

# IGCSE

German

Teacher's guide

Edexcel IGCSE in German (4GN0)

First examination 2011



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### *Acknowledgements*

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## Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in German is designed for schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

## About this guide

This guide is for teachers who are delivering, or planning to deliver, the Edexcel IGCSE in German qualification. The guide supports you in delivering the course content and explains how to raise the achievement of your students. The guide:

- expands on the information in the specification on course requirements
- provides details of Assessment Objectives (AO) and criteria
- provides support in training students in listening and reading skills
- provides support in preparing students for the writing test
- gives guidance for the speaking test
- explains assessment procedures
- offers you suggestions for a range of websites
- provides a substantial and comprehensive glossary of vocabulary.



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## Why choose this qualification?

The Edexcel IGCSE in German:

- enables students to show what they know, understand and can do
- provides a single tier of entry, which tests the whole ability range
- provides written assessment in listening, reading and writing skills
- provides a separately endorsed examination of spoken language
- has been developed with rubrics in English and the target language
- has been developed with clearly-defined lists of topic areas
- provides a foundation for Edexcel GCE AS and Advanced GCE in German, and other equivalent qualifications.

Go to [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) for more information about this IGCSE and related resources.

# Support from Edexcel

We are dedicated to giving you exceptional customer service. Details of our main support services are given below. They will all help you to keep up to date with IGCSE 2009.

## Website

Our dedicated microsite [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) is where you will find the resources and information you need to successfully deliver IGCSE qualifications. To stay ahead of all the latest developments visit the microsite and sign up for our email alerts.

## Ask Edexcel

Ask Edexcel is our free, comprehensive online enquiry service. Use Ask Edexcel to get the answer to your queries about the administration of all Edexcel qualifications. To ask a question please go to [www.edexcel.com/ask](http://www.edexcel.com/ask) and fill out the online form.

## Ask the Expert

This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject-specific queries about IGCSE 2009 and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Visit [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert) for contact details.

## Regional offices

If you have any queries about the IGCSE 2009 qualifications, or if you are interested in offering other Edexcel qualifications your Regional Development Manager can help you. Go to [www.edexcel.com/international](http://www.edexcel.com/international) for details of our regional offices.

## Head Office – London

If you have a question about IGCSE 2009 and are not sure who you need to ask email us on [IGCSE2009@edexcel.com](mailto:IGCSE2009@edexcel.com) or call our Customer Services Team on +44 (0) 1204770696.

## Training

A programme of professional development and training courses, covering various aspects of the specification and examination is available. Go to [www.edexcel.com](http://www.edexcel.com) for details.



# Section A: Qualification content

## Introduction

The IGCSE in German is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

## Key subject aims

- To develop an understanding and use of the spoken and written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes.
- To develop the ability to communicate effectively in the target language through both the spoken and written word, using a range of vocabulary and structures.
- To develop a knowledge and understanding of the target language's grammar and its practical application.
- To develop a knowledge and understanding of the countries and communities where the target language is spoken.
- To develop positive attitudes towards modern foreign language learning.
- To give students a suitable foundation for further study of the target language, or another language.

## Assessment and progression

- Two single-tier papers which cover written assessment in listening, reading and writing skills.
- Grading A\* to G.
- First assessment in June 2011.
- Provides a separately endorsed examination of spoken language with rubrics in English and the target language, with clearly-defined lists of topic areas.
- Provides a foundation for Edexcel GCE AS and Advanced GCE in German, and other equivalent qualifications.

## Information for Edexcel centres

There are no changes to the legacy Edexcel IGCSE in German (4375) subject content or assessment.

## Information for centres starting the Edexcel IGCSE for the first time

The content of the Edexcel IGCSE in German reflects the content in other examination board IGCSE and O Level specifications. Teachers who have taught other IGCSE and O Level German qualifications will therefore be familiar with all topic areas in this qualification.

It is unlikely that teachers will need to substantially adapt their existing resources in order to teach this qualification successfully and effectively.



## Section B: Assessment

### Assessment overview

The table below gives an overview of the assessment for this course.

We recommend that you make this information available to students to help ensure they are fully prepared and know exactly what to expect in the assessment of these papers.

### Papers 1 and 2

The scheme of assessment consists of a **single tier** targeted at grades A\* to G, and **two** components (Paper 1 and Paper 2). Students are required to take **both** components. The examination papers assess the full range of achievement.

