you (sing informal)) become | (you (sing informal)) will (aux)	wirst
(she, he, it, one) becomes | (she, he, it, one) will (aux)	wird
(we) become | (we) will (aux) | (they) become | (they) will (aux) | (you (formal)) become | (you (formal)) will (aux)	werden
(you (pl informal)) become | (you (pl informal)) will (aux)	werdet
to begin, start	**beginnen**
began, started | (have, has) begun, started	(aux) ... begonnen
to break	**brechen**
(you (sing informal)) break	brichst
(he, she, it) breaks	bricht

English	German
to bring	**bringen**
brought	(have, has) brought	(aux) ... gebracht
to eat	**essen**
(you (sing informal)) eat	(he, she, it) eats	isst
ate	(have, has) eaten	(aux) ... gegessen
to fall	**fallen**
(you (sing informal)) fall	fällst
(he, she, it) falls	fällt
to forget	**vergessen**
(you (sing informal)) forget	(he, she, it) forgets	vergisst
to give	**geben**
(you (sing informal)) give	gibst
(he, she, it) gives	gibt
to go, walk	**gehen**
went, walked	(have, has) gone, walked	(aux) ... gegangen
to go (by transport), drive, travel	**fahren**
(you (sing informal)) go (by transport), drive, travel	fährst
(he, she, it) goes (by transport), drives, travels	fährt

English	German
to have	**haben**
(you (sing informal)) have	hast
(she, he, it, one) has	hat
(I) had | (I) used to have | (she, he, it, one) had | (she, he, it, one) used to have	hatte
(you (sing informal)) had | (you (sing informal)) used to have	hattest
(we) had | (we) used to have | (they) had | (they) used to have | (you (formal)) had | (you (formal)) used to have	hatten
(you (pl informal)) had | (you (pl informal)) used to have	hattet
to have to, must	**müssen**
(I) have to, must | (she, he, it, one) has to, must	muss
(you (sing informal)) have to, must	musst
(I) had to | (she, he, it, one) had to	musste
(you (sing informal)) had to	musstest
to help	**helfen**
(you (sing informal)) help	hilfst
(he, she, it) helps	hilft

English	German
to know (something)	**wissen**
(I) know (something) | (she, he, it, one) knows (something)	weiß^
(you (sing informal)) know (something)	weißt^
(we) know (something) | (they) know (something) | (you (formal)) know (something)	wissen
knew (something) | (has, have) known (something)	(aux) ... gewusst
to let, allow, leave	**lassen**
(you (sing informal)) let, allow, leave | (he, she, it) lets, allows, leaves	lässt
to like	**mögen**
(I) like | (she, he, it, one) likes	mag
(you (sing informal)) like	magst
(I) liked | (she, he, it, one) liked	mochte
(you (sing informal)) liked	mochtest
(I) would like (to) | (she, he, it, one) would like (to)	möchte
(you (sing informal)) would like (to)	möchtest
(we) would like (to) | (you (formal)) would like (to) | (they) would like (to)	möchten
(you (pl informal)) would like (to)	möchtet

English	German
to meet	**(sich) treffen (mit)**
(you (sing informal)) meet	triffst
(he, she, it) meets	trifft
to ought to, be supposed to, should	**sollen**
(I) ought to, am supposed to, should | (she, he, it, one) ought to, is supposed to, should	soll
(you (sing informal)) ought to, are supposed to, should	sollst
(I) was supposed to | (she, he, it, one) was supposed to | (I) should | (she, he, it, one) should	sollte
(you (sing informal)) were supposed to | (you (sing informal)) should	solltest
to please	**gefallen**
(you (sing informal)) please	gefällst
(he, she, it) pleases	gefällt
to rain	**regnen**
(it) rains, is raining	regnet
to read	**lesen**
(you (sing informal)) read, (he, she, it) reads	liest
to run	**laufen**
(you (sing informal)) run	läufst
(he, she, it) runs	läuft

