

GCSE

Specification

German

**Full Course – for exams June 2010 onwards
and certification June 2011 onwards**

**Short Course – for exams June 2010 onwards
and certification June 2010 onwards**



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1 Introduction

1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24 hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose German?

- To develop language skills in a variety of contexts.
- Flexible, unitised structure allows students to maximise achievement.
- Choice of contexts and purposes for Writing and Speaking units.
- Listening and Reading assessments carry forward structure of existing specification, offering continuity for teachers.
- Embraces opportunities offered by new subject criteria to lessen the stress of assessment in Speaking.
- Builds on the KS3 study and prepares students for further study, eg. Short Course leading to Full Course; Full Course to AS; then AS to A2 etc.

1.3 How do I start using this specification?

Already using the existing AQA German specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**http://www.aqa.org.uk/admin/p_entries.php**).

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority is not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

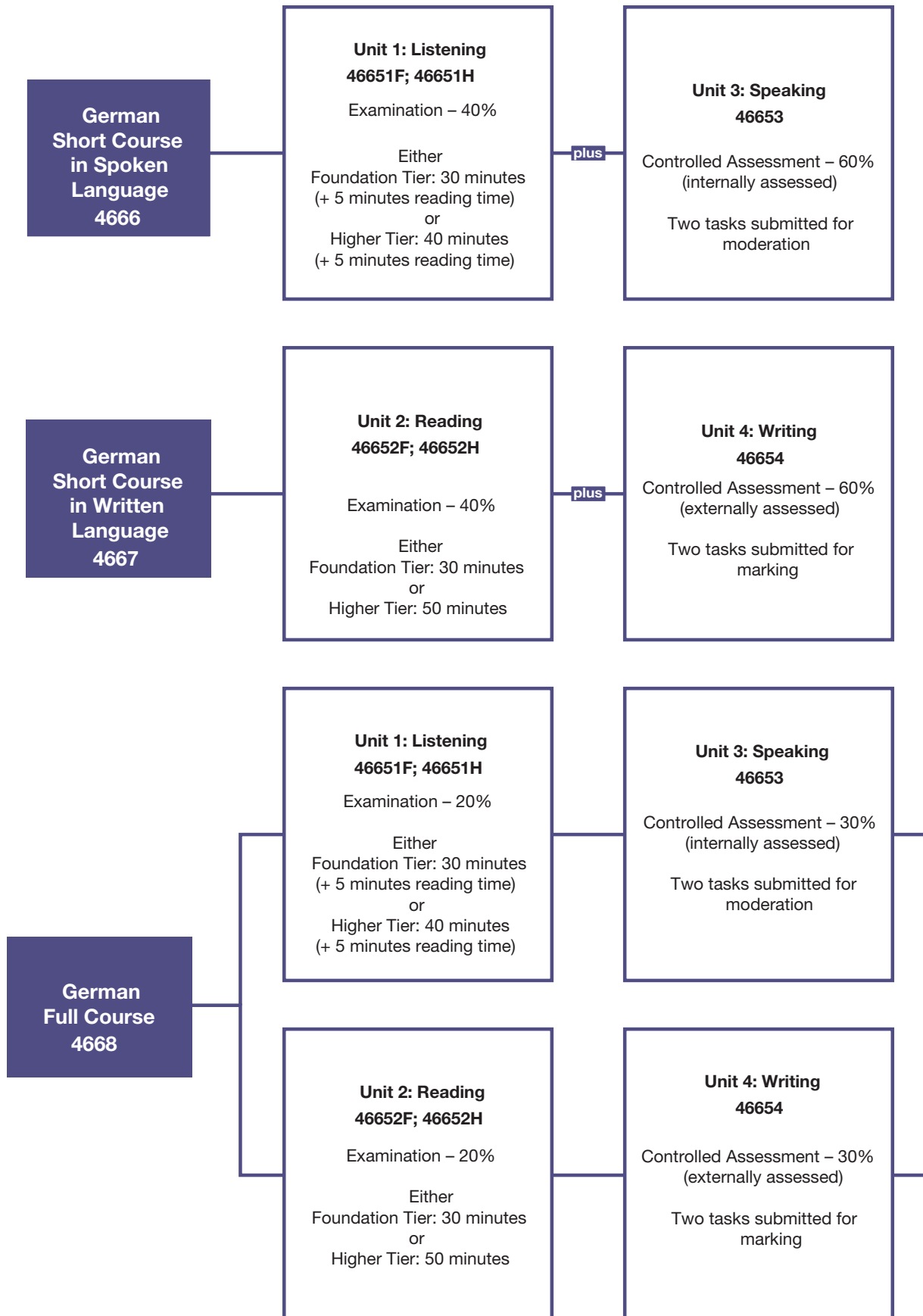
Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.php>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a Glance



Listening and Reading are tiered; candidates can enter for **either** Foundation **or** Higher Tier in any available series. Speaking and Writing are untiered.

3 Subject Content

3.1 Contexts and purposes

The Contexts and Purposes below apply to all four units, although for Speaking and Writing centres and/or students may choose a context or purpose of their own.

The purposes are presented according to the contexts and topics in which they may occur. It will be possible for students to carry out these purposes using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

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

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

The purposes are described with respect to individual contexts (eg Lifestyle) and within particular topics (eg Relationships and Choices). Purposes should be considered transferable, as appropriate, to any other context or topic.

Understand and provide information and opinions about these contexts relating to the student's own Lifestyle and that of other people, including people in countries/communities where German is spoken.

Lifestyle

Health

- Healthy and unhealthy lifestyles and their consequences

Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

Understand and provide information and opinions about these contexts relating to the student's own Leisure and that of other people, including people in countries/communities where German is spoken.

Leisure

Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

Holidays

- Plans, preferences, experiences
- What to see and getting around

Understand and provide information and opinions about these contexts relating to the student's own Home and Environment and that of other people, including people in countries/communities where German is spoken.

Home and Environment

Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

Understand and provide information and opinions about these contexts relating to the student's own Work and Education and that of other people, including people in countries/communities where German is spoken.

Work and Education

School/College and Future Plans

- What school/college is like
- Pressures and problems

Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

3.2 Unit 1: German listening 46651F; 46651H

Students can be entered for **either** Foundation **or** Higher, but not both.

20% of the marks

Foundation Tier 30 minutes 35 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items and telephone messages will be required, together with some material which will be longer and may include reference to past, present and future events and some unfamiliar language. Students will be expected to identify main points and extract details and points of view.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

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

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

Higher Tier 40 minutes 40 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material. Students will be expected to understand discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, draw conclusions and summarise what they have heard.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

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

The appropriate mark(s) will be awarded if the candidate has satisfactorily communicated his or her understanding, even though the response may contain some errors.

3.3 Unit 2: German reading 46652F; 46652H

Students can be entered for **either** Foundation **or** Higher, but not both.

20% of the marks

Foundation Tier 30 minutes 35 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

The test will consist of short items testing comprehension of instructions, public notices and

advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

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

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

Higher Tier 50 minutes 45 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and imaginative material

including narrative. Students will be expected to use their knowledge of grammar and structure in demonstrating understanding of specific points and of gist/the main message. They will also be expected to recognise points of view, attitudes and emotions and to draw conclusions.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

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

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

3

3.4 Unit 3: German speaking 46653

30% of the marks

60 marks

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

Both tasks will be in the form of a dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation. The work of individual students may be informed by working with others but they must provide an individual response. Where model answers are published, students must not reproduce any sections of continuous prose provided in such answers. Whilst students may use individual sentences from model answers, they must not reproduce several consecutive sentences from such answers in their own response. A student's response must not be identical to that of another student in the centre or to any published model answer. Students must not submit the same task for Speaking and Writing.

Assessment Criteria Per Task

	Marks
Communication	10
Range and Accuracy of Language	10
Pronunciation and Intonation	5
Interaction and Fluency	5
TOTAL	30

Marks	Communication
9–10	Very Good Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.
7–8	Good A good amount of information and points of view are conveyed and regularly developed.
5–6	Sufficient A reasonable amount of information and points of view are conveyed and sometimes developed.
3–4	Limited Some simple information and opinions are conveyed. Few responses are developed.
1–2	Poor Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed. A zero score.

Marks	Range and Accuracy of Language
9–10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors usually appear in more complex structures.
7–8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5–6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3–4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1–2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of credit.

Marks	Pronunciation and Intonation
5	Consistently good accent and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

Marks	Interaction and Fluency
5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range and Accuracy of Language, Pronunciation and Intonation, Interaction and Fluency must not be more than one band higher than the mark awarded for Communication. (See tables below).
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

Communication	Marks for each of Pronunciation and Intonation and Interaction and Fluency	Marks for Range and Accuracy of Language
0	0	0
1–2	1–2	1–4
3–4	1–3	1–6
5–6	1–4	1–8
7–8	1–5	1–10
9–10	1–5	1–10

Controlled Assessment Tasks

See Appendix E for exemplar tasks.

Task Setting – Limited Control

Students are required to complete two tasks of equal weighting. Teachers may use the exemplar tasks provided in Appendix E of this specification, may use an adapted version of these exemplar tasks or may devise tasks which meet students' individual learning needs or interests.

Adapting Exemplar Tasks

Teachers may adapt the exemplars in the following ways.

Exemplar A (i) – the task must be an interview. It could be adapted to be an interview with, for example, a celebrity. Please see Appendix E, Exemplar A (i).

Exemplar B (i) – the task must be a conversation. The exemplar is drawn from the context 'Leisure'. It could be adapted to be a conversation drawn from a different context, eg a special occasion celebrated in the home from 'Home and Environment', or from a different aspect of the 'Leisure' context, eg Holidays. It could be drawn from outside the range of contexts listed in the specification. Please see Appendix E, Exemplar B (i).

Controlled assessment advisers will be available to provide guidance to centres.

Devising Tasks

Teachers may choose to devise their own tasks. When devising their own tasks, teachers must ensure that students aiming to achieve grades C and above use a variety of structures which may relate to past and future events and express points of view, present information and show ability to deal with some unpredictable elements. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, to narrate events, producing extended

sequences of speech. For students aiming to achieve grade F, teachers must ensure that tasks offer the opportunity to take part in simple conversations, present simple information and express opinion.

Controlled assessment advisers will be available to provide guidance to centres.

Teacher-devised tasks do not need to be drawn from the range of contexts listed in the specification.

General

Centres must submit different tasks every two years. This applies to the use of AQA exemplar tasks, adapted exemplar tasks and teacher-devised tasks.

Centres must submit different tasks for Speaking and Writing.

Task Taking – Medium Control

All three stages below must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others, eg in conversational groups but students must provide an individual response.

Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task. There is no time limit for this stage. Students may make use of reference materials and resources of all kinds including course books, dictionaries and internet resources as part of these teaching and learning activities.

The teacher's involvement is not limited at this stage.

Stage Two

This stage begins when students are given the task. The teacher should discuss the task with the students, including the kind of language they might need and how to use their preparatory work. There must be no other support from the teacher. Students may have

access to reference materials including dictionaries, course books and internet resources. This research can be carried out outside the classroom.

Further guidance is provided in the Controlled Assessment Handbook.

Stage Three

This stage is when students produce the final version.

Duration – Each task should last between 4 and 6 minutes.

Further guidance is provided in the Controlled Assessment Handbook.

Task Marking – Medium Control

Teachers must mark the controlled assessment tasks using the assessment criteria provided in this specification.

Centres will be required to record an adequate sample of tasks to provide sufficient evidence for moderation. Further guidance is provided in the Controlled Assessment Handbook.

3.5 Unit 4: German writing 46654

30% of the marks

60 marks

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

The tasks will be marked by AQA. Students must complete all work independently. Students must have access to dictionaries while writing up their final version under supervision.

Assessment Criteria

Content	
Marks	Criteria
13–15	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10–12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7–9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4–6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1–3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range of Language	
Marks	Criteria
9–10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7–8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5–6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3–4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1–2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below).
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Marks for Range of Language	Marks for Accuracy
0	0	0
1–3	1–4	1–2
4–6	1–6	1–3
7–9	1–8	1–4
10–12	1–10	1–5
13–15	1–10	1–5

Accuracy	
Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

Controlled Assessment Tasks

See Appendix F for exemplar tasks.

Task Setting – Limited Control

Students are required to complete two different types of task to ensure that they use language for different purposes. Teachers may use the exemplar tasks provided in Appendix F of this specification, may use an adapted version of these exemplar tasks or may devise tasks which meet students' individual learning needs or interests. The tasks are equally weighted.

Adapting Exemplar Tasks

Teachers may adapt exemplar tasks in the following ways.

Exemplar Task 1

'My life as a celebrity' could be adapted to 'My life as a teenager' or 'My ideal day' as a blog for a web page. Suggested content for 'My life as a teenager' could be:

- introduce yourself
- how your day starts
- what you drink and eat
- the people you meet during the day
- how does your day end

Exemplar Task 3

'Holidays' could be adapted to be 'An account of a special occasion' produced for a family web page. Suggested content for 'An account of a special occasion' could be:

- reason for the celebration
- where it took place
- the people involved and what you think about them
- what you had to eat and drink
- what else happened
- best memory of the day and why

Controlled assessment advisers will be available to provide guidance to centres.

Devising Tasks

Centres may choose to devise their own tasks. When devising their own tasks, teachers must ensure that students aiming to achieve grades C and above include a variety of structures which may include different tenses or time frames and express points of view as well as communicate information. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, producing a variety of vocabulary, structures and verb tenses. For students aiming to achieve grade F, teachers must ensure that tasks offer the opportunity to express simple opinions using simple sentences and usually convey the main points.

Controlled assessment advisers will be available to provide guidance to centres.

Teacher-devised tasks do not need to be drawn from the range of contexts listed in the specification.

General

Centres must submit different tasks every two years. This applies to the use of AQA exemplar tasks, adapted exemplar tasks and teacher-devised tasks.

Centres must submit different tasks for Speaking and Writing.

Task Taking – High Control

Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task.

There is no time limit for this stage. Students may make use of reference materials of all kinds including course books, dictionaries and internet resources. The teacher's involvement is not limited at Stage One.

Stage Two

This stage begins when students are given the task. This stage must be completed under informal supervision. This means that plagiarism does not take place. The work of individual students may be informed by working with others but students must provide an individual response. Where model answers are published, students must not reproduce any sections of continuous prose provided in such answers. Whilst students may use individual sentences from model answers, they must not reproduce several consecutive sentences from such answers in their own response. A student's response must not be identical to that of another student in the centre or to any published model answer. During Stage Two, students may have access to reference materials including dictionaries, course books and internet resources. This research can be carried out outside the classroom.

Further guidance is provided in the Controlled Assessment Handbook.

Stage Three

This stage is when students produce the final version.

Students must spend no more than 60 minutes, per task, on writing the final version. This must be completed in one single assessment session.