<b>Paper 1: Listening</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
<b>4GN0/01 (German)</b> Externally assessed	$33\frac{1}{3}$	30	30 minutes (plus 5 minutes' reading time)	June examination series First assessment June 2011
<b>Paper 2: Reading and Writing</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
<b>4GN0/02 (German)</b> Externally assessed	$66\frac{2}{3}$	60-30 for reading/ 30 for writing	1 hour 30 minutes	June examination series First assessment June 2011

### Optional Paper 3 – Separately endorsed assessment of spoken language

In addition to the Paper 1 and Paper 2 components, students may also take a test of spoken language. This will be separately endorsed, and awarded a grade on a scale of A\* to G. The certificate awarded will report achievement in spoken language separately. There will be an additional fee for each student entering for the spoken language test.

<b>Paper 3: Speaking</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
<b>4GN0/03 (German)</b> Externally assessed	100	60	Maximum of 10 minutes	June examination series First assessment June 2011

## Assessment Objectives and weightings

### Papers 1 and 2

	<b>% in IGCSE</b>
<b>AO1:</b> understand and respond to spoken language	33 $\frac{1}{3}$ %
<b>AO2:</b> communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	33 $\frac{1}{3}$ %
<b>AO3:</b> understand and respond to written language	33 $\frac{1}{3}$ %
<b>Total</b>	<b>100%</b>

### Optional Paper 3

	<b>% in spoken language</b>
<b>AO4:</b> communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification and using them accurately	100%
<b>Total</b>	<b>100%</b>

## Assessment summary

Paper 1: Listening	Description	Knowledge and skills
<p><b>4GN0/01 (German)</b></p>	<p>There will be <b>two</b> sections as follows.</p> <p><b>Section A (15 marks)</b></p> <p>Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.</p> <p>The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticking boxes or performing matching exercises.</p> <p>Subsequent passages will be tested through a range of question types, both verbal and non-verbal. Questions targeted at grades D to G will require mainly non-verbal answers.</p> <p><b>Section B (15 marks)</b></p> <p>There will be <b>two</b> longer extracts in Section B. Comprehension will be tested through a range of question types, both verbal and non-verbal.</p> <p><b>Overall total: 30 marks</b></p>	<p>The Assessment Objectives (AO) covered in this assessment are:</p> <p>AO1: 33<math>\frac{1}{3}</math>% AO2: 0% AO3: 0%</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• identify and note main points</li> <li>• deduce the meaning of words from context</li> <li>• extract specific details</li> <li>• identify points of view</li> <li>• show some understanding of unfamiliar language</li> <li>• understand reference to past, present and future events</li> <li>• recognise attitudes, emotions and opinions</li> <li>• draw inferences and conclusions.</li> </ul>

Paper 2: Reading and Writing	Description	Knowledge and skills
<p><b>4GN0/02 (German)</b></p>	<p>The paper will consist of <b>three</b> sections, detailed below. Students are advised to spend about 30 minutes on each section.</p> <p><b>Section A</b></p> <p><b>Part 1 (15 marks for reading)</b></p> <p>The aim of Section A, Part 1, is to assess a student’s ability to understand and use information from a range of texts. Answers required in Section A, Part 1, will be mainly non-verbal. Answers will be assessed for communication only, according to a mark scheme. Grammatical accuracy will not be assessed in this part of the paper.</p> <p><b>Part 2 (10 marks for writing)</b></p> <p>Students will be required to write about 50 words in the target language, on a topic related to the final reading passage in Section A, Part 1. The response will be assessed for communication and language.</p> <p><b>Section B</b></p> <p><b>Part 1 (5 marks for reading)</b></p> <p>Students will be required to answer questions on one reading passage. Answers required in Section B, Part 1, will be mainly non-verbal.</p> <p><b>Part 2 (10 marks for reading, 5 marks for writing)</b></p> <p>Students will be required to read a longer passage and to respond to a series of questions. 10 marks will be available. Students will be required to show the ability to manipulate the language of the original text, and/or to use their own words and phrases to express ideas from the text. 5 marks will be available.</p>	<p>The Assessment Objectives (AO) covered in this assessment are:</p> <p>AO1: 0%</p> <p>AO2: 33<math>\frac{1}{3}</math> %</p> <p>AO3: 33<math>\frac{1}{3}</math> %</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• identify and note main points</li> <li>• deduce the meaning of words from their context</li> <li>• extract specific details</li> <li>• identify points of view</li> <li>• show some understanding of unfamiliar language</li> <li>• understand and respond to references to past, present and future events</li> <li>• recognise attitudes, emotions and opinions</li> <li>• draw inferences and conclusions</li> <li>• understand grammatical structures and functions, in context.</li> </ul>