English	German
to see, watch, look	**sehen**
(you (sing informal)) see, watch, look	siehst
(he, she, it) sees, watches, looks	sieht
to sleep	**schlafen**
(you (sing informal)) sleep	schläfst
(he, she, it) sleeps	schläft
to speak	**sprechen**
(you (sing informal)) speak	sprichst
(he, she, it) speaks	spricht
to stand	**stehen**
stood | (have, has) stood	(aux) … gestanden
to step (on)	**treten (auf)**
(he, she, it) steps (on)	tritt (auf)
to stop, hold	**halten**
(you (sing informal)) stop, hold	hältst
(he, she, it) stops, holds	hält
to swim	**schwimmen**
swam | (have, has) swum	(aux) … geschwommen
to take	**nehmen**
(you (sing informal)) take	nimmst
(he, she, it) takes	nimmt
took | (have, has) taken	(aux) … genommen

English	German
to think	**denken**
thought | (have, has) thought	(aux) ... gedacht
to throw	**werfen**
(you (sing informal)) throw	wirfst
(he, she, it) throws	wirft
to want (to)	**wollen**
(I) want (to) | (she, he, it, one) wants (to)	will
(you (sing informal)) want (to)	willst
(I) wanted (to) | (she, he, it, one) wanted (to)	wollte
(you (sing informal)) wanted (to)	wolltest
to wear, carry	**tragen**
(you (sing informal)) wear, carry	trägst
(he, she, it) wears, carries	trägt
to win	**gewinnen**
won | (have, has) won	(aux) ... gewonnen

Irregular inflected verb forms: Higher ONLY

English	German
to be; to feel	**sein; sich (dat)....sein**
(I) have been	bin
(you (sing informal)) have been	bist
(she, he, it, one) has been	ist
(we) have been | (they) have been | (you (formal)) have been	sind
(you (pl informal)) have been | Be! (pl informal)	seid | Seid...!
Be...! (sing informal)	sei
Be...! (formal)	Seien Sie
(I, she, he, it) were | (I, she, he, it) would be	wäre
to become	**werden**
(I, she, he, it) became	wurde
(I, she, he, it) would	würde
to begin, start	**beginnen**
(I, she, he, it) began, started	begann
to bring	**bringen**
(I, she, he, it) brought	brachte
to call, shout	**rufen**
(I, she, he, it) called, shouted	rief
to climb, rise, increase	**steigen**

English	German
(I, she, he, it) climbed, rose, increased	stieg
to close, shut	**schließen^**
(I, she, he, it) closed, shut	schloss
to come	**kommen**
(I, she, he, it) came	kam
to disappear	**verschwinden**
(I, she, he, it) disappeared	verschwand
to do, put	**tun**
did, put | (has, have) done, put	(aux) ... getan
to drink	**trinken**
(I, she, he, it) drank	trank
to eat	**essen**
(I, she, he, it) ate	aß^
to fall	**fallen**
(I, she, he, it) fell	fiel
to find	**finden**
(I, she, he, it) found	fand
to fly	**fliegen**
(I, she, he, it) flew	flog
to give	**geben**
(I, she, he, it) gave	gab

English	German
to go, walk	**gehen**
(I, she, he, it) went, walked	ging
to go (by transport), drive, travel	**fahren**
(I, she, he, it) went, drove, travelled	fuhr
to happen	**geschehen**
(I, she, he, it) happened	geschah
to have	**haben**
you (sing informal)) have had (she, he, it, one) has had (I, she, he, it) had | (I, she, he, it) would have	hast hat hätte
to help	**helfen**
(I, she, he, it) helped	half
to invite	**einladen**
invited | (have, has) invited	(aux) … eingeladen
to know	**kennen**
(I, she, he, it) knew knew | (have, has) known	kannte (aux) … gekannt
to know (something)	**wissen**
(I) have known (something) | (she, he, it, one) has known (something) (you (sing informal)) have known (something) (I, she, he, it) knew (something)	weiß^ weißt^ wusste