Students aiming at grades G–D should produce 200–350 words across the two tasks;

Students aiming at grades C–A* should produce 400–600 words across the two tasks.

Students must be in the direct sight of the supervisor at all times when writing up the final version.

Further guidance is provided in the Controlled Assessment Handbook.

Task Marking – High Level of Control

The awarding body marks the controlled assessment.

3.6 Grammar

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

German (Foundation tier)

The case system

Nouns:

gender

singular and plural forms, including genitive singular and dative plural

weak nouns: nominative and accusative singular (*Herr, Junge, Mensch, Name*) (R)

adjectives used as nouns (*ein Deutscher*)

Articles:

definite and indefinite

kein

Adjectives:

adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives

adjectival endings after *etwas, nichts, viel, wenig, alles* (R)

comparative and superlative, including common irregular forms (*besser, höher, näher*)

demonstrative (*dieser, jeder*)

possessive

interrogative (*welcher*)

Adverbs:

comparative and superlative, including common irregular forms (*besser, lieber, mehr*)

interrogative (*wann, warum, wo, wie, wie viel*)

adverbs of time and place (*manchmal, oft, hier, dort*)

common adverbial phrases (*ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich*)

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

Pronouns:

personal, including *man*

reflexive: accusative

reflexive: dative (R)

relative: nominative

relative: other cases (R) and use of *was* (R)

indefinite: *jemand, niemand*

interrogative: *wer, was, was für*

interrogative: *wen, wem* (R)

Verbs:

regular and irregular verbs

reflexive

modes of address: *du, Sie*

modes of address: *ihr* (R)

impersonal (most common only, eg *es gibt, es geht, es tut weh*)

separable/inseparable

modal: present and imperfect tenses, imperfect

subjunctive of *mögen*

infinitive constructions (*um...zu...*; verbs with *zu...*) (R)

negative forms

interrogative forms

tenses: present

perfect: excluding modals

imperfect/simple past: *haben, sein* and modals

imperfect/simple past: other common verbs (R)

future

pluperfect (R)

imperative forms

Prepositions:

fixed case and dual case with accusative and/or dative

with genitive (R)

Clause structures:

main clause word order

subordinate clauses, including relative clauses

Conjunctions:

coordinating (most common, eg *aber, oder, und*)

subordinating (most common, eg *als, obwohl, weil, wenn*)

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

German (Higher tier)

All grammar and structures listed for Foundation tier, plus:

Nouns:

weak nouns

Adjectives:

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

Pronouns:

reflexive: dative

relative: all cases, and use of *was*interrogative: *wen, wem***Verbs:**mode of address: *ihr*

impersonal

infinitive constructions (*ohne...zu...; um...zu...; verbs with zu...*, eg *beginnen, hoffen, versuchen*)modal: imperfect subjunctive of *können, sollen*

tenses: imperfect/simple past of common verbs

future

conditional: *würde* with infinitive

pluperfect

imperfect subjunctive in conditional clauses: *haben* and *sein***Prepositions:**with genitive (most common, eg *außerhalb, statt, trotz, während, wegen*)**Conjunctions:**

coordinating and subordinating

Time:use of *seit* with imperfect tense

3.7 Communication strategies

Whilst it is useful for learners to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic German, or which they themselves might need to use. For this reason they will need to develop communication strategies which will greatly increase their ability to cope successfully with unknown words.

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

Strategies for Understanding

- a. **Ignoring words which are not needed for a successful completion of the task set.** Many texts contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the candidate may not understand a point in one form of words but understand it fully in another.
- Candidates should be trained to focus on the information needed to answer the question set. In reading, this could involve scanning the text initially for information relevant to the question(s). In listening, the learner needs to develop the strategy of looking ahead and fully comprehending the question(s) before the text is heard.
- b. **Using the visual and verbal context.** The skilled reader can find many clues about the purpose and content of a text from a study of for example the layout, the title, the length, the type-face and any related pictures or symbols.
- When reading and listening, pupils can learn to infer the meaning of new words from the verbal context.

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

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

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

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

- c. **Making use of grammatical markers and categories.** Learners will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns or verbs, the ways verbs change to form tenses, word order and other such features which will help them to recognise to which category (verb, noun, adjective, etc.) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.
- In the sentence *Schlafzimmer im ersten Stock haben eine Dusche*, the plural form of the verb underlines that 'bedrooms' is a plural word.
- d. **Making use of the social and cultural context.** Another aid to correct inferencing is for learners to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of the words, that represent these occurrences. This is one reason why it is important for a German course 'to develop awareness and understanding of countries and communities where German is spoken' (Aim 4.1 of the specification).

e. **Using common patterns within German.**

Knowledge of the following patterns of word formation in German can help to understand a text.

- *un-* prefix (e.g. *unmöglich, unglücklich*);
- *in* suffix (e.g. *Freundin, Engländerin*);
- *ung* suffix (e.g. *Wanderung, Wohnung*);
- *er* suffix (e.g. *Arbeiter, Physiker*);
- *chen* suffix (e.g. *Häuschen, Käätzchen*);
- *heit* suffix (e.g. *Krankheit, Faulheit*);
- *keit* suffix (e.g. *Freundlichkeit, Ehrlichkeit*);
- *schaft* suffix (e.g. *Freundschaft, Weltmeisterschaft*);
- *ab-* prefix (e.g. *abfahren, abholen*);
- *auf-* prefix (e.g. *aufstehen, aufgeben*);
- *aus-* prefix (e.g. *ausgehen, Ausfahrt*);
- *ein-* prefix (e.g. *einsteigen, Eintritt*);
- *durch-* prefix (e.g. *durchfahren, durchschneiden*);
- *mit-* prefix (e.g. *mitgehen, mitnehmen*);
- *an-* prefix (e.g. *ankommen, anziehen*);
- *um-* prefix (e.g. *umsteigen, umziehen*);
- *zu-* prefix (e.g. *zuhören, Zuschauen*);
- verbs formed with embedded adjectives (e.g. *verbessern, beruhigen*);
- infinitives used as gerunds (e.g. *das Schwimmen, das Wandern*);
- using the component parts of compound nouns (e.g. *Esszimmer, Haustür, Schülerzeitung, Straßenbahnhaltestelle*).

f. Using cognates and near-cognates. There are, of course, a few 'false friends' (e.g. *also, Gymnasium*) which make it necessary to use this strategy with care and in collaboration with strategy (b) above. However for each 'false friend' there are very many 'good friends' of which anglophone learners of German can, with practice, make good use. These fall into two main categories;

- **Cognates:** there are very many words which have the same form, and essentially the same meaning, in German and in English (e.g. *Museum, Hand, Name*). When such words occur in a context and the candidates could be expected to understand them in English, then they will be expected also to understand them in German;
- **Near-cognates:** candidates will be expected to understand words which meet the criteria in the previous paragraph, but which differ slightly in their written form in German (e.g. *Adresse, Knie*).

g. **Using common patterns between German and English.**

There are many words in German which, although neither cognates nor near-cognates, can be easily understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, candidates will be expected to understand them:

- Words where *ch* in German is replaced by 'k' in English. (e.g. *Koch, machen*);
- Words where *t* in German is replaced by 'd' in English. (e.g. *trinken, Tropfen*);
- Words where *d* in German is replaced by 'th' in English. (e.g. *das, danken*);
- Words where *pf* in German is replaced by 'p' in English. (e.g. *Pfund, Pfeffer*);
- Words where *b* in German is replaced by 'f/v' in English. (e.g. *Dieb, sieben*);
- Words where *ss* in German is replaced by 't' in English. (e.g. *Wasser, hasse*);
- Words where *cht* in German is replaced by 'ght' in English. (e.g. *Nacht, Flucht*);
- Words where *z* in German is replaced by 't' in English. (e.g. *Zunge, zehn*);
- Words where *g* in German is replaced by 'y' in English. (e.g. *gestern, gelb*);
- Words where *v* in German is replaced by 'f' in English. (e.g. *Vater, Volk*).

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

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

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

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

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

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

h. Near-cognates

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

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

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

However, provided that certain relationships between sound patterns in German and English are recognised, then German words with a clearly 'different' pronunciation to English can be understood. Examples of patterns where a communicative strategy can be applied include the following:

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

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

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

Strategies For Production

People who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies in order to get meaning across in spite of their imperfect command of the language. In the light of aim of the specification (see 4.1), 'to develop the ability to communicate effectively in German', students who use communication strategies which help them successfully to express themselves will be given credit.

The following strategies may prove useful to the learner.

Non-Verbal Strategies

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

Verbal strategies

- Using a word which refers to a similar item** to the one the speaker/writer wishes to refer to, but for which he has forgotten the word (e.g. *die große Kirche* for *Dom*, *Mantel* for *Jacke*, *See* or *Wasser* for *Strand*). This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.
- Description or physical properties** to refer to something of which the name has been forgotten (e.g. *Wo der Bus kommt*, for *Haltestelle*, *ein Hotel für junge Leute* for *Jugendherberge*, *ein kleines braunes Tier* for *Meerschweinchen*). Again, the use of this strategy in an examination would be assessed according to its communicative effectiveness.
- Requests for help** can include requests for translation (e.g. *Wie sagt man 'work experience' auf Deutsch ...? Wie heißt das auf Englisch?* and questions which make no reference to English (e.g. *Wie heißt das Gebäude da? ... Wie schreibt man das?*) While these strategies are obviously useful in authentic situations, they are likely to be less helpful to the candidate in the examination. However, it is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the candidate and carrying out the tasks set.

- 3
- d. **Simplification**, when a candidate avoids the use of a form of which he is unsure, (e.g. *Ich freue mich auf deinen Besuch ...Ich bin um 5 Uhr angekommen*) by using a form which he finds simpler (e.g. *Es ist gut, dass du kommst ...Ich war um 5 Uhr hier*). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded. A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in pupils failing to make full use of their capabilities.
- e. **Paraphrase**, where the candidate conveys words and message in acceptable German, avoiding the use of words which he has forgotten (e.g. *Wo die Lehrer sitzen* for *Lehrerzimmer* ...*Er hat keine Frau* for *Er ist nicht verheiratet* ...*Ich möchte ein Stück von dem Kuchen da* for *Ein Stück Obsttorte bitte*). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an examination would be assessed accordingly.
- f. **Reference to specific features** (*Der Mann mit den langen Haaren. Das Haus neben der Kirche.*) This is a commonly used strategy which is usually effective in communicative terms. Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or German words. Although this strategy can be useful in some cases (e.g. by the use of *-ieren*: *realisieren, protestieren* etc.) it usually produces words which do not exist in German. The use of this strategy is rarely effective in promoting communication and candidates would be well advised to use it only if all other strategies fail. Another commonly used strategy is topic avoidance, when the candidate ignores or abandons a topic because of inability to deal with it. Use of this strategy in the examination is likely to lead to loss of marks. Use of it in a learning situation will reduce opportunities for the development or expansion of the learner's repertoire. It is, therefore, a strategy which should be discouraged. Approaches which lay more stress on correctness than on communication will tend to encourage the use of avoidance strategies.

3.8 Vocabulary

The minimum core Vocabulary Lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The Listening and Reading assessment tasks at Foundation Tier will be based on the Foundation List and the General Vocabulary List; students should also expect to encounter some unfamiliar vocabulary, but they will not be tested on it.

The Listening and Reading assessment tasks at Higher Tier will be based on the Foundation and Higher Lists and the General Vocabulary List; in addition students should also expect to encounter some unfamiliar vocabulary, and may be tested on it, provided that it can be accessed through communication strategies.

Vocabulary listed in the Grammar Section can also be tested but it is not listed in the minimum core Vocabulary Lists.

Students will be expected to understand words which have the same or very similar form in the language as in the English, provided that such words have essentially the same meaning in both languages. Such words are not listed in the minimum core Vocabulary Lists.

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

Students may use the minimum core Vocabulary Lists for their Speaking and Writing Controlled Assessment tasks, or they may prefer to choose vocabulary that suits their own contexts and purposes.

General Vocabulary

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

Comparisons

ähnlich
anders
Gegenteil das
gern - lieber - am liebsten
gleich
gleiche (der, die, das)
gut - besser - am besten
hoch - höher - am höchsten
im Großen und Ganzen
Maximum das
mindest...
Minimum das
so ... wie
so viel ... wie
Unterschied der
unterschiedlich
vergleichen
Vergleich der
verschieden
viel - mehr - am meisten

Conjunctions

bevor
bis
damit
dass
denn
entweder ... oder
nachdem
ob
seitdem
sodass (so...dass)
sowohl ... als auch
während
weder ... noch

Connectives

abgesehen davon
als ob
also
angenommen dass
auch
außer
außerdem
danach
dann
das heißt (d.h.)
dennoch

deshalb
deswegen
doch
drittens
eigentlich
erstens
jedoch
leider
natürlich
nicht nur ... sondern auch
ohne Zweifel
schließlich
sonst
trotzdem
vorausgesetzt dass
zuerst
zufällig
zweitens

Prepositions

an
auf
aus
bei
durch
entlang
für
gegen
gegenüber
hinter
in
mit
nach
neben
ohne
über
um
unter
von
vor
vorbei
wegen
zu
zwischen

Negatives

gar nicht
nicht
nicht einmal

nicht mehr
nie
niemals
nirgend...
noch nicht
überhaupt nicht

The important verbs

haben
sein
werden

The Alphabet

Buchstabe der
buchstabieren

Numbers

All cardinal numbers
from 0–1000
and 1000000 = Million, die

All ordinal numbers, e.g.

1. = erste; 2. = zweite;
3. = dritte etc

Other expressions

Dutzend das
Nummer die
Paar das
Zahl die
zwo = zwei (*telephone*)

Asking Questions

Question words

Wieso?

Woher?

Wohin?

Greetings and Exclamations

Alles Gute!
Auf Wiedersehen
Bis bald!
Bitte!
Danke (schön)!
Entschuldigung!
Es tut mir Leid!
Frohe Weihnachten!
Gern geschehen!
Grüß Gott!
Hallo!
Herzlich willkommen!
Herzlichen Glückwunsch!
Ja!

Mit Vergnügen!
Nein!
Schöne Ferien!
Tschüs !
Verzeihung!
Viel Glück!
Wie geht es dir/Ihnen?