English	German
to let, allow, leave	**lassen**
(I, she, he, it) let, allowed, left	ließ^
to lie, be lying (down), be situated	**liegen**
(I, she, he, it) lay	lag
to name, call; to be called	**nennen; sich nennen**
named | (have, has) named	(aux) ... genannt
to pull, move	**ziehen**
pulled, moved | (have, has) pulled, moved	(aux) ... gezogen
to request, ask (for)	**bitten (um)**
requested, asked | (have, has) requested, asked	(aux) ... gebeten
to see, watch, look	**sehen**
(I, she, he, it) saw, watched, looked	sah
to shine, seem, appear	**scheinen**
(I, she, he, it) seemed, appeared, shone	schien
to sing	**singen**
(I, she, he, it) sang	sang
to sit	**sitzen**
(I, she, he, it) sat	saß^
sat | (have, has) sat	(aux) ... gesessen
to speak	**sprechen**
(I, she, he, it) spoke	sprach

English	German
to stand	**stehen**
(I, she, he, it) stood	stand
to start	**anfangen**
(you (sing informal)) start	fängst ... an
(he, she, it) starts	fängt ... an
(I, she, he, it) started	fing...an
started	(have, has) started	(aux) ... angefangen
to stay, remain	**bleiben**
(I, she, he, it) remained, stayed	blieb
to suffer	**lieden**
suffered	(have, has) suffered	(aux) ... gelitten
to take	**nehmen**
(I, she, he, it) took	nahm
to think	**denken**
(I, she, he, it) thought	dachte
to throw	**werfen**
(I, she, he, it) threw	warf
to understand; to get on with	**verstehen; sich verstehen mit**
(I, she, he, it) understood	verstand
to write	**schreiben**
(I, she, he, it) wrote	schrieb

Appendix 2: Grammar

The following grammar list is the full grammar content that will be assessed by this qualification, in both receptive and productive tasks, at each tier.

Nouns, pronouns and determiners

Foundation + Higher	Higher only
Forming compound nouns • Add connecting letters: *-e, -s/-es, -n/-en, -ens, -er* (e.g. *(die) Arbeitsstunden*) • Omission of *-e/-en* from the first word in some instances (e.g. *(das) Schulbuch*, *(das) Wohnzimmer*) • Final word gender rule	
Forming feminine person nouns • Add *-in* to male person noun to make the feminine form (e.g. *Freundin*, *Lehrerin*)	
Forming plural nouns • Add *-e* to most masculine or neuter nouns (some add umlaut on the vowel *ä/ö/ü*) (e.g. *Monat* ➜ *Monate*; *Platz* ➜ *Plätze*; *Jahr* ➜ *Jahre*) • Also add *-e* to some, mostly single-syllable, feminine nouns (some add umlaut on the vowel *ä/ö/ü*) (e.g. *Angst* ➜ *Ängste*)	• Add *–(e)n* to pluralise some masculine people nouns and weak masculine nouns (e.g. *die Jungen*)

Foundation + Higher	Higher only
• No change in the plural for many nouns ending in *-el/-en/-er*, other than a change of article (e.g. *der Artikel* ➜ *die Artikel*; *der Kuchen* ➜ *die Kuchen*; *das Theater* ➜ *die Theater*) • Add *-er* to some masculine and neuter nouns (some add umlaut on vowel *ä/ö/ü*) (*Mann* ➜ *Männer*; *Licht* ➜ *Lichter*; *Buch* ➜ *Bücher*) • Add *-n* or *-en* to most feminine nouns and some neuter nouns (e.g. *Frage* ➜ *Fragen*; *Zahl* ➜ *Zahlen*; *Auge* ➜ *Augen*; *Bett* ➜ *Betten*) • Add *-nen* to feminine occupation nouns ending in *-in* (e.g. *Lehrerin* ➜ *Lehrerinnen*) • Add *-s* to some (typically borrowed) nouns (e.g. *Hotel* ➜ *Hotels*) • Add *-se* to feminine and neuter nouns ending in *-nis* (e.g. *Verständnis* ➜ *Verständnisse*) • Add *-n* to dative plural nouns (e.g. *den Brüdern*)	
<u>Infinitives and adjectives used as nouns</u> • e.g. *schwimmen* ➜ *(das) Schwimmen, wandern* ➜ *(das) Wandern* • Uninflected adjectives for languages e.g. *englisch* ➜ *(das) Englisch*	• Nominative and accusative of plural adjectival nouns (e.g. *die Reichen*) and abstract neuter nouns with definite article (e.g. *das Gute*) and following *viel, wenig, etwas* and *alles* (e.g. *etwas Gutes, alles Gute*)

Foundation + Higher	Higher only
<u>Determiners</u>	<u>Determiners</u>
Articles	*Articles*
• Agreement of articles with noun for gender and number *(der, die, das, ein, eine)*	• Use of genitive for possession and following certain prepositions (e.g. *trotz*) in Listening and Reading only (e.g. *der Hund meiner Tante; trotz des Wetters*)
• Different functions of definite and indefinite articles, including subject (nominative), direct object (accusative) and indirect object (dative)	
• Negation with noun phrases, using *kein* (nominative, accusative)	
<u>*Other determiners*</u>	
• Use of the following determiners in singular (and plural forms, where applicable) in nominative, accusative and dative cases:	
• Demonstrative adjective (*dies-(er, e, es)*)	
• Indefinite adjectives (*jed-*(*er, e, es*)*, letzt-*(*er, e, es*)*, nächst-(er, e, es)*)	
• Interrogative adjectives (*welch-(er, e, es)*)	
• Possessive adjectives (*mein, dein, sein, ihr, unser, euer, Ihr, ihr*)	
• Quantifiers in uncountable singular forms only (*viel, wenig)* and plural forms (*viele, wenige, alle, einige*)	

Foundation + Higher	Higher only

Foundation + Higher	Higher only
Pronouns	Pronouns
• Subject pronouns (*ich, du, er, sie, es, man, wir, ihr, Sie* and *sie*), including agreement and position	• Use of plural direct object (accusative) pronouns (*uns, euch Sie, sie*) and reflexive pronoun sich, including reflexive and reciprocal use
• Use and position of <u>singular</u> direct object (accusative) pronouns (*mich, dich, ihn, sie, es, Sie, einen*)	• Use of plural indirect (dative) object pronouns (*uns, euch Ihnen, ihnen*)
• Use of <u>singular</u> indirect object (dative) pronouns (*mir, dir, ihm, ihr, ihm, Ihnen, einem*)	• Position of indirect and direct objects in sentence (not juxtaposed with each other), in sentences with two nouns, and with one pronoun and one noun
• Indefinite pronouns (*jemand, niemand*) as subject and direct object pronouns	• Subject and object relative clauses (word order 3) using *wh-* pronouns (*wo* and *was*)
• Use of relative pronouns (*der, die, das, die*) in subject relative clauses (word order 3)	• Use of singular and plural dative reflexive pronouns (*mir, dir, sich, uns, euch, sich*) with verbs used reflexively and reciprocally
• Use of singular and plural accusative reflexive pronouns (*mich, dich, sich, uns, euch, sich*) with verbs used reflexively and reciprocally	
• Use of interrogative pronouns *wer*, including in accusative (*wen*) and dative (*wem*) questions	

Verbs and tenses

Foundation + Higher	Higher only
<u>Interrogatives and asking questions</u> Interrogatives expressed through: • Verb-subject word order • Question words (*was, wann, wie, wer, wo, wohin, woher, warum*) followed by verb-subject word order where applicable (e.g. *Wer kommt morgen?; Wann kommst du?*)	
<u>Tenses</u> Weak (regular) and strong (irregular) verb inflections in 1st, 2nd, 3rd persons in both **singular and plural** for: **Present** To express: • English simple (I walk) • English ongoing (I am walking) • future meaning (with time adverbs) • past meaning (in written texts). • Irregular inflected forms of four very high frequency irregular verbs (*haben, sein, werden, wissen*) • Use of *haben* + noun where the English equivalent is 'BE + adjective' e.g. *haben Hunger*, *Durst*, *Angst*	<u>Tenses</u> **Present** • with *seit*, as equivalent of 'have been -ing for x time' (e.g. *Ich lerne Deutsch seit vier Jahren*) **Simple past/imperfect** • for written narrative use in 1st, 2nd, 3rd persons singular and plural, for weak and highly frequent strong verbs (where 1st/3rd person singular is listed in the vocabulary list) **Imperative** • 2nd person singular and plural, formal and informal forms, for weak and strong verbs, and *sein* **Imperfect subjunctive** • Imperfect subjunctive in conditional clauses : *haben* (*hätte*) and *sein* (*wäre*),