Opinions

Ahnung die
amüsant
angenehm
ängstlich
ausgezeichnet
bequem
bestimmt
billig
dafür
dagegen
denken
die Nase voll haben
doof
dumm
ein bisschen
einfach
entsetzlich
Es kommt darauf an, ob ...
es satt haben
fantastisch
faszinierend
froh
furchtbar
gefallen
genießen
glauben
hassen
herrlich
hervorragend
Idee die
interessieren (sich für)
Klasse!
kompliziert
können
langweilen (sich)
langweilig
leicht
lieb
lieben
lustig
meinen
Meinung die
mies
mögen

mühsam
neu
nützlich
nutzlos
okay
praktisch
prima
sagen
schade
schlecht
schlimm
schrecklich
schwierig
sensibel
sicher
sogar
Spitze!
Stimmt!
teuer
toll
total
typisch
überrascht
unglaublich
unmöglich
unsicher
vielleicht
völlig
vorziehen
wahrscheinlich
wichtig
wirklich
wollen
wunderbar
wunderschön
wünschen (sich)
ziemlich
zustimmen

EXPRESSIONS OF TIME**Days of the week**

Woche die
Tag der
Montag
Dienstag
Mittwoch
Donnerstag
Freitag
Samstag
Sonnabend
Sonntag

The seasons

Jahreszeit die
Frühling der
Sommer der
Herbst der
Winter der

The year

Jahr das
Monat der
Januar
Februar
März
April
Mai
Juni
Juli
August
September
Oktober
November
Dezember

The clock

fünf nach halb
fünf vor halb
genau
halb
Minute die
Mittag der
Mitternacht die
nachgehen
pünktlich
Sekunde die
spät
Stunde die
Uhr die
Um wie viel Uhr ?
Viertel das
vorgehen
Wie spät ist es?
Wieviel Uhr ist es?
Zeit die

Other time expressions

ab
ab und zu
Abend der
abends
als
Anfang der
Augenblick der
bald
Beginn der

damals
 Datum das
 dauern
 ehemals
 einmal
 Ende das
 endlich
 erst
 fast
 früh
 Gegenwart die
 gerade
 gestern
 gewöhnlich
 heute
 heutzutage
 im Voraus
 immer
 inzwischen
 Jahrhundert das
 jetzt
 kürzlich
 langsam
 letzter /e/es
 manchmal
 Moment der
 montags etc
 morgen
 Morgen der
 morgen früh
 morgens
 nachher
 Nachmittag der
 nächster /e/es
 Nacht die
 nachts
 neulich
 noch einmal
 normalerweise
 nun
 plötzlich
 schnell
 schon
 seit
 selten
 sofort
 täglich
 übermorgen
 Vergangenheit die
 vor kurzem
 vorgestern
 vorher

Vormittag der
 wieder
 Wochenende das
 Zeitpunkt der
 zu Ende
 Zukunft die

Location and distance

außen
 außerhalb
 bleiben
 da
 draußen
 drinnen
 drüben
 Ecke die
 entfernt
 geradeaus
 her
 heraus
 herein
 herum
 hin
 hinaus
 hinein
 irgendwo
 liegen
 links
 Mitte die
 mitten
 nah
 Nähe die
 Norden der
 nördlich
 oben
 Ort der
 Osten der
 östlich
 rechts
 Seite die
 Stadtrand der
 Süden der
 südlich
 überall
 unten
 vorwärts
 weit
 Westen der
 westlich
 Zentimeter der
 zurück

Colour

Farbe die
 blau
 braun
 bunt
 dunkel
 gelb
 grau
 grün
 hell
 lila
 rosa
 rot
 schwarz
 weiß

Weights and measures

alle
 alle sein
 anderer /e /es
 beide
 breit
 dick
 Ding das
 Dose die
 dünn
 ein paar
 einige
 einzeln
 enorm
 etwa
 Flasche die
 ganz
 genug
 gewaltig
 Glas das
 Gramm das
 groß
 Größe die
 irgend...
 Karton der
 kaum
 Kilometer der
 klein
 kurz
 lang
 leer
 Liter der
 Maß das
 mehrere
 Meile die
 Menge die
 messen

Meter der
 mindestens
 mittel~
 mittelgroß
 noch
 nur
 Päckchen das
 Packung die
 Paket das
 Pfund das
 pro
 Schachtel die
 Scheibe die
 sonst
 Stück das
 Stückchen das
 Tube die
 Tüte die
 ungefähr
 viele
 voll
 wenigstens
 wiegen
 Zentimeter der

Shape

Dreieck das
 dreieckig
 Kreis der
 Quadrat das
 Rechteck das
 rund
 viereckig

Weather

bedeckt
 Blitz der
 Donner der
 es blitzt
 es donnert
 feucht
 frieren
 frisch
 Gewitter das
 Grad der
 Hagel der
 heftig
 heiß
 heiter
 Himmel der
 kalt
 Klima das
 kühl

Mond der
 nass
 Nebel der
 nebelig
 Niederschlag der
 Regen der
 regnen
 Schatten der
 schattig
 Schauer der
 scheinen
 Schnee der
 schneien
 Sonne die
 sonnig
 Sturm der
 stürmisch
 Temperatur die
 trocken
 warm
 Wetter das
 Wetterbericht der
 Wettervorhersage die
 Wind der
 windig
 Wolke die
 wolkig

Access

auf sein
 aufmachen
 besetzt
 Eintritt der
 frei
 geschlossen
 offen
 öffnen
 schließen
 verboten

Correctness

falsch
 Fehler der
 Recht haben
 richtig
 Unrecht haben
 verbessern
 Verbesserung die

Materials

bestehen aus
 Baumwolle die
 Eisen das
 Holz das

Leder das
 Metall das
 Papier das
 Plastik das
 Seide die
 Silber das
 Wolle die

Common Abbreviations

£ Pfund (engl.)
 € Euro
 ADAC
 d.h.
 DB
 gem.
 GmbH
 inkl.
 KFZ
 kg
 km
 LKW
 MwSt
 PLZ
 usw.
 z.B.

Foundation Tier

LIFESTYLE

Health

Abendessen das
 abhängig
 Ader die
 Aerobics machen
 Alkohol der
 Alkoholiker der
 alkoholisch
 Alkoholismus der
 Ananas die
 anfangen
 Angst haben
 Apfel der
 Apfelsine die
 Appetit der
 Aprikose die
 atmen
 aufgeben
 aufhören
 backen
 baden
 Banane die
 Bauch der
 Bein das

betrunken	Geschmack der	Margarine die
Bewusstsein das	gesund	Marmelade die
Bier das	Gesundheit die	Medikament das
Bio~	gewöhnen (sich an)	Melone die
Birne die	Gewohnheit die	Messer das
Blumenkohl der	glücklich	Milch die
Blut das	grillen	Mineralwasser das
Bohne die	Gurke die	Mittagessen das
Bonbon das	Gymnastik die	Mittel das
Braten der	Haferflocken (pl)	müde
brechen	Hähnchen das	Nahrung die
Bratwurst die	Hals der	nehmen
Brot das	halten	nervös
Brötchen das	Hand die	Nudeln (pl)
Butterbrot das	hart	Obst das
Chips (pl)	Herz das	Öl das
die Zähne putzen (sich)	Hilfe die	Omelett das
Diät die	Himbeere die	Pfeffer der
Droge die	Hunger der	Pfirsich der
Drogenhändler der	hungrig	Pflaume die
Drogensüchtige der/die	Image das	Pilz der
Drogerie die	Imbiss der	Pommes (pl)
Durst der	joggen	Pommes frites (pl)
durstig	Joghurt der	Praline die
Ei das	Kaffee der	Prost!
einatmen	Kakao der	probieren
einnehmen	Karotte die	Pute die
Eis das	Kartoffel die	rauchen
entspannen (sich)	Käse der	Raucher der
Erbse die	Keks der	Reis der
Erdbeere die	Kirsche die	riechen
Ernährung die	Knie das	... schmerzen haben
Erste Hilfe	Kopf der	Rücken der
Es geht mir gut/schlecht	Körper der	roh
essen	köstlich	Ruhe die
Essig der	Kotelett das	Saft der
fallen	krank	Sahne die
Fett das	Krankenhaus das	Salat der
fettig	Krankenwagen der	Salz das
Finger der	Krankheit die	satt
Fisch der	Krebs der	scharf
Fleisch das	Kuchen der	Schinken der
Fruchtsaft der	lebendig	schlank
Frühstück das	Lebensmittel (pl)	schlimm
frühstücken	Leber die	schmecken
fühlen (sich)	lecker	Schmerz der
Fuß der	Limonade die	Schnitzel das
Gabel die	Liste die	Schokolade die
gebrochen	Löffel der	Schulter die
Gehirn das	Lunge die	sniffen
Gemüse das	Magen der	sollen
Geruch der	Mahlzeit die	Spinat der

sportlich	Altenheim das	entschuldigen (sich)
Spritze die	Alter das	erfahren
spritzen	altmodisch	erfüllen
sterben	anonym	erlauben
stressig	Arbeit die	erleben
Sucht die	arbeitslos	ernst
süchtig	ärgern sich	Erwachsene der
Suppe die	arm	Familie die
süß	Armut die	Familienmitglied das
Tabak der	attraktiv	Familiennamen der
Tablette die	auf die Nerven gehen	Feier die
Tee der	Auge das	feiern
Teelöffel der	ausführen	Fest das
Therapie die	auskommen mit	Formular das
Thunfisch der	Ausländer der	Frau die
Toastbrot das	ausländisch	Fräulein das
Tomate die	aussehen	frech
Torte die	aussetzen	freiwillig
tot	Ausweis der	Freiwillige der/die
trainieren	Bart der	freuen (sich)
trinken	bedürftig	Freund der
übel	beitragen zu	freundlich
unfit	benachteiligen	Freundschaft die
Unfall der	berühmt	füttern
ungesund	Besuch der	Gast der
Vanille die	besuchen	Gastfreundschaft die
vegetarisch	bevorzugen	Gastgeber der
Vene die	bitten	geboren
Verkehrsunfall der	blöd	Geburt die
verletzen (sich)	Blödsinn der	Geburtsdatum das
Verletzung die	böse	Geburtsort der
Vitamine (pl)	Brieffreund der	Geburtstag der
warnen	Brille die	geduldig
Wasser das	bringen	Gefühl das
Weh	Bruder der	gemein
weh tun	Charakter der	gern haben
weich	Cousin der	geschieden
Wein der	Dame die	Geschwister (pl)
Weintraube die	danken	Gesellschaft die
Wurst die	Dieb der	Gesicht das
Zahn der	Diskriminierung die	getrennt
Zigarette die	dürfen	Gewalt die
Zitrone die	egoistisch	glatt
Zucker der	ehrlich	Gleichheit die
Zwiebel die	einladen	Goldfisch der
LIFESTYLE	Einladung die	großartig
Relationships	einsam	Großeltern (pl)
and Choices	einverstanden	Großmutter die
Adresse die	Einwanderer der	Großvater der
AIDS	das Einzelkind	Grund der
allein	Eltern (pl)	gut/schlecht gelaunt
alt	Enkelkind das	gute/schlechte Laune haben

Haar das
 Halb~
 hässlich
 Hausnummer die
 Haustier das
 | Hautfarbe die
 Heim das
 Heimleiter der
 Heimleitung die
 heiraten
 heißen
 herrschend
 hilfsbereit
 HIV positiv
 hoffen
 höflich
 hübsch
 humorlos
 humorvoll
 Hund der
 ideal
 illegal
 intelligent
 jung
 Käfig der
 Kaninchen das
 Katze die
 (keine) Aussicht auf Arbeit
 kennen
 Kind das
 komisch
 Kriminalität die
 kritisieren
 kümmern (sich um)
 Kusine die
 Kuss der
 küssen
 Laune die
 lebhaft
 ledig
 legal
 Leute (pl)
 lockig
 Mädchen das
 Mann der
 Maus die
 Meerschweinchen das
 | mitmachen
 multikulturell
 Mund der
 Mutter die
 Mutti

Nase die
 nennen
 nerven
 nett
 (nicht) leiden können
 niemand
 normal
 Nostalgie die
 Not die
 obdachlos
 Ohr das
 Oma die
 Onkel der
 Opa der
 optimistisch
 ordentlich
 Person die
 Persönlichkeit die
 pessimistisch
 Pferd das
 Postleitzahl die
 Rasse die
 Rassenprobleme (pl)
 Rassismus der
 rassistisch
 reich
 Reisepass der
 Rentner der
 sauer
 schämen (sich)
 scheiden (sich lassen)
 Schnurrbart der
 schön
 schüchtern
 Schwager der
 Schwägerin die
 schwatzen
 Schwester die
 Schwieger~
 selbst
 Sohn der
 sorgen für
 spenden
 stehlen
 Stief~
 still
 Straße die
 Streit der
 streiten (sich)
 sympathisch
 Tante die
 Telefonnummer die

Tier das
 Tierheim das
 Tochter die
 traurig
 Trauring der
 trennen (sich)
 Typ der
 Umfrage die
 unfreundlich
 ungeduldig
 unhöflich
 unordentlich
 unsympathisch
 unternehmungslustig
 unterstützen
 unzufrieden
 Vandalismus der
 Vater der
 Vati
 Verbrechen das
 vergeben
 Verhältnis das
 verheiratet
 verloben (sich)
 verlobt
 Verlobungsring der
 verstehen (sich mit)
 Vogel der
 Vorliebe die
 Vorname der
 vorstellen (sich)
 wachsen
 wegen (+ Gen)
 weinen
 Wellensittich der
 witzig
 Wohltätigkeit die
 Wohnort der
 Zeug das
 zufrieden
 Zuhause das
 Zwillinge (pl)
 Zwillings~
LEISURE
Free time & Media
 Abenteuerfilm der
 Abteilung die
 aktiv
 akzeptieren
 altmodisch
 amüsieren (sich)
 anbieten

Anfang der	Einkaufszentrum das	informativ
Angebot das	einpacken	Interesse das
angeln	Eintrittskarte die	Internetseite die
anonym	Eintrittsgeld das	Jacke die
anprobieren	Eisdiebstahl die	Juweliergeschäft das
Anzug der	Eislaufen das	Kamera die
Apotheke die	Elektrogeschäft das	kaputt
Armband das	Empfänger der	Kasse die
aufnehmen	eng	Kassette die
aufregend	erzählen	kaufen
Ausflug der	es passt dir	Kaufhaus das
Ausgang der	es steht dir	kegeln
ausgeben	Euro der	Kino das
ausgehen	Fahrstuhl der	Klamotten (pl)
Ausverkauf der	Feierabend das	Klarinette die
ausverkauft	fernsehen	klassisch
Auswahl die	Fischgeschäft das	Klavier das
Automat der	Fitnesszentrum das	Kleid das
Bäckerei die	Fleischerei die	Kleidungsgeschäft das
Badeanzug der	Fotoapparat der	Kleingeld das
Badehose die	Freibad das	klettern
Badminton das	Freizeit die	Klub der
Bank die	Friseur(salon) der	Komikheft das
Bargeld das	funktionieren	kommen
Benutzer der	Fußball der	Konditorei die
berühren	geben	Konzert das
beschweren (sich)	gehen	kosten
besonders	Geld das	kostenlos
BH der	Geldschein der	Kostüm das
Blumenladen der	Geldstück das	Krawatte die
Bluse die	Geschäft das	Kreditkarte die
brauchen	gestreift	Krimi der
Brieftasche die	gewinnen	Kunde der
Buch das	Gitarre die	Kunstgalerie die
Buchhandlung die	gratis	Künstler der
Cent der	Gruppe die	lachen
Chat-Server der	günstig	Laden der
chatten	Gürtel der	Ladenbesitzer der
Computerprogrammierer der	Hallenbad das	laufen
Diskothek die	Halskette die	Lebensmittelgeschäft das
Dokumentarfilm der	Handball der	lehrreich
Drogerie die	Handschuh der	lesen
drücken	Handtasche die	Liebesfilm der
Ecke die	Hausschuh der	Liebungs~
ein 10-Euro-Schein	Hemd das	Lied das
ein 2-Euro-Stück	herunterladen	liefern
Eingang der	hochladen	Liste die
einkaufen	holen	Lust die
Einkaufskorb der	hören	mähen
Einkaufsliste die	Horrorfilm der	Mantel der
Einkaufstasche die	Hose die	Marke die
Einkaufswagen der	Hut der	Markt der