Foundation + Higher	Higher only
Perfect As equivalent of: • English simple past (I walked, he went) • English present perfect (I have walked, he has gone) • habitual (used to) meaning for perfect tense + *früher* Including past participle formation that patterns as follows: • Weak verbs *ge—t* (e.g. *gemacht*) ; *-ieren* (e.g. *studiert*); with inseparable prefixes *be-* (e.g. *besucht*), *ent-, er-* (e.g. *erzählt*), *über-*, and *ver-* (e.g. *versucht*) • Strong verbs *ge-* + infinitive (e.g. *gegeben, gefahren*); with inseparable prefixes *be-* (e.g. *bekommen*), *ent-*, er-, *ge-* (e.g. *gefallen*); ver- (e.g. *vergessen*); where past participles are the same as the infinitive • Verbs with past participle vowel changes *ei* ➜ *ie* (e.g. *geblieben*); *i*➜ *u* (e,g. *gefunden*); *e* ➜ *o* (e.g. *gesprochen); ie* ➜ *o* including those with inseparable prefixes **Future** • *werden* + infinitive as equivalent of both 'will' + verb and 'BE + going to' **Simple past/imperfect** • of *haben, sein*	and *würde*, *sollte* + infinitive, 1st, 2nd, 3rd persons, singular and plural

Foundation + Higher	Higher only
Compound verbs e.g. *ausgehen*	
Impersonal verbs • *es gibt* • *es gab*	
Modal verbs • Use of present modals in all persons (*dürfen, können, mögen, müssen, sollen, wollen*) + infinitive • Use of conditional *möcht-* in all persons + noun, and + infinitive • Use of simple past/imperfect modals in 1st, 2nd, 3rd persons in **singular only**	• Use of simple past/imperfect modals in all persons + infinitive
Reflexive verbs • Use of all persons of verbs with <u>accusative</u> reflexive pronouns	• Use of all persons of verbs with <u>dative</u> reflexive pronouns
Word order • Main clause word order, including word order 2 (inversion) and 2-verb rule (2nd verb to end of main clause) (e.g. *Er kommt morgen um 10 Uhr; Morgen kommt er um 10 Uhr; Er kann morgen um 10 Uhr kommen.*) • Word order 3 (subordinate clauses, including subject relative clauses) in single-verb structures (e.g. *weil er morgen um 10 Uhr kommt; Der Mann, der morgen um 10 Uhr kommt*)	• Word order 3 (subordinate clauses, including subject relative clauses) in two-verb structures (e.g. *weil er morgen um 10 Uhr kommen kann, Der Mann, der morgen um 10 Uhr kommen kann*) • Word order 3 with separable verbs in single-verb and two-verb structures (e.g. *Obwohl wir am Wochenende ausgehen / ausgehen müssen*)

Foundation + Higher	Higher only
• Syntax of verbal negation with *nie, nichts, nicht* in main clause with single- and two-verb structures, in subordinate clauses with single verbs and with adjectives after nouns (e.g. *Ich komme morgen nicht; ich kann morgen nicht kommen; weil ich morgen nicht komme; das Kleid ist nicht teuer.*) • Main clause word order with separable verbs in the present tense	• Syntax of sentence and element negation with *nicht*, including use of *sondern* (e.g. *Ich komme nicht am Freitag sondern am Samstag.*)

Adjectives

Foundation + Higher	Higher only
Adjectival phrases • Singular and plural adjective endings for adjectives including after definite and indefinite articles and before nouns, and plural adjective endings for adjectives used without article including before nouns, in nominative, accusative and dative cases (e.g. *Die kleine Stadt hat gute Geschäfte*) • Use of (uninflected) adjectives after nouns as verbal complement where the adverbial form is identical • Comparative adjective structures with *als* and so ... *wie*, including common irregular forms (*besser*, *höher*, *mehr*) (e.g. D*er Hund ist schneller als das Kaninchen; mein Bruder ist so groß wie meine Schwester*) • Change of spelling for some comparative adjectives (e.g. *teuer* �జ *teurer, dunkel* ➜ *dunkler, groß* ➜ *größer*) • Compound adjectives (e.g. *dunkelgrün, hellblau*)	• Regular -re- and postnominal superlative adjective structures and common irregulars (*der/die/das beste, am besten, der/die/das höchste, am höchsten, der/die/das meiste, am meisten, der/die/das nächste, am nächsten*) • Some superlative adjectives change their spelling, such as adding *e* to those ending in *-d, -t, -s, -ß, -sch, -x* and *-z* (e.g. *das interessantesteste Buch*)

Adverbs

Foundation + Higher	Higher only
• Position of adverbs of time, manner, place • Use of verb + *gern* to express like, and verb + *lieber* to express preference • Comparative adverb structures, including common irregular forms (*besser, höher, lieber, mehr*)	• Regular superlative adverb structures (and common irregulars listed in the vocabulary list)

Prepositions

Foundation + Higher	Higher only
• Use of prepositions after verbs (e.g. *warten auf*) • Spelling of the word that follows fixed case with accusative prepositions (*bis, durch, für, ohne*), dative prepositions (*aus, bei, mit, nach, von, zu*), and dual case prepositions (*an, auf, in*) • Use of contracted forms of *an, bei, in, von* and *zu* with definite article • Da- compounds *darauf, damit, dafür, davon* (e.g. *Ich freue mich darauf*) • Infinitive constructions using prepositions *ohne/statt … zu*; *um … zu*; verbs with *zu …* (e.g. *beginnen, hoffen, versuchen*)	• Spelling of the word that follows fixed case with accusative prepositions (*gegen, um*), dative prepositions (*laut, seit*), and dual case prepositions (*zwischen, über, unter, hinter, vor, neben*) • Use of *bei* or *am* + nominalised verb to mean 'while/when doing something' (e.g. *Beim Essen trinke ich nie*) • Use of prepositions with *da(r)-* and *wo(r)-* prefixes in main clauses (e.g. *Sie steht daneben; Worauf wartest du?*) • Passive voice avoidance structure using preposition *man* with active verb

Derivational morphology

These grammar rules are primarily required for the Reading exam, as derived forms of any base words listed in our vocabulary list, or base words for any derived forms in our vocabulary list, may usually only appear in the Reading exam.

Only one affix from this section will be applied to a base word to create a derived form. For example, using the rules below we may add the prefix *Lieblings-* to *Haus* to create *Lieblingshaus* or we may add the suffix *-chen* to *Haus* to create *Häuschen*, but we will not apply both prefix and suffix to create *Lieblingshäuschen*. Affixes from the rest of the grammar list above, for example to denote gender, number or case, may be applied to derived forms however - i.e. if we were to add the suffix *-ung* to the stem of the verb *beschreiben* to create *Beschreibung* in line with the derivational morphology rules below, we could then use the rules from the grammar list above to form the plural *Beschreibungen*.

Foundation + Higher	Higher only
Prefixes • Add prefix *Lieblings-* to nouns to mean 'favourite' • Add prefix *Haupt-* to nouns to mean 'main' • Add prefix *un-* to create adjectives where the English meaning is 'the opposite' (e.g. *unruhig, unglücklich*)	
Suffixes • Add suffix *-te* (1-19) and *-ste* (20-) to change cardinal into ordinal numbers (e.g. *zweite, zwanzigste*) • Add suffix *-ung* to a verb stem to change into nouns with equivalent and transparent meaning (e.g. *reservieren* ➜ *(die) Reservierung*)	Suffixes • Add *-chen, -lein* to create nouns, only when the English equivalent is 'little' (e.g. *Häuschen, Kätzchen*) • Add *-heit or -keit* to adjectives/adverbs to create nouns, only when the English equivalent is '-ty' or '-ness' (e.g. *Krankheit, Notwendigkeit*)