Maus die	Satellitenfernsehen das	Technologie die
Melodie die	Schach das	Tischtennis das
Metzgerei die	schaffen	Ton der
Mitglied das	Schal der	Tor das
mitgehen	Schaufenster das	Trainingsanzug der
mitkommen	Scheck der	treffen (sich mit)
Mode die	schick	Trompete die
modisch	schießen	turnen
Mütze die	Schlafanzug der	überwachen
nach Haus (e)	Schlange stehen	Umkleidekabine die
Nachrichten (pl)	Schlips der	uni
Nachteil der	Schlittschuh laufen	unterhalten (sich)
Nachthemd das	schminken (sich)	Unterhaltung die
Notausgang der	Schmuck der	Unterhose die
Nutzen der	Schreibwarengeschäft das	Verein der
Obst- und Gemüseladen der	Schuh der	verlieren
Ohrring der	Schwimmbad das	verpacken
Parfüm das	schwimmen	Virus der
Parfümerie die	Segelboot das	Volksmusik die
passen	segeln	vorschlagen
Pfund das	sehen	Vorstellung die
Popmusik die	Seifenoper die	Vorteil der
Portemonnaie das	Sendung die	wählen
Preis der	Serie die	Wahrheit die
Programm das	sich umziehen	wandern
Pulli der	Slip der	Warenhaus das
Qualität die	Socke die	warten
Quantität die	Sonderangebot das	Wäscherei die
Quittung die	Souvenir das	Waschsalon der
Rabatt der	Sparkasse die	Wasserskilaufen das
Rad fahren	sparsam	Webseite die
raten	Spaß der	wechseln
reduziert	Spaß machen	Werbung die
Regenmantel der	spazieren gehen	werfen
Regenschirm der	speichern	wissen
Reinigung die	Spiel das	Zeichentrickfilm der
Reisescheck der	spielen	Zeitschrift die
reiten	Spieler der	Zeitung die
rennen	Spielzeug das	Zeitungskiosk der
reparieren	Spitzname der	zerbrechlich
Rest der	Sport treiben	ziehen
Risiko das	Stadion das	zurücklassen
Rock der	Star der	zusammen
Rockmusik die	Stiefel der	Zuschauer der
Rollschuh laufen	Strumpf der	Holidays
Rolltreppe die	Strumpfhose die	abfahren
romantisch	Supermarkt der	abholen
Ruhetag der	Tabakwarengeschäft das	Africa
sammeln	Tasche die	Amerika
Sammlung die	Taschengeld das	Alpen (pl)
Sandale die	Tätowierung die	ankommen
Sänger der	Techniker der	Ärmelkanal der

Asien	Gleis das	Portion die
Auskunft die	Griechenland	Prospekt der
aussteigen	Großbritannien	Rechnung die
Australien	Hamburger der	Reise die
Autovermietung die	Hauptgericht das	Reisebüro das
Badetuch das	Helm der	Reisebus der
Bahnsteig der	Herr Ober	reisen
bedienen	herumfahren	Reisende der/die
Bedienung die	Imbissstube die	Reisepass der
Belgien	Indien	Reisetasche die
beliebt	Irland	Reiseziel das
besichtigen	Italien	reservieren
bestellen	Jugendherberge die	Reservierung die
bezahlen	Kanal der	Rezeption die
bleiben	Kännchen das	Rhein der
Bockwurst die	Karneval der	Richtung die
Boot das	Koffer der	Rucksack der
Brauch der	Köln	Rundfahrt die
Broschüre die	kontrollieren	Russland
Burg die	Kreuzung die	Schaschlik das
Currywurst die	Kunstwerk das	Schiff das
Dampfer der	Küste die	Schlafrum der
Dänemark	Land das	Schlafsack der
Deutschland	Landschaft die	Schlafwagen der
Donau die	Linie die	Schließfach das
direkt	Meer das	Schloss das
einsteigen	Mehrbettzimmer das	Schnellimbiss der
entwerten	mitnehmen	(Wiener) Schnitzel das
erinnern (sich)	Mittelmeer das	Schottland
Ermäßigung die	Mosel die	Schweiz die
Europa	Motor der	See der
Fähre die	Motorrad das	See die
fahren	München	seekrank
Fahrkartenautomat der	Nachspeise die	sehenswert
Fahrkartenschalter der	Nachtisch der	Sehenswürdigkeit die
Fahrpreis der	Niederlande (pl)	Seife die
Fahrradverleih der	Nordsee die	Selbstbedienung die
Fahrt die	Öffnungszeiten (pl)	Senf der
Fasching der	örtlich	servieren
Flughafen der	Ostern	Serviette die
Flugzeug das	Österreich	Sicherheitsgurt der
folgen	Ostsee die	Silvester
Foto das	Panne die	simsen
fotografieren	parken	Ski fahren
Frankreich	Passagier der	SMS die
Freizeitpark der	Pension die	sonnen (sich)
Frikadelle die	Pfingsten	Sonnenbrand der
führen	Picknick das	Sonnenbrille die
Führerschein der	picknicken	Sonnencreme die
Gasthaus das	Pizzeria die	Sonnenschirm der
gemischt	Plan der	sonst nichts
Getränk das	Polen	Spanien

Speisekarte die
 Speisesaal der
 Speisewagen der
 Spezialität die
 Stadtbummel der
 Stadtführung die
 Stau der
 Stehcafé das
 Strand der
 Straßenkarte die
 suchen
 surfen
 Tagesgericht das
 Tagesmenü das
 tanken
 Tankstelle die
 tanzen
 Tanzen das
 Tourismus der
 Touristeninformation die
 Trinkgeld das
 Türkei die
 Überfahrt die
 übernachten
 Übernachtung die
 überqueren
 umsteigen
 Unterkunft die
 unterwegs
 Urlaub der
 verbringen
 Verkehrsamt das
 verpassen
 verspäten (sich)
 Verspätung die
 Vollpension die
 Vorspeise die
 Wagen der
 Wartesaal der
 Weg der
 weggehen
 Weihnachten
 Weihnachtsmarkt der
 weiterfahren
 wieder
 Wien
 windsurfen
 Wohnwagen der
 Wurstbude die
 zahlen
 Zahnbürste die
 Zahnpasta die

Zelt das
 zelten
 Zoo der
 Zug der
 ... zum ermäßigten Preis
 zurückfahren
 zurückgehen
 Zweibettzimmer das
 zweiter Klasse

HOME AND ENVIRONMENT

Home and Local area

~ einrichtungen
 ~ möglichkeiten
 Ampel die
 anklopfen
 anmachen
 anziehen (sich)
 Apparat der
 Arbeitszimmer das
 aufstehen
 Ausfahrt die
 ausmachen
 Aussicht die
 Auto das
 Autobahn die
 babysitten
 Bad das
 Badewanne die
 Badezimmer das
 Bahnhof der
 Balkon der
 Bauernhaus das
 Bauernhof der
 Baum der
 Berg der
 Besteck das
 betreten
 Bett das
 Betttuch das
 Bild das
 Blick der
 Blume die
 Boden der
 Bowling das
 Brücke die
 Brunnen der
 Bücherei die
 Bücherregal das
 Bürgersteig der
 Busbahnhof der
 Couch die
 Dach das

Decke die
 decken
 Denkmal das
 Diele die
 Dom der
 Doppelhaus das
 Dorf das
 Dusche die
 eigen
 Einbahnstraße die
 Einfahrt die
 Einfamilienhaus das
 Einwohner der
 elektrisch
 Elektroherd der
 Erdgeschoss das
 Essecke die
 Esszimmer das
 Etage die
 Etagenbett das
 Fabrik die
 Fahrschein der
 Feiertag der
 Feld das
 Fenster das
 Fernseher der
 Fernsehgerät das
 Fest das
 flach
 Flur der
 Fluss der
 freuen (sich auf)
 freuen (sich über)
 Fußgängerzone die
 Garage die
 Garten der
 Gasherd der
 Gebäude das
 Gegend die
 gehen
 Gerät das
 Geschenk das
 Geschirr das
 Gras das
 gratulieren
 Grill der
 Hafen der
 Haltestelle die
 Hauptbahnhof der
 Hauptstadt die
 Haus das
 Haushalt der

Hecke die
 helfen
 Herd der
 historisch
 Hochhaus das
 Hochzeit die
 Hügel der
 Industrie die
 industriell
 Insel die
 Jugendklub der
 Kanal der
 Karte die
 Keller der
 Kirche die
 Kirchturm der
 Kleiderschrank der
 klingeln
 klopfen
 kochen
 Kommode die
 Kopfkissen das
 Küche die
 Kühlschrank der
 Lampe die
 Landkarte die
 leben
 Leben das
 leeren
 legen
 Leiter die
 Licht das
 Lokal das
 machen
 Marktplatz der
 Mauer die
 Mehrfamilienhaus das
 Mehrzweckraum der
 Miete die
 mieten
 Mikrowelle die
 Möbel das
 Möbelstück das
 möbliert
 Nachbar der
 nach Hause
 nach oben
 nach unten
 Nachttisch der
 Natur die
 Ofen der
 Ordnung die

Parkplatz der
 Pflanze die
 Plakat das
 Platz der
 Post die
 privat
 putzen
 Rasen der
 Rathaus das
 Regal das
 Reihenhaus das
 Rezept das
 Sache die
 Sackgasse die
 S-Bahn die
 schenken
 schlafen
 Schlafzimmer das
 Schlüssel der
 Schrank der
 Schreibtisch der
 Schublade die
 Sessel der
 setzen (sich)
 Sitz der
 Sofa das
 Spiegel der
 Spielplatz der
 Sportzentrum das
 Spüle die
 Spülmaschine die
 Stadt die
 Stadtmitte die
 Stadtplan der
 Stadtrand der
 Stadtteil der
 Stadtviertel das
 Stadtzentrum das
 stattfinden
 stecken
 stellen
 Stereoanlage die
 Stock der
 Stockwerk das
 Straße die
 Straßenbahn die
 Strom der
 Stuhl der
 Tasse die
 Taufe die
 Tiefkühlschrank der
 Tisch der

Tischdecke die
 Tischtuch das
 Toilette die
 Toilettenpapier das
 Topf der
 Traum der
 Treppe die
 Treppenhaus das
 tun
 Tür die
 Turm der
 U-Bahn die
 U-Bahn-Station die
 umgeben von
 umziehen
 Umgebung die
 verlassen
 vorbereiten
 Vorhang der
 Vorort der
 Wald der
 Wand die
 Waschbecken das
 Waschküche die
 Waschmaschine die
 WC das
 Wiese die
 Wohnblock der
 wohnen
 Wohnung die
 Wohnzimmer das
 Zebrastreifen der
 zeigen
 Zentralheizung die
 Zentrum das
 Zimmer das
 Zoo der
 zu Hause
 zurückkommen
Environment
 Abfall der
 Abfalleimer der
 Abgase (pl)
 Altpapier das
 anbauen
 Batterie die
 bedrohen
 Benzin das
 biologisch
 Biomüll der
 bleifrei
 Brennstoff der

chemisch
 Energie die
 entsorgen
 Fahrrad das
 Fahrradweg der
 FCKWs
 filtern
 fossil
 Gebrauch der
 Gefahr die
 gefährlich
 global
 heizen
 Heizung die
 Insektizid das
 Kaugummi der
 Kleidung die
 Kohle die
 Kunststoff der
 Lärm der
 laut
 Luft die
 Luftverschmutzung die
 Müll der
 Mülltonne die
 öffentlich
 Öltanker der
 organisch
 Ozonloch das
 Ozonschicht die
 Pappe die
 Pestizid das
 Pfand das
 produzieren
 recyceln
 reinigen
 sauber
 Sauerstoff der
 saurer Regen
 schaden
 Schaden der
 schädlich
 Schale die
 schmutzig
 schützen
 sparen
 Spraydose die
 Treibhauseffekt der
 Treibhausgas das
 Trinkwasser das
 überbevölkert
 ultraviolette Strahlen

Umwelt die
 umweltfeindlich
 umweltfreundlich
 Umweltproblem das
 Verbrauch der
 Verkehr der
 Verkehrsmittel das
 Verpackung die
 verschmutzen
 Verschmutzung die
 verschwinden
 Wasserverschmutzung die
 wegwerfen
 weltweit
 zerstören
 zu Fuß

WORK AND EDUCATION

School/College & Future Career

1 = sehr gut
 2 = gut
 3 = befriedigend
 4 = ausreichend
 5 = mangelhaft
 6 = ungenügend
 Abitur das
 Abschluss der
 AG die
 anfangen
 Anspitzer der
 Antwort die
 antworten
 Aufgabe die
 aufpassen
 Aula die
 ausfüllen
 Austausch der
 Band die
 beantworten
 beginnen
 bekommen
 Berufsberater der
 Berufsschule die
 beschreiben
 bestehen
 Bibliothek die
 Biologie die
 Bleistift der
 Chemie die
 Chor der
 Deutsch
 Direktor der
 Drama das

durchfallen
 enden
 Englisch
 Erdkunde die
 Erfolg der
 erfolgreich
 Etui das
 Experiment das
 Fach das
 faul
 Ferien (pl)
 Filzstift der
 fleißig
 Frage die
 fragen
 Französisch
 Fremdsprachen (pl)
 Füller der
 Gang der
 Geographie die
 gerecht
 Gesamtschule die
 Geschichte die
 Grundschule die
 Gymnasium das
 Halle die
 Hauptschule die
 Hausaufgaben (pl)
 Hausmeister der
 Heft das
 Informatik die
 Italienisch
 Kantine die
 Kassettenrekorder der
 Kindergarten der
 Kiosk der
 Klassenfahrt die
 Klassenzimmer das
 Klebstoff der
 klug
 Kochen das
 kopieren
 Korridor der
 korrigieren
 Kreide die
 Kuli der
 Kunst die
 Labor das
 Latein
 Lehrer der
 Lehrerzimmer das
 Leistung die

lernen
 Lineal das
 Mannschaft die
 Mathe(matik) die
 Medienwissenschaft die
 Mittagspause die
 Mofa das
 mündlich
 Musik die
 Naturwissenschaften (pl)
 Note die
 Oberstufe die
 Orchester das
 Pause die
 Physik die
 Projekt das
 Projektor der
 Prüfung die
 Radiergummi der
 Realschule die
 rechnen
 Religion die
 Resultat das
 Schere die
 Schreibblock der
 schreiben
 schriftlich
 Schulbuch das
 Schulbus der
 Schule die
 Schüler der
 Schülerzeitung die
 Schulhof der
 Schulleiter der
 Schultag der
 Schultasche die
 schwach
 schwer
 Seite die
 Sekretariat das
 Semester das
 singen
 sitzen bleiben
 SMV die
 Spanisch
 Sport der
 Sporthalle die
 Sportplatz der
 Sprache die
 Sprachlabor das
 staatlich

stark
 Stundenplan der
 Tafel die
 Taschenrechner der
 Theatergruppe die
 Turnen das
 Turnhalle die
 üben
 Übung die
 Umkleideraum der
 ungerecht
 Unterricht der
 unterrichten
 Versammlung die
 verstehen
 weitermachen
 Werken das
 wiederholen
 Wörterbuch das
 zeichnen
 Zeichnen das
 Zettel der
 Zeugnis das
 zuhören
 zumachen

Current & Future Jobs

Abschlusszeugnis das
 am Apparat
 Angestellte der/die
 Anrufbeantworter der
 anrufen
 Anzeige die
 Apotheker der
 Arbeit die
 arbeiten
 Arbeiter der
 Arbeitgeber der
 Arbeitserfahrung die
 Arbeitspraktikum das
 Arbeitszeit die
 Arzt der
 Auf Wiederhören!
 Ausbildung die
 ausrichten
 Bäcker der
 Bauarbeiter der
 bauen
 Bauer der
 Beamte der
 Bedingung die
 Begeisterung die
 beiliegend

bereit
 Beruf der
 berufstätig
 beschäftigt
 beschließen
 besitzen
 Besitzer der
 Betrieb der
 bewerben (sich um)
 Bewerbung die
 Bezahlung die
 Brief der
 Briefkasten der
 Briefmarke die
 Briefträger der
 Briefumschlag der
 Büro das
 Chef der
 Ehrlichkeit die
 einstellen
 Elektriker der
 empfehlen
 entscheiden (sich)
 Erfahrung die
 erklären
 Fahrer der
 fertig
 Feuerwehrmann der
 Firma die
 Firmenchef der
 Fleischer der
 Friseur der
 ganztags
 Ganztagsjob der
 garantieren
 Gärtner der
 Gehalt das
 Gelegenheit die
 Handy das
 Hausfrau die
 Hausmann der
 im Freien
 Ingenieur der
 jobben
 Kandidat der
 Karriere die
 Kassierer der
 Kauffrau die
 Kaufmann der
 Kellner der
 Klempner der
 Koch der

Kollege der
 Kontakt der
 Krankenpfleger der
 Krankenschwester die
 kündigen
 Kündigung die
 Lebenslauf der
 LKW-Fahrer der
 Lohn der
 Maler der
 Mechaniker der
 Messe die
 Metzger der
 mitteilen
 möglich
 müssen
 Nachricht die
 Nebenjob der
 organisieren
 Pfarrer der
 plaudern
 Polizei die
 Polizist der
 Postbote der
 Postkarte die
 Priester der
 Punkt der
 Qualifikation die
 Schauspieler der
 Schichtarbeit die
 schicken
 Schrägstrich der
 Schulbildung die
 Sekretärin die
 selbständig
 senden
 sitzen
 Sorge die
 Stadtführer der
 stehen
 Stelle die
 Streik der
 Teilnahme die
 Teilzeitarbeit die
 Teilzeitjob der
 Telefon das
 Telefonbuch das
 telefonieren
 Tellerwäscher der
 Termin der
 Tierarzt der
 Tischler der

verdienen
 Verkäufer der
 versuchen
 von zu Hause arbeiten
 Werkstatt die
 Zahnarzt der
 Ziel das
 zurückrufen

Higher Tier

LIFESTYLE

Health

abnehmen
 Abstinenz die
 Atembeschwerden (pl)
 ausruhen (sich)
 bewegen (sich)
 Bewegung die
 bewusstlos
 Biokost die
 braten
 Drogenberatungsstelle die
 Ente die
 Entziehungskur die
 erbrechen (sich)
 ermüdend
 fettarm
 Forelle die
 Fußgelenk das
 Gans die
 geräuchert
 hausgemacht
 Honig der
 Kalbfleisch das
 Knoblauch der
 Kopfsalat der
 Lachs der
 Lammfleisch das
 Mehl das
 Müsli das
 Nuss die
 Pastete die
 Raucherhusten der
 Rauschgift das
 Rindfleisch das
 Rührei das
 schädlich
 schmackhaft
 Schweinefleisch das
 Spiegelei das
 Sprudel(wasser) der/das
 Stimme die

Süßigkeit die
 Teigwaren (pl)
 trimmen (sich)
 Truthahn der
 Überdosis die
 übergewichtig
 Verdauungsbeschwerden (pl)
 Vollmilch die
 würzen
 würzig
 zunehmen

Relationships & Choices

adoptiert
 ähnlich
 Alleinerziehende der/die
 alleinstehend
 angeberisch
 Anschrift die
 auf Grund (+ Gen)
 Aufmerksamkeit die
 ausgeglichen
 Bedürftige der/die
 Begegnung die
 begehen
 Bekannte der/die
 Beziehung die
 Braut die
 Bräutigam der
 deprimiert
 ehrenamtlich
 eifersüchtig
 eingebildet
 Eingliederung die
 Enkel der
 Enkelin die
 Geschlecht das
 Gewalttätigkeit die
 großzügig
 Humor der
 in Form sein
 Junggeselle der
 Kanarienvogel der
 Karriere die
 leiden
 magersüchtig
 minderjährig
 Mindesthaltbarkeitsdatum das
 miteinander
 Neffe der
 Nichte die
 Papagei der
 Pensionär der
 Rassenvorurteile (pl)

Rassist der
Schildkröte die
selbständig
selbstbewusst
Staatsangehörigkeit die
Straftat die
Trauung die
treu
Verlobte der/die
vermeiden
verrückt
Verwandte der/die
verzeihen
Vetter der
volljährig
Vorwahl die
zuverlässig

LEISURE

Free Time & Media

Andenken das
annehmen
Anprobe die
ansehen (sich etwas)
Bademantel der
begleiten
Bergsteigen das
Betriebsferien (pl)
Delikatessengeschäft das
Enkel der
Enkelin die
entdecken
Etikett das
fertig werden mit
Geige die
gelangweilt
Geschlecht das
großzügig
herabgesetzt
Leichtathlet der
Leichtathletik die
Mannschaft die
Möbelgeschäft das
Notausgang der
Pantoffel der
pleite
preiswert
Rennen das
Schauspiel das
Sommerchlussverkauf der
Sportart die
Strickjacke die

Tante-Emma-Laden der
Theaterstück das
Überraschung die
umsonst
Unterhaltung die
Untertitel (pl)
Verein der
Vergnügen das
vorziehen
Winterschlussverkauf der
wirtschaftlich
zurechtkommen mit
zweifeln

Holidays

Anmeldung die
Aufenthalt der
aufpassen auf
Basel
beeilen (sich)
bestätigen
Bodensee der
Eilzug der
Erinnerung die
Erlebnis das
Fremdenzimmer das
Gebirge das
Genf
Gepäckaufbewahrung die
Hausordnung die
Inter-Regio-Zug der
Klimaanlage die
Meeresfrüchte (pl)
Nahverkehrszug der
Rückfahrkarte die
unterbringen
Verbindung die
Wohltätigkeitsveranstaltung die
Zoll der
Zuschlag der

HOME AND ENVIRONMENT

Home and Local area

Abstellraum der
aufpassen auf
ausschalten
beeilen (sich)
Dachboden der
Eigentumswohnung die
einschalten
Feuerwerk das
gemütlich
Grünanlage die

geräumig
Heiligabend der
Mietswohnung die
Namenstag der
öffentliche Verkehrsmittel (pl)
Postamt das
Rollladen der
Rosenmontag der
Umzug der
Verkehrsamt das
Wintergarten der
Zaun der

Environment

Abholzung die
Auspuffgase (pl)
Düngemittel das
Einwegflasche die
Hauptverkehrszeit die
Kraftwerk das
Müllentsorgung die
Pfand das
Schwefeldioxyd das
Sprühdose die
überschreiten
verpesten
verwenden
verschwenden
Verfallsdatum das
wiederverwerten
Wiederverwertung die

WORK AND EDUCATION

School/College & Future Career

abschreiben
abwesend
Arbiturient der
Ausbildungsplatz der
Aussprache die
aussprechen
Besprechung die
Bewerber der
Bewerbungsunterlagen (pl)
Bindestrich der
'blau' machen
eine Frage stellen
Entfernung die
Ergebnis das
erklären
Fachhochschule die
Fremdsprachenassistent der
Ganztagsschule die

Hauswirtschaftslehre die
 Internat das
 Klassenarbeit die
 Kugelschreiber der
 Leistungsdruck der
 Mittlere Reife die
 nachsitzen
 notwendig
 Patrone die
 Pflichtfach das
 Sozialkunde die
 Staatsexamen das
 Strafarbeit die
 Studienplatz der
 vereinbaren
 versetzt werden
 Wahlfach das
 Wirtschaftslehre die
 Zentrale Abschlussprüfung 10 die

Current & Future Jobs

absagen
 Anstreicher der
 anwesend sein
 ausfallen
 Bewerber der
 Besprechung die
 Bindestrich der
 Dolmetscher der
 Einzelhändler der
 entschließen (sich)
 Fließband das
 Flohmarkt der
 Fußgängerüberweg der
 Gebiet das
 Gelegenheitsarbeit die
 Gesetz das
 Gleitzeit die
 hitzefrei
 Landwirt der
 lehren
 Rechtsanwalt der
 Schichtarbeit die
 Schriftsteller der
 Schulhalbjahr das
 sicherlich
 Unternehmen das
 Unterstrich der
 verbinden
 vereinbaren
 Vorstellungsgespräch das

Alphabetical List

Foundation Tier

0 – 1000
 1000000
 1. = erste; 2. = zweite; 3. = dritte
 etc
 1= sehr gut
 2 = gut
 3 = befriedigend
 4 = ausreichend
 5 = mangelhaft
 6 = ungenügend
 ab
 ab und zu
 Abend der
 Abendessen das
 abends
 Abenteuerfilm der
 abfahren
 Abfahrt die
 Abfall der
 Abfalleimer der
 Abgase (pl)
 abgesehen davon
 abhängig
 abholen
 Abitur das
 Abschluss der
 Abschlusszeugnis das
 Abteilung die
 ADAC
 Ader die
 Adresse die
 Aerobics machen
 Afrika
 AG die
 Agression die
 ähnlich
 Ahnung die
 AIDS
 aktiv
 akzeptieren
 Alkohol der
 Alkoholiker der
 alkoholisch
 Alkoholismus der
 all
 alle
 alle sein
 allein
 Alles Gute!

Alpen (die)
 als
 als ob
 also
 alt
 Altenheim das
 älter
 Alter das
 altmodisch
 Altpapier das
 am Apparat
 Amerika
 Ampel die
 amüsant
 amüsieren (sich)
 an
 Ananas die
 anbauen
 anbieten
 anderer /e /es
 anders
 Anfang der
 anfangen
 Angebot das
 angeln
 angenehm
 angenommen dass
 Angestellte der/die
 Angst haben
 ängstlich
 anklopfen
 ankommen
 Ankunft die
 anmachen
 anonym
 anprobieren
 Anrufbeantworter der
 anrufen
 Anspitzer der
 Antwort die
 antworten
 Anzeige die
 anziehen (sich)
 Anzug der
 Apfel der
 Apfelsine die
 Apotheke die
 Apotheker der
 Apparat der
 Appetit der
 Aprikose die
 April

Arbeit die
arbeiten
Arbeiter der
Arbeitgeber der
Arbeitserfahrung die
arbeitslos
Arbeitspraktikum das
Arbeitszeit die
Arbeitszimmer das
ärgern (sich)
arm
Armband das
Ärmelkanal der
Armut die
Arzt der
Asien
atmen
attraktiv
auch
auf
auf die Nerven gehen
auf sein
Auf Wiederhören!
Auf Wiedersehen!
Aufgabe die
aufgeben
aufhören
aufmachen
aufnehmen
aufpassen
aufregend
aufstehen
aufwachen
Aufzug der
Auge das
Augenblick der
August
Aula die
aus
Ausbildung die
Ausfahrt die
Ausflug der
ausführen
ausfüllen
Ausgang der
ausgeben
ausgehen
ausgezeichnet
auskommen mit
Auskunft die
Ausland das
Ausländer der

ausländisch
ausmachen
ausrichten
aussehen
außen
außer
außerdem
außerhalb
aussetzen
Aussicht die
aussteigen
Austausch der
Australien
Ausverkauf der
ausverkauft
Auswahl die
Ausweis der
Auto das
Autobahn die
Automat der
Autovermietung die
babysitten
backen
Bäcker der
Bäckerei die
Bad das
Badeanzug der
Badehose die
baden
Badetuch das
Badewanne die
Badezimmer das
Badminton das
Bahnhof der
Bahnsteig der
bald
Balkon der
Banane die
Band die
Bank die
Bargeld das
Bart der
Batterie die
Bauarbeiter der
Bauch der
bauen
Bauer der
Bauernhaus das
Bauernhof der
Baum der
Baumwolle die
Beamte der

beantworten
bedeckt
bedienen
Bedienung die
Bedingung die
bedrohen
bedürftig
Begeisterung die
Beginn der
beginnen
bei
beide
beiliegend
Bein das
beitragen zu
bekommen
beleidigen
Belgien
beliebt
benachteiligen
benützen
Benutzer der
Benzin das
bequem
bereit
Berg der
Beruf der
Berufsausbildung die
Berufsberater der
Berufsschule die
berufstätig
berühmt
berühren
beschäftigt
beschließen
beschreiben
beschweren (sich)
besetzt
besichtigen
besitzen
Besitzer der
besonders
Besteck das
bestehen (aus)
bestellen
bestimmt
Besuch der
besuchen
betreten
Betrieb der
betrunken
Bett das