• Add suffix to a verb stem (*-en* verbs) to change into male agent nouns with equivalent and transparent meaning (e.g. *malen ➜ (der) Maler)* • Add suffix *-s* to nouns for days and times of day to change them into adverbs (e.g. *Montag ➜ montags; Nachmittag ➜ nachmittags)*	• Add *-los* to nouns to create adjectives, only with the English equivalent '-less' or meaning 'without' (e.g. *arbeitslos*)

Sound-symbol correspondences (SSCs)

The list which follows specifies key differences in sound-symbol correspondences (SSCs) between German and English which students will need to learn at GCSE to be able to read out loud (Read aloud task in Paper 1, Speaking) and transcribe (Dictation task in Paper 2, Listening) with sufficient accuracy at this level, along with an example word from our vocabulary list containing the SSC. It is not an exhaustive list of all the SSCs in the German language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in German as in English, it is not listed.

Students will be expected to pronounce words with stress patterns that allow their speech to be clear and comprehensible.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

Sound-symbol correspondence	Example
long a / ah / aa	Tag / Jahr / Haar
short a	zusammen
long e / eh / ee	lesen / nehmen / leer
short e	lernen
ei / ai	Polizei / Mai
z	Zeit
w	schwer
ie	lieben
long o / oh	Person / ohne
short o	dort
long i / ih	wir / ihr
short i	bitte

Sound-symbol correspondence	Example
hard ch	machen
soft ch	Mädchen
long u / uh	Buch / Uhr
short u	Grund
long ü / long y / üh	Tür / System / früh
short ü / short y	Stück / Typ
long ä / äh	spät / wählen
short ä	Geschäft
long ö / öh	Größe / höher
short ö	zwölf
äu	Geräusch
sch	schnell
sp-	spielen
st-	stehen
s- / -s-	singen / leise
ß / ss / -s	Fuß / dass / besonders
er	erst
unstressed -er	Zimmer
v	Vater
au	auch
consonantal r	Problem
vocalic r	klar

Sound-symbol correspondence	Example
eu	Euro
th	Thema
unvoiced -b / -d / -g	halb / Land / ruhig
-ig	wenig
j	jemand
-tion	Situation
qu	bequem

Appendix 3: Names of people used in assessments

Assessments in this qualification will only use names taken from the following list, which is representative of the most popular German names in Germany and across the German speaking world, in the current GCSE level age group, as well as some names for older adults.

We hope students will all become familiar with these names during the course of teaching, so that all students come to the exams with the same knowledge and understanding. By committing to only use these names in our assessments, we aim to remove a barrier to understanding and avoid possible confusion over whether a proper noun is referring to a person or place. Ideally, if all students are familiar with these names before starting an assessment, all their comprehension focus can be on understanding the assessed content of the paper.

14-16-year-old girls' names	14-16-year-old boys' names	14-16-year-old names used by both boys and girls
Alina	Arda	Bente
Anna	Ben	Chris
Charlotte	Can	Kim
Elif	Elias	Mika
Emily	Felix	Robin
Hanna	Finn	Sascha
Jana	Jan	Toni
Johanna	Joel	Yannie
Katharina	Jonas	Yuki
Lara	Julian	
Layla	Leon	

14-16-year-old girls' names	14-16-year-old boys' names	14-16-year-old names used by both boys and girls
Lea	Lukas	
Lena	Malik	
Leonie	Matteo	
Marie	Maximillian	
Mia	Milan	
Mila	Mohammed	
Paula	Noah	
Samira	Paul	
Sofie	Tim	
Yasmin	Yusuf	

Adult male names	Adult female names
Helmut	Frida
Martin	Linda

Appendix 4: Transferable skills

The need for transferable skills

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

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

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

The adapted National Research Council's framework of skills involves: [2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.

- **Systems thinking** – decision making and reasoning.

- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.

- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

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

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.

- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.

- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.

- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

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

Appendix 5: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by DfE in the RAISEonline library (www.raiseonline.org)	FKG
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 610/3473/3
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1GN1
Paper/Component codes	These codes are provided for reference purposes. Students do not need to be entered for individual components/papers.	Non-examination assessment: Paper 1: 1GN1/1F and 1H Paper 2: 1GN1/2F and 2H Paper 3: 1GN1/3F and 3H Paper 4: 1GN1/4F and 4H