Bettuch das	Briefkasten der	danken
bevor	Briefmarke die	dann
bevorzugen	Brieftasche die	das heißt (d.h.)
bewerben (sich um)	Briefträger der	dass
Bewerbung die	Briefumschlag der	Datum das
Bewusstsein das	Brille die	dauern
bezahlen	bringen	DB
Bezahlung die	Broschüre die	Decke die
BH der	Brot das	decken
Bibliothek die	Brötchen das	denken
Bier das	Brücke die	Denkmal das
Bild das	Bruder der	denn
billig	Brunnen der	dennoch
Bio~	Buch das	deshalb
Biologie die	buchen	deswegen
biologisch	Bücherei die	Detail das
Biomüll der	Bücherregal das	Deutsch
Birne die	Buchhandlung die	Deutschland
bis	Buchstabe der	Dezember
Bis bald!	buchstabieren	Diät die
Bitte!	bunt	dick
bitten	Burg die	die Nase voll haben
blau	Bürgersteig der	die Zähne putzen (sich)
bleiben	Büro das	Dieb der
bleifrei	Busbahnhof der	Diele die
Bleistift der	Butterbrot das	Dienstag
Blick der	Campingplatz der	Ding das
Blitz der	Cent der	Diplom das
blöd	Charakter der	direkt
Blödsinn der	Chat-Server der	Direktor der
Blume die	chatten	Diskotheke die
Blumenkohl der	Chef der	Diskriminierung die
Blumenladen der	Chemie die	Disziplin die
Bluse die	chemisch	doch
Blut das	Chips (pl)	Dokumentarfilm der
Bockwurst die	Chor der	Dom der
Boden der	Computerprogrammierer der	Donau die
Bohne die	Couch die	Donner der
Bonbon das	Cousin der	Donnerstag
Boot das	Currywurst die	doof
böse	d.h.	Doppelhaus das
Bowling das	da	Doppelzimmer das
Braten der	Dach das	Dorf das
Bratwurst die	dafür	Dose die
Brauch der	dagegen	Drama das
brauchen	damals	draußen
braun	Dame die	Dreieck das
brechen	damit	dreieckig
breit	Dampfer der	drinnen
Brennstoff der	danach	drittens
Brief der	Dänemark	Droge die
Brieffreund der	Danke (schön)!	Droghändler der

Drogensüchtige der/die	Eintrittsgeld das	erst
Drogerie die	einverstanden	Erste Hilfe die
drüben	Einwanderer der	erstens
Druck der	Einwohner der	erster Klasse
drücken	Einzelkind das	Erwachsene der
dumm	einzelnen	erzählen
dunkel	Einzelzimmer das	es blitzt
dünn	Eis das	es donnert
durch	Eisdiele die	es geht mir gut/schlecht
durchfallen	Eisen das	es kommt darauf an, ob ...
dürfen	Eislaufen das	es passt dir
Durst der	Elektriker der	es satt haben
durstig	elektrisch	es steht dir
Dusche die	Elektrogeschäft das	es tut mir Leid!
Dutzend das	Elektroherd der	Essecke die
D-Zug der	Eltern (pl)	essen
Ecke die	Empfang der	Essig der
egoistisch	Empfänger der	Esszimmer das
ehemalig	empfehlen	Etage die
ehrlich	Ende das	Etagenbett das
Ehrlichkeit die	enden	Etui das
Ei das	endlich	etwa
eigen	Energie die	EU die
eigentlich	eng	Euro der
ein 10-Euro-Schein	Englisch	Europa
ein 2-Euro-Stück	Enkelkind das	Experiment das
ein bisschen	enorm	Fabrik die
ein paar	entfernt	Fach das
einatmen	entlang	Fähre die
Einbahnstraße die	entscheiden (sich)	fahren
einfach	entschuldigen (sich)	Fahrer der
Einfahrt die	Entschuldigung!	Fahrkarte die
Einfamilienhaus das	entsetzlich	Fahrkartenautomat der
Eingang der	entsorgen	Fahrkartenschalter der
einige	entspannen (sich)	Fahrplan der
einkaufen	entweder ... oder	Fahrpreis der
Einkaufskorb der	entwerten	Fahrrad das
Einkaufsliste die	Erbse die	Fahrradverleih der
Einkaufstasche die	Erdbeere die	Fahrradweg der
Einkaufswagen der	Erdgeschoss das	Fahrschein der
Einkaufszentrum das	Erdkunde die	Fahrstuhl der
einladen	erfahren	Fahrt die
Einladung die	Erfahrung die	fallen
einmal	Erfolg der	falsch
einnehmen	erfolgreich	Familie die
einpacken	erfüllen	Familienmitglied das
Einrichtungen (pl)	erinnern (sich)	Familienname der
einsam	erklären	Familienzimmer das
einsteigen	erlauben	fantastisch
einstellen	erleben	Farbe die
Eintrittskarte die	Ermäßigung die	Fasching der
Eintritt der	ernst	fast

faszinierend	Fotoapparat der	ganztags
faul	fotografieren	Ganztagsjob der
FCKWs	Frage die	gar nicht
Februar	fragen	Garage die
fehlen	Frankreich	garantieren
Fehler der	Französisch	Garten der
Feier die	Frau die	Gärtner der
Feierabend das	Fräulein das	Gasherd der
feiern	frech	Gast der
Feiertag der	frei	Gastfreundschaft die
Feld das	Freibad das	Gastgeber der
Fenster das	Freiheit die	Gasthaus das
Ferien (pl)	Freitag	Gebäude das
Ferienhaus das	freiwillig	geben
Ferienwohnung die	Freiwillige der/die	geboren
fernsehen	Freizeit die	Gebrauch der
Fernseher der	Freizeitpark der	gebrochen
Fernsehgerät das	Fremdsprachen (pl)	Geburt die
Fernsehraum der	freuen (sich auf)	Geburtsort der
fertig	freuen (sich über)	Geburtstag der
fest	Freund der	geduldig
Fest das	freundlich	Geburtsdatum das
Fett das	Freundschaft die	Gefahr die
fettig	frieren	gefährlich
feucht	Frikadelle die	gefallen
Feuerwehr die	frisch	Gefühl das
Feuerwehrmann der	Friseur der	gegen
filtern	Friseur(salon) der	Gegend die
Filzstift der	froh	Gegenteil das
finden	Frohe Weihnachten!	gegenüber
Finger der	from 0 - 1000	Gegenwart die
Firma die	Fruchtsaft der	Gehalt das
Firmenchef der	früh	gehen
Fisch der	Frühling der	Gehirn das
Fischgeschäft das	Frühstück das	gelb
Fitnesszentrum das	frühstücken	Geld das
flach	fühlen (sich)	Geldschein der
Flasche die	führen	Geldstück das
Fleisch das	Führerschein der	Gelegenheit die
Fleischer der	Füller der	gem.
Fleischerei die	fünf nach halb	gemein
fleißig	fünf vor halb	gemischt
fliegen	funktionieren	Gemüse das
Flug der	für	genau
Flughafen der	furchtbar	genießen
Flugzeug das	Fuß der	genug
Flur der	Fußball der	Geographie die
Fluss der	Fußgängerzone die	Gepäck das
folgen	füttern	gerade
Formular das	Gabel die	geradeaus
fossil	Gang der	Gerät das
Foto das	ganz	gerecht

gern - lieber - am liebsten
 Gern geschehen!
 gern haben
 Geruch der
 Gesamtschule die
 Geschäft das
 Geschenk das
 Geschichte die
 geschieden
 Geschirr das
 geschlossen
 Geschmack der
 Geschwister (pl)
 Gesellschaft die
 Gesicht das
 gestern
 gestreift
 gesund
 Gesundheit die
 Getränk das
 getrennt
 Gewalt die
 gewaltig
 gewinnen
 Gewitter das
 gewöhnen (sich an)
 Gewohnheit die
 gewöhnlich
 Gitarre die
 Glas das
 glatt
 glauben
 gleich
 gleiche (der, die, das)
 Gleichheit die
 Gleis das
 global
 glücklich
 GmbH
 Goldfisch der
 Grad der
 Gramm das
 Gras das
 gratis
 gratulieren
 grau
 Griechenland
 Grill der
 grillen
 groß
 großartig
 Großbritannien

Größe die
 Großeltern (pl)
 Großmutter die
 Großvater der
 grün
 Grund der
 Grundschule die
 Gruppe die
 Grüß Gott!
 günstig
 Gurke die
 Gürtel der
 gut - besser - am besten
 gut/schlecht gelaunt
 gute/schlechte Laune haben
 Gymnasium das
 Gymnastik die
 Haar das
 haben
 Hafen der
 Haferflocken (pl)
 Hagel der
 Hähnchen das
 halb
 Halb~
 Halbpension die
 Halle die
 Hallenbad das
 Hallo!
 Hals der
 Halskette die
 halten
 Haltestelle die
 Hamburger der
 Hand die
 Handball der
 Handschuh der
 Handtasche die
 Handtuch das
 Handy das
 hart
 hassen
 hässlich
 Hauptbahnhof der
 Hauptgericht das
 Hauptschule die
 Hauptstadt die
 Haus das
 Hausaufgaben (pl)
 Hausfrau die
 Haushalt der
 Hausmann der

Hausmeister der
 Hausnummer die
 Hausschuh der
 Haustier das
 Hautfarbe die
 Hecke die
 Heft das
 heftig
 Heim das
 Heimleiter der
 Heimleitung die
 heiraten
 heiß
 heißen
 heiter
 heizen
 Heizung die
 helfen
 hell
 Helm der
 Hemd das
 her
 heraus
 Herbst der
 Herd der
 herein
 hereinkommen
 Herr Ober!
 herrlich
 herrschend
 herum
 herumfahren
 herunterladen
 hervorragend
 Herz das
 Herzlich willkommen!
 Herzlichen Glückwunsch!
 heute
 heutzutage
 Hi!
 Hilfe die
 hilfsbereit
 Himbeere die
 Himmel der
 hin
 hinaus
 hinein
 hinter
 historisch
 HIV positiv
 hoch - höher - am höchsten
 Hochhaus das

hochladen
 Hochschule die
 Hochzeit die
 hoffen
 höflich
 holen
 Holz das
 hören
 Horrorfilm der
 Hose die
 hübsch
 Hügel der
 humorlos
 humorvoll
 Hund der
 Hunger der
 hungrig
 Hut der
 ICE-Zug der
 ideal
 Idee die
 illegal
 im Freien
 im Großen und Ganzen
 im Voraus
 Image das
 Imbiss der
 Imbissstube die
 immer
 in
 Indien
 Industrie die
 industriell
 Informatik die
 informativ
 Ingenieur der
 inkl.
 Insektizid das
 Insel die
 intelligent
 Interesse das
 interessieren (sich für)
 Internetseite die
 inzwischen
 | irgend...
 irgendwo
 Irland
 Italien
 Italienisch
 Ja!
 Jacke die
 Jahr das

Jahreszeit die
 Jahrhundert das
 Januar
 jedoch
 jetzt
 jobben
 joggen
 Joghurt der
 Jugendherberge die
 Jugendklub der
 Juli
 jung
 Juni
 Juweliergeschäft das
 Kaffee der
 Käfig der
 Kakao der
 kalt
 Kamera die
 Kanal der
 Kandidat der
 Kaninchen das
 Kännchen das
 Kantine die
 kaputt
 Karneval der
 Karotte die
 Karriere die
 Karte die
 Kartoffel die
 Karton der
 Käse der
 Kasse die
 Kassette die
 Kassettenrekorder der
 Kassierer der
 Katze die
 kaufen
 Kauffrau die
 Kaufhaus das
 Kaufmann der
 Kaugummi der
 kaum
 kegeln
 Keks der
 Keller der
 Kellner der
 kennen
 KFZ
 kg
 Kilometer der
 Kind das

Kindergarten der
 Kino das
 Kiosk der
 Kirche die
 Kirchturm der
 Kirsche die
 Klamotten (pl)
 Klarinette die
 Klasse die
 Klasse!
 Klassenfahrt die
 Klassenzimmer das
 klassisch
 Klavier das
 Klebstoff der
 Kleid das
 Kleiderschrank der
 Kleidung die
 Kleidungsgeschäft das
 klein
 Kleingeld das
 Klempner der
 klettern
 Klima das
 klingeln
 klopfen
 Klub der
 klug
 km
 Knie das
 Koch der
 kochen
 Kochen das
 Koffer der
 Kohle die
 Kollege der
 Köln
 Komikheft das
 komisch
 kommen
 Kommode die
 kompliziert
 Konditorei die
 können
 Kontakt der
 kontrollieren
 Konzert das
 Kopf der
 Kopfkissen das
 kopieren
 Körper der
 Korridor der

korrigieren	langweilig	Löffel der
kosten	Lärm der	Lohn der
kostenlos	Latein	Lokal das
köstlich	laufen	Lotto das
Kostüm das	Laune die	Luft die
Kotelett das	laut	Luftverschmutzung die
krank	leben	Lunge die
Krankenhaus das	Leben das	Lust die
Krankenpfleger der	lebendig	lustig
Krankenschwester die	Lebenslauf der	machen
Krankenwagen der	Lebensmittel (pl)	Mädchen das
Krankheit die	Lebensmittelgeschäft das	Magen der
Krawatte die	Leber die	mähen
Krebs der	lebhaft	mahlzeit die
Kreditkarte die	lecker	Mai
Kreide die	Leder das	Maler der
Kreis der	ledig	manchmal
Kreuzung die	leer	Mann der
Krimi der	leeren	Mannschaft die
Kriminalität die	legal	Mantel der
kritisieren	legen	Margarine die
Küche die	Lehre die	Marke die
Kuchen der	Lehrer der	Markt der
kühl	Lehrerzimmer das	Marktplatz der
Kühlschrank der	Lehrling der	Marmelade die
Kuli der	lehrreich	März
kümmern (sich um)	leicht	Maß das
Kunde der	leider	Mathe(matik) die
kündigen	Leistung die	Mauer die
Kündigung die	Leiter die	Maus die
Kunst die	lernen	Maximum das
Kunstgalerie die	lesen	Mechaniker der
Künstler der	letzter /e/es	Medienwissenschaft die
Kunststoff der	Leute (pl)	Medikament das
Kunstwerk das	Licht das	Meer das
kurz	lieb	Meerschweinchen das
kürzlich	lieben	Mehrbettzimmer das
Kusine die	Liebesfilm der	mehrere
Kuss der	Liebblings~	Mehrfamilienhaus das
küssen	Lied das	Mehrzweckraum der
Küste die	liefern	Meile die
Labor das	liegen	meinen
lachen	lila	Meinung die
Laden der	Limonade die	Melodie die
Ladenbesitzer der	Lineal das	Melone die
Lampe die	Linie die	Menge die
Land das	links	Messe die
Landkarte die	Liste die	messen
Landschaft die	Liter der	Messer das
lang	LKW	Metall das
langsam	LKW-Fahrer der	Meter der
langweilen (sich)	lockig	Metzger der

Metzgerei die	müde	neulich
mies	mühsam	nicht
Miete die	Müll der	nicht einmal
mieten	Mülltonne die	nicht leiden können
Mikrowelle die	multikulturell	nicht mehr
Milch die	München	nicht nur ... sondern auch
Million die	Mund der	nie
mindest...	mündlich	niemand
mindestens	Musik die	Niederlande (pl)
Mineralwasser das	müssen	Niederschlag der
Minimum das	Mutter die	niemals
Minute die	Mutti	nirgend...
mit	Mütze die	noch
mitmachen	MwSt	noch einmal
Mit Vergnügen!	nach	noch nicht
mitgehen	Nachbar der	Norden der
Mitglied das	nach Haus(e)	nördlich
mitkommen	nach oben	Nordsee die
mitnehmen	nach unten	normal
Mittag der	nachdem	normalerweise
Mittagessen das	nachgehen	Nostalgie die
Mittagspause die	nachher	Not die
Mitte die	Nachmittag der	Notausgang der
mitteilen	Nachricht die	Note die
Mittel das	Nachrichten (pl)	nötig
mittel~	Nachspeise die	November
mittelgroß	nächster /e/es	Nudeln (pl)
Mittelmeer das	Nacht die	Nummer die
mitten	Nachteil der	nun
Mitternacht die	Nachthemd das	nur
Mittwoch	Nachtisch der	Nutzen der
Möbel das	nachts	nützlich
Möbelstück das	Nachttisch der	nutzlos
möbliert	nah	ob
Mode die	Nähe die	obdachlos
modisch	Nahrung die	oben
Mofa das	Nase die	Oberstufe die
mögen	nass	Obst das
möglich	Natur die	Obst- und Gemüseladen der
Möglichkeiten (pl)	natürlich	Ofen der
Moment der	Naturwissenschaften (pl)	offen
Monat der	Nebel der	öffentlich
Mond der	nebelig	öffnen
Montag	neben	Öffnungszeiten (pl)
montags etc	Nebenjob der	ohne
morgen	nehmen	ohne Zweifel
Morgen der	Nein!	Ohr das
morgen früh	nennen	Ohrring der
morgens	nerven	okay
Mosel die	nervös	Oktober
Motor der	nett	Öl das
Motorrad das	neu	Öltanker der

Oma die	Pilz der	Rassenprobleme (pl)
Omelett das	Pizzeria die	Rassismus der
Onkel der	Plakat das	rassistisch
Opa der	Plan der	raten
Opfer das	Plastik das	Rathaus das
optimistisch	Platz der	rauchen
Orchester das	plaudern	Raucher der
ordentlich	plötzlich	Realschule die
Ordnung die	PLZ	rechnen
organisch	Polen	Rechnung die
organisieren	Polizei die	Recht haben
Ort der	Polizist der	Rechteck das
örtlich	Pommes (pl)	rechts
Osten der	Pommes frites (pl)	recyclen
Ostern	Popmusik die	reduziert
Österreich	Portemonnaie das	Regal das
östlich	Portion die	Regel die
Ostsee die	Post die	Regen der
Ozonloch das	Postbote der	Regenmantel der
Ozonschicht die	Postkarte die	Regenschirm der
Paar das	Postleitzahl die	regnen
Päckchen das	praktisch	reich
Packung die	Praline die	Reihenhaus das
Paket das	Preis der	reinigen
Panne die	Priester der	Reinigung die
Papier das	prima	Reis der
Pappe die	privat	Reise die
Parfüm das	pro	Reisebüro das
Parfümerie die	probieren	Reisebus der
parken	Problem das	reisen
Parkplatz der	produzieren	Reisende der/die
Passagier der	Programm das	Reisepass der
passen	Projekt das	Reisescheck der
Pause die	Projektor der	Reisetasche die
Pension die	Prospekt der	Reiseziel das
Person die	Prost!	reiten
Persönlichkeit die	Prüfung die	Religion die
pessimistisch	Pulli der	rennen
Pestizid das	Punkt der	Rentner der
Pfand das	pünktlich	reparieren
Pfarrer der	Pute die	reservieren
Pfeffer der	putzen	Reservierung die
Pferd das	Quadrat das	Rest der
Pfingsten	Qualifikation die	Resultat das
Pfirsich der	Qualität die	Rezept das
Pflanze die	Quantität die	Rezeption die
Pflaume die	Quittung die	Rhein der
Pfund das	Rabatt der	richtig
Physik die	Rad fahren	Richtung die
physisch	Radiergummi der	riechen
Picknick das	Rasen der	Risiko das
picknicken	Rasse die	Rock der

Rockmusik die	Scheibe die	Schreibtisch der
roh	scheiden (sich lassen)	Schreibwarengeschäft das
Rollschuh laufen	scheinen	schriftlich
Rolltreppe die	schenken	Schubblade die
romantisch	Schere die	schüchtern
rosa	Schichtarbeit die	Schuh der
rot	schick	Schulbildung die
Rücken der	schicken	Schulbuch das
Rucksack der	schießen	Schulbus der
Ruhe die	Schiff das	Schule die
Ruhetag der	Schinken der	Schüler der
ruhig	Schlafanzug der	Schülerzeitung die
rund	schlafen	Schulhof der
Rundfahrt die	Schlafrum der	Schulleiter der
Russland	Schlafsack der	Schultag der
Sache die	Schlafwagen der	Schultasche die
Sackgasse die	Schlafzimmer das	Schulter die
Saft der	schlagen	schützen
sagen	Schlange stehen	schwach
Sahne die	schlank	Schwager der
Salat der	schlecht	Schwägerin die
Salz das	schließen	schwänzen
sammeln	Schließfach das	schwarz
Sammlung die	schließlich	schwätzen
Samstag	schlimm	Schweiz die
Sandale die	Schlips der	schwer
Sänger der	Schlittschuh laufen	Schwester die
Satellitenfernsehen das	Schloss das	Schwieger~
satt	Schlüssel der	schwierig
sauber	schmecken	Schwimmbad das
sauer	schminken (sich)	schwimmen
Sauerstoff der	Schmerz der	See der
saurer Regen	...schmerzen haben	See die
S-Bahn die	Schmuck der	seekrank
Schach das	schmutzig	Segelboot das
Schachtel die	Schnee der	segeln
schade	schneiden (sich)	sehen
schaden	schneien	sehenswert
Schaden der	schnell	Sehenswürdigkeit die
schädlich	Schnellimbiss der	Seide die
schaffen	Schnitzel das	Seife die
Schal der	Schnurrbart der	Seifenoper die
Schale die	Schokolade die	sein
schämen (sich)	schon	seit
scharf	schön	seitdem
Schaschlik das	Schöne Ferien!	Seite die
Schatten der	Schottland	Sekretariat das
schattig	Schrägstrich der	Sekretärin die
Schauer der	Schrank der	Sekunde die
Schaufenster das	schrecklich	selbst
Schauspieler der	Schreibblock der	selbständig
Scheck der	schreiben	Selbstbedienung die

selten	sowohl ... als auch	Stadtzentrum das
Semester das	Spanien	Star der
senden	Spanisch	stark
Sendung die	sparen	stattfinden
Senf der	Sparkasse die	Stau der
sensibel	sparsam	stecken
September	Spaß der	Stehcafé das
Serie die	Spaß machen	stehen
servieren	spät	stehlen
Serviette die	spazieren gehen	Stelle die
Sessel der	speichern	stellen
setzen (sich)	Speisekarte die	sterben
sich umziehen	Speisesaal der	Stereoanlage die
sicher	Speisewagen der	Stief~
Sicherheitsgurt der	spenden	Stiefel der
Silber das	Spezialität die	still
Silvester	Spiegel der	Stimmt!
simsen	Spiel das	Stock der
singen	spielen	Stockwerk das
Sitz der	Spieler der	Strand der
sitzen	Spielplatz der	Straße die
sitzen bleiben	Spielzeug das	Straßenbahn die
Ski fahren	Spielzimmer das	Straßenkarte die
Slip der	Spinat der	Streik der
SMS die	Spitze!	Streit der
SMV die	Spitzname der	streiten (sich)
sniffen	Sport der	streng
so ... wie	Sport treiben	stressig
so viel ... wie	Sporthalle die	Strom der
Socke die	sportlich	Strumpf der
sodass (so...dass)	Sportplatz der	Strumpfhose die
Sofa das	Sportzentrum das	Stück das
sofort	Sprache die	Stückchen das
sogar	Sprachlabor das	studieren
Sohn der	Spraydose die	Studium das
sollen	sprechen	Stuhl der
Sommer der	Sprechstunde die	Stunde die
Sonderangebot das	Spritze die	Stundenplan der
Sonnabend	spritzen	Sturm der
Sonne die	Spüle die	stürmisch
sonnen (sich)	Spülmaschine die	suchen
Sonnenbrand der	staatlich	Sucht die
Sonnenbrille die	Stadion das	süchtig
Sonnencreme die	Stadt die	Süden der
Sonnenschirm der	Stadtbummel der	südlich
sonnig	Stadtführer der	Supermarkt der
Sonntag	Stadtführung die	Suppe die
sonst	Stadtmitte die	surfen
sonst nichts	Stadtplan der	süß
Sorge die	Stadttrand der	sympathisch
sorgen für	Stadtteil der	Tabak der
Souvenir das	Stadtviertel das	Tabakwarengeschäft das

Tablette die	Toilettenpapier das	übernachten
Tafel die	toll	Übernachtung die
Tag der	Tomate die	überqueren
Tagesgericht das	Ton der	überrascht
Tagesmenü das	Topf der	überwachen
täglich	Tor das	Übung die
tanken	Torte die	Uhr die
Tankstelle die	tot	ultraviolette Strahlen
Tante die	total	um
tanzen	Tourismus der	Um wie viel Uhr ... ?
Tanzen das	Touristeninformation die	Umfrage die
Tasche die	tragen	umgeben von
Taschengeld das	trainieren	Umgebung die
Taschenrechner der	Trainingsanzug der	Umkleidekabine die
Tasse die	Traum der	Umkleideraum der
Tätowierung die	traurig	umsteigen
Taufe die	Trauring der	Umwelt die
Techniker der	treffen (sich mit)	umweltfeindlich
Technologie die	Treibhauseffekt der	umweltfreundlich
Tee der	Treibhausgas das	Umweltproblem das
Teelöffel der	trennen (sich)	umziehen
teilen	Treppe die	Unfall der
Teilnahme die	Treppenhaus das	unfit
Teilzeitarbeit die	treten	unfreundlich
Teilzeitjob der	trinken	ungeduldig
Telefon das	Trinkgeld das	ungefähr
Telefonbuch das	Trinkwasser das	ungerecht
telefonieren	trocken	ungesund
Telefonnummer die	Trompete die	unglaublich
Teller der	trotzdem	unhöflich
Tellerwäscher der	Tschüs !	Uni die
Temperatur die	Tube die	Uniform die
Teppich der	tun	Universität die
Termin der	Tür die	unmöglich
Terrasse die	Türkei die	unordentlich
teuer	Turm der	Unrecht haben
Theater das	turnen	unsicher
Theatergruppe die	Turnen das	unsympathisch
Therapie die	Turnhalle die	unten
Thunfisch der	Tüte die	unter
Tiefkühlschrank der	Typ der	unterhalten (sich)
Tier das	typisch	Unterhaltung die
Tierarzt der	U-Bahn die	Unterhose die
Tierheim das	U-Bahn-Station die	Unterkunft die
Tisch der	übel	unternehmungslustig
Tischdecke die	üben	Unterricht der
Tischler der	über	unterrichten
Tischtennis das	überall	Unterschied der
Tischtuch das	überbevölkert	unterschiedlich
Toastbrot das	Überfahrt die	unterstützen
Tochter die	überhaupt nicht	unterwegs
Toilette die	übermorgen	unzufrieden

Urlaub der	viel - mehr - am meisten	Waschmaschine die
usw.	Viel Glück!	Waschsalon der
Vandalismus der	viele	Wasser das
Vanille die	vielleicht	Wasserskilaufen das
Vater der	viereckig	Wasserverschmutzung die
Vati	Viertel das	WC das
vegetarisch	Virus der	Webseite die
Vene die	Vitamine (pl)	wechseln
Verantwortung die	Vogel der	weder ... noch
verbal	Volksmusik die	Weg der
verbessern	voll	wegen (+ Gen)
Verbesserung die	völlig	weggehen
verboten	Vollpension die	wegwerfen
Verbrauch der	von	Weh
Verbrechen das	von zu Hause arbeiten	weh tun
verbringen	vor	weich
verdienen	vor kurzem	Weihnachten
Verein der	vorbei	Weihnachtsmarkt der
Vergangenheit die	vorbereiten	Wein der
vergeben	vorgehen	weinen
vergessen	vorgestern	Weintraube die
Vergleich der	Vorhang der	weiß
vergleichen	vorher	weit
Verhältnis das	Vorliebe die	weiterfahren
verheiratet	Vormittag der	weitermachen
Verkäufer der	Vorname der	Wellensittich der
Verkehr der	Vorort der	weltweit
Verkehrsmittel das	vorschlagen	wenigstens
Verkehrsamt das	Vorspeise die	Werbung die
Verkehrsunfall der	vorstellen (sich)	werden
verlassen	Vorstellung die	werfen
verletzen (sich)	Vorteil der	Werken das
Verletzung die	vorwärts	Werkstatt die
verlieren	vorziehen	Westen der
verloben (sich)	wachsen	westlich
verlobt	Wagen der	Wetter das
Verlobungsring der	wählen	Wetterbericht der
verpacken	während	Wettervorhersage die
Verpackung die	Wahrheit die	wichtig
verpassen	wahrscheinlich	Wie geht es dir/Ihnen?
Versammlung die	Wald der	Wie spät ist es?
verschieden	Wand die	wieder
verschmutzen	wandern	wiederholen
Verschmutzung die	Warenhaus das	wiegen
verschwinden	warm	Wien
verspäten (sich)	warnen	Wiener Schnitzel das
Verspätung die	warten	Wiese die
verstehen	Wartesaal der	Wieso?
verstehen (sich mit)	Waschbecken das	Wieviel Uhr ist es?
versuchen	Wäscherei die	Wind der
Verzeihung!	Waschküche die	

windig	zerstören	Abstinenz die
windsurfen	Zettel der	abwesend
Winter der	Zeug das	adoptiert
wirklich	Zeugnis das	ähnlich
wissen	ziehen	Alleinerziehende der/die
witzig	Ziel das	alleinstehend
Woche die	ziemlich	Andenken das
Wochenende das	Zigarette die	angeberisch
Woher?	Zimmer das	Anmeldung die
Wohin?	Zitrone die	annehmen
Wohltätigkeit die	Zoo der	Anprobe die
Wohnblock der	zu	Anschrift die
wohnen	zu Ende	ansehen (sich etwas)
Wohnort der	zu Fuß	Anstreicher der
Wohnung die	zu Hause	anwesend sein
Wohnwagen der	Zucker der	Atembeschwerden (pl)
Wohnzimmer das	zuerst	auf Grund (+ Gen)
Wolke die	zufällig	Aufenthalt der
wolkig	zufrieden	Aufmerksamkeit die
Wolle die	Zug der	aufpassen auf
wollen	Zuhause das	Ausbildungsplatz der
Wort das	zuhören	ausfallen
Wörterbuch das	Zukunft die	ausgeglichen
wunderbar	zumachen	Auspuffgase (pl)
wunderschön	zum ermäßigten Preis	ausruhen (sich)
wünschen (sich)	zurück	ausschalten
Wurst die	zurückfahren	Aussprache die
Wurstbude die	zurückgehen	aussprechen
z.B.	zurückkommen	Bademantel der
Zahl die	zurücklassen	Basel
zahlen	zurückrufen	Bedürftige der/die
Zahn der	zusammen	beeilen (sich)
Zahnarzt der	Zuschauer der	Begegnung die
Zahnbürste die	zustimmen	begehen
Zahnpasta die	Zweibettzimmer das	begleiten
Zebrastreifen der	zweitens	Bekannte der/die
Zeichentrickfilm der	zweiter Klasse	Bergsteigen das
zeichnen	Zwiebel die	Besprechung die
Zeichnen das	Zwillinge (pl)	bestätigen
zeigen	Zwillings~	Betriebsferien (pl)
Zeit die	zwischen	bewegen (sich)
Zeitpunkt der	zwo = zwei (<i>telephone</i>)	Bewegung die
Zeitschrift die		Bewerber der
Zeitung die		bewusstlos
Zeitungskiosk der		Beziehung die
Zelt das		Bindestrich der
zelten		Biokost die
Zentimeter der		'blau' machen
Zentralheizung die		Bodensee der
Zentrum das		braten
zerbrechlich		Braut die

Alphabetical List

Higher Tier

Abholung die
 abnehmen
 Abiturient der
 absagen
 abschreiben
 Abstellraum der

Bräutigam der	geräuchert	Namenstag der
Dachboden der	geräumig	Neffe der
Delikatessengeschäft das	Geschlecht das	Nichte die
deprimiert	Gesetz das	Notausgang der
Dolmetscher der	Gewalttätigkeit die	notwendig
Drogenberatungsstelle die	Gleitzeit die	Nuss die
Düngemittel das	großzügig	öffentliche Verkehrsmittel (pl)
ehrenamtlich	Grünanlage die	Pantoffel der
eifersüchtig	Hauptverkehrszeit die	Papagei der
Eigentumswohnung die	hausgemacht	Pastete die
Eilzug der	Hausordnung die	Patrone die
eine Frage stellen	Hauswirtschaftslehre die	Pensionär der
eingebildet	Heiligabend der	Pfand das
Eingliederung die	herabgesetzt	Pflichtfach das
einschalten	hitzefrei	pleite
Einwegflasche die	Honig der	Postamt das
Einzelhändler der	Humor der	preiswert
Enkel der	in Form sein	Rassenvorurteile (pl)
Enkelin die	Internat das	Rassist der
entdecken	Inter-Regio-Zug der	Raucherhusten der
Ente die	Junggeselle der	Rauschgift das
Entfernung die	Kalbfleisch das	Rechtsanwalt der
entschließen (sich)	Kanarienvogel der	Rennen das
Entziehungskur die	Karriere die	Rindfleisch das
erbrechen (sich)	Klassenarbeit die	Rollladen der
Ergebnis das	Klimaanlage die	Rosenmontag der
Erinnerung die	Knoblauch der	Rückfahrkarte die
erklären	Kopfsalat der	Rührei das
Erlebnis das	Kraftwerk das	schädlich
ermüdend	Kugelschreiber der	Schauspiel das
Etikett das	Lachs der	Schichtarbeit die
Fachhochschule die	Lammfleisch das	Schildkröte die
fertig werden mit	Landwirt der	schmackhaft
fettarm	lehren	schminken (sich)
Feuerwerk das	Leichtathlet der	Schriftsteller der
Fließband das	Leichtathletik die	Schulhalbjahr das
Flohmarkt der	leiden	Schwefeldioxyd das
Forelle die	Leistungsdruck der	Schweinefleisch das
Fremdenzimmer das	magersüchtig	selbständig
Fremdsprachenassistent der	Mannschaft die	selbstbewusst
Fußgängerüberweg der	Meeresfrüchte (pl)	sicherlich
Fußgelenk das	Mehl das	Sommerschlussverkauf der
Gans die	Mietswohnung die	Sozialkunde
Ganztagsschule die	minderjährig	Spiegelei das
Gebiet das	Mindesthaltbarkeitsdatum das	Sportart die
Gebirge das	miteinander	Sprudel(wasser) der/das
Geige die	Mittlere Reife die	Sprühdose die
gelangweilt	Möbelgeschäft das	Staatsangehörigkeit die
Gelegenheitsarbeit die	Müllentsorgung die	Staatsexamen das
gemütlich	Müsli das	Stimme die
Genf	nachsitzen	Strafarbeit die
Gepäckaufbewahrung die	Nahverkehrszug der	Straftat die

Strickjacke die	verbinden	Vorwahl die
Studienplatz der	Verbindung die	vorziehen
Süßigkeit die	Verdauungsbeschwerden (pl)	Wahlfach das
Tante-Emma-Laden der	Verein der	wiederverwerten
Teigwaren (pl)	vereinbaren	Wiederverwertung die
Theaterstück das	Verfallsdatum das	Wintergarten der
Trauung die	Vergnügen das	Winterschlussverkauf der
treu	Verkehrsamt das	wirtschaftlich
trimmen (sich)	Verlobte der/die	Wirtschaftslehre (die)
Truthahn der	vermeiden	Wohltätigkeitsveranstaltung die
Typ der	verpesten	würzen
Überdosis die	verrückt	würzig
übergewichtig	verschwenden	Zaun der
Überraschung die	versetzt werden	Zentrale Abschlussprüfung
überschreiten	Verwandte der/die	Zoll der
umsonst	vermeiden	zunehmen
Umzug der	verwenden	zurechtkommen mit
unterbringen	verzeihen	Zuschlag der
Unterhaltung die	Vetter der	zuverlässig
Unternehmen das	volljährig	zweifeln
Unterstrich der	Vollmilch die	
Untertitel (pl)	Vorstellungsgespräch das	

4 Scheme of Assessment

4.1 Aims and learning outcomes

GCSE specifications in German should encourage learners to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of German. GCSE specifications in German should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification should encourage candidates to:

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

4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Understand spoken language
 AO2 Communicate in speech
 AO3 Understand written language
 AO4 Communicate in writing

Quality of Written Communication (QWC)

In this specification quality of written communication in English will not be assessed.

Weighting of Assessment Objectives for GCSE Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Short Course units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1 or 2	Unit 3 or 4	
AO1 or AO3	40		40
AO2 or AO4		60	60
Overall weighting of units (%)	40	60	100

Weighting of Assessment Objectives for GCSE Full Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	20				20
AO2			30		30
AO3		20			20
AO4				30	30
Overall weighting of units (%)	20	20	30	30	100

4.3 National criteria

This specification complies with the following.

- The Subject Criteria for German including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4

4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

5 Administration

5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units				Availability of Certification	
	Unit 1	Unit 2	Unit 3	Unit 4	Short Course	Full Course
January 2010						
June 2010	✓	✓	✓	✓	✓	
January 2011	✓	✓			✓	
June 2011 onwards	✓	✓	✓	✓	✓	✓
January 2012 onwards	✓	✓			✓	✓

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – 46651F; 46651H
 Unit 2 – 46652F; 46652H
 Unit 3 – 46653
 Unit 4 – 46654

GCSE Short Course: spoken language certification – 4666
 GCSE Short Course: written language certification – 4667
 GCSE certification – 4668

QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

5.3 Private candidates

This specification is available to private candidates under certain conditions. Because of the nature of the controlled assessment, candidates must be attending an AQA centre which will supervise and assess the

controlled assessment. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

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

5.5 Language of examinations

We will provide units for this specification in English only

5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE Short Course in German: spoken language
- AQA GCSE Short Course in German: written language
- AQA GCSE in German

5.7 Awarding grades and reporting results

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

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

Listening (maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

Speaking (maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

Reading (maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

Writing (maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

Short Course (maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135–150
A	120–134
B	105–119
C	90–104
D	75–89
E	60–74
F	45–59
G	30–44
U	0–29

Full Course (maximum uniform mark = 300)

Grade	Uniform Mark Range
A*	270–300
A	240–269
B	210–239
C	180–209
D	150–179
E	120–149
F	90–119
G	60–89
U	0–59

5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification within the shelf life of the specification whether or not they have already been used.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification provided that the 40% rule is satisfied. Candidates may re-sit the qualification an unlimited number of times.

Candidates will be graded on the basis of the work submitted for assessment.

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

6 Controlled Assessment Administration (Speaking)

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own
- lend work to other candidates
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research)
- include work copied directly from books, the Internet or other sources without acknowledgement and attribution

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in the application of the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and / or an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements;
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at

mfl@aqa.org.uk.

6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by summative comments on the work, referencing precise sections in the work.

6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by the specified date (see <http://www.aqa.org.uk/deadlines.php>).

Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

6.7 Factors affecting individual candidates

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

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8 Retaining evidence

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for

enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

Candidates who repeat the examination may carry forward their moderated controlled assessment marks.

7 Moderation

7.1 Moderation procedures

Moderation of the Speaking is by inspection of a sample of candidates' work, sent from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see

<http://www.aqa.org.uk/deadlines.php>).

Centres entering fewer candidates than the minimum sample size should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

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

7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (ie where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on

behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report,

at the time results are issued, giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for awarding, archive or standardising purposes.

8 Controlled Assessment Administration (Writing)

8

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

8.1 Authentication of controlled assessment

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own, and
- **teachers** to confirm on the Candidate Record Form that the work is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed Candidate Record Form for each candidate should be attached to his/her work.

If teachers have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the authentication statement should be signed and information given on the relevant form.
- If the teacher is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the marking process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

8.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

8.3 Teacher support

AQA makes marked exemplar work available to centres. Controlled Assessment Advisers are appointed to provide guidance to centres.

8.4 Factors affecting individual candidates

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

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form

so that such help can be taken into account when marking takes place.

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

Appendices

A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>

B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account of in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

Understanding of spiritual, moral, ethical and social issues can be developed through the following contexts and topics: Lifestyle: Health; Relationships and Choices. It will not, however, be assessed.

Understanding of economic issues can be developed through the following contexts and topics: Leisure: Free Time and the Media. It will not, however, be assessed.

Understanding of cultural issues can be developed through the study of all contexts and topics. It will not, however, be assessed.

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Understanding of European development can be developed through all of the contexts and topics since these relate to the countries/communities where the language is spoken. It will not, however, be assessed.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

Understanding of environmental issues can be developed through the following contexts and topics: Home and Environment: Environment. It will not, however, be assessed.

Avoidance of Bias

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

C Overlaps with other Qualifications

There are no overlaps with other qualifications at Levels 1 and 2 of the qualifications framework.

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

Introduction

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

The Wider Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'wider' Key Skills is deemed highly desirable for all candidates.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for German can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are provided in the Teachers' Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website: <http://web.aqa.org.uk/qual/keyskills/com04.php>.

E Controlled Assessment Exemplar Tasks for Speaking

Speaking

Exemplar Task A i) – Cross Context

Task: Interview with a Homeless Person

You are being interviewed by your teacher. You will play the role of a homeless person and your teacher will play the role of the interviewer.

Your teacher will ask you the following;

- tell me about yourself – personal information, name, age etc.
- why are you homeless/living on the streets?
- what is a typical day like for you?
- what is the main problem for young people living on the streets and how do you deal with it?
- what would you like to be doing in 5 years time?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What is the best thing that has happened to you as a homeless person?

Exemplar Task A ii) – Cross Context

Task: Interview with a Celebrity

You are being interviewed by your teacher. You will play the role of a celebrity and your teacher will play the role of the interviewer.

Your teacher will ask you the following;

- tell me about yourself – personal information, name, age etc.
- what is a typical day like for you?
- how do you spend your free time?
- what were your ambitions when you were younger?
- how do you feel about the publicity you receive?
- what would you like to be doing in 5 years' time?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What are the best things about being a celebrity?

Exemplar Task B i) – Leisure

Task: Cinema

You are going to have a conversation with your teacher about the cinema.

Your teacher will ask you the following;

- what sort of films do you like and why?
- who is your favourite actor/actress? Describe him/her.
- what is your opinion on going to the cinema?
- do you think it is better to go to the cinema or to hire a DVD? Why?
- describe your last visit to the cinema.
- what are your plans for next weekend?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What do you plan to see at the cinema in the near future?

Exemplar Task B ii) – Leisure

Task: Holidays

You are going to have a conversation with your teacher about holidays.

Your teacher will ask you the following;

- what is your favourite type of holiday and why?
- do you think holidays are important? Why/why not?
- do you think people have too many holidays? Why/why not?
- describe your last holiday.
- what do you like doing on holiday and why?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Where will you go on your next holiday and why?

Exemplar Task C – Work and Education

Task: Part time Jobs

You are going to have a conversation with your teacher about part time jobs and work experience.

Your teacher will ask you the following;

- do you have a part time job at the moment? What do you do? When do you do it? How much do you earn?
- do you like your job? Why?
- where did you go for your work experience?
- do you think that work experience is a good idea? Why?
- what job would you like to do in the future? Why?
- what are the advantages and disadvantages of your chosen career?
- is unemployment a problem for young people? Explain your point of view.
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What jobs/work experience do your friends do?

F Controlled Assessment Exemplar Tasks for Writing

Writing

Exemplar Task 1 – Home and Environment

Task: My life as a celebrity

You are a celebrity and have been asked to write a short magazine article about yourself.

You could include:

- personal information;
- your daily routine at home;
- what you enjoy doing and why;
- who is the most important influence in your life and why;
- your best achievement in life so far;
- your ambitions for the future.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Exemplar Task 2 – Cross Context

Task: Comparing my community and another

Compare the different lifestyle and customs between your own community and a very different community.

You could include:

- the people;
- their daily life;
- their attitudes and beliefs;
- their clothes;
- their homes;
- their food and drink;
- their free time;
- their education/work.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Exemplar Task 3 – Leisure

Task: Holidays

You decide to enter a competition for the chance of winning a two week holiday to Europe. You have to write an account of your holiday experiences and preferences.

You could include:

- a description of a recent holiday you have been on – where you stayed, how you got there, when you went etc;
- what you did whilst you were there;
- your opinion of the holiday;
- what type of holidays you like best and why;
- your plans for your holiday next year;
- why you think you should win the competition.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.



GCSE German Teaching from 2009 onwards

Qualification Accreditation Number: 500/4427/8, 500/4611/1 (SC Written) and 500/4615/9 (SC Spoken)

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5670.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

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

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