<b>Paper 2: Reading and Writing (continued)</b>	<b>Description</b>	<b>Knowledge and skills</b>
<b>4GN0/02 (German)</b>	<p><b>Section C (15 marks for writing)</b></p> <p>Students will select <b>one</b> writing task from a choice of three. They will be expected to write a continuous response, of between 140 and 150 words, in the target language.</p> <p>Students aiming at grade C and above will be expected to express opinions and to use past, present and future tenses and more complex language.</p> <p>The tasks will encompass a range of writing styles, such as narrative, descriptive, discursive, and a range of formats such as a formal or informal letter, report, article, page from a diary, the script of a speech, etc. The 15 marks available for this section will be sub-divided into 5 marks for content and communication; 5 marks for knowledge and application of language and 5 marks for accuracy.</p> <p><b>Overall total: 60 marks</b></p>	

Paper 3: Speaking	Description	Knowledge and skills
<p><b>4GN0/03 (German)</b></p> <p>Optional – separately endorsed</p>	<p><b>Section A: Presentation and discussion based on a single picture</b></p> <ul style="list-style-type: none"> <li>• Maximum four minutes.</li> <li>• Total of 20 marks.</li> </ul> <p>Each student will give a presentation for up to one minute about their chosen picture. A conversation with the interviewer about the picture will then follow, for up to three minutes. The student will be assessed according to the criteria on pages 16 and 17 of the specification.</p> <p>Up to 5 marks will be awarded for each of the following areas:</p> <ul style="list-style-type: none"> <li>• communication, content, intonation and pronunciation</li> <li>• spontaneity and fluency</li> <li>• knowledge and application of language</li> <li>• accuracy.</li> </ul> <p><b>Section B: Two conversations</b></p> <ul style="list-style-type: none"> <li>• Maximum six minutes.</li> <li>• Total of 40 marks (20 for each conversation).</li> </ul> <p>Students will take part in conversations with the interviewer on <b>two</b> separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of six minutes: approximately three minutes per conversation.</p> <p><b>Overall total: 60 marks</b></p>	<p>The Assessment Objectives (AO) covered in this assessment are: AO4: 100%.</p>

## Using the mark scheme

The mark scheme gives the responses we expect from students. Indicative answers are given but during the standardisation of examiners process, the mark scheme is updated and expanded to cover unexpected, correct student responses.



# Section C: Planning and teaching

## Progression and differentiation

### Specification content

The specification content may be divided into **two** areas:

- 1 **knowledge, skills and understanding**, which must be demonstrated through the main
- 2 **topic areas**.

The aim of this section is to give guidance on how the two content areas can be linked and how students can progress within a topic area.

You should concentrate on training your students to recognise the topic-specific vocabulary and linguistic items of the minimum core vocabulary. However, it is important to stress that students' language skills should be developed for application across topics rather than within topics.

The five topics have been divided into sub-topics in order to give specific guidance on the areas the topics will cover. The level of language is prescribed by the linguistic structures. Therefore, a sub-topic such as 'environmental issues' in listening or reading might be assessed through an interview giving factual information, or a longer text about a specific issue, including attitudes and opinions.

The following pages give an indication and some guidance on the kinds of activity you may wish to include when preparing your students for this qualification. Each one represents a sub-topic from the specification. The 'prior knowledge' includes areas which are likely to have been taught already. Activities are graded within each skill area. The first activity in each box would be the final activity for the weakest students, but could also be the introductory activity for the more able, who could progress to the second or third activities in the box.

## Home and abroad: weather and climate

### Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Days of the week, months, time, numbers, adjectives

Landscape, town, names of places/countries

Suggested activities	
Listening	Match weather symbols to words or phrases heard on tape. Recognise sentences from a weather report; match with text. Note down in the target language details from weather report heard on tape or identify locations from 'radio broadcast'.
Reading	Sequence text to match set of weather/seasons/climate symbols. Read account of weather conditions (severe/unusual) and match up paraphrased sentences. Narrative centred on bad weather conditions with questions in target language.
Writing	Write a weather diary for a week and comment in past tense about own feelings/hopes for future weather. Describe a holiday which was spoiled by bad weather or terrible climate (real or imaginary). Give reasons for visiting or not returning to the same place.

Optional	
Speaking	Briefly describe the weather today or a season. In conversation, talk about holiday destination – weather/climate expected. Compare weather experienced on holiday with conditions at home in previous year.

## Education and employment: work

### Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Days of the week, months, time, numbers, adjectives

Jobs and places of work

Letter-writing conventions

Suggested activities	
Listening	<p>Listen to advert for jobs and match to pictures.</p> <p>Listen to a radio advert and note down details in the target language.</p> <p>Listen to someone talking about a particular job and note advantages and disadvantages in the target language.</p>
Reading	<p>Match pictures to short job advertisements.</p> <p>Read a letter sent by a firm to a prospective employee outlining a job and conditions; identify a set number of correct statements from a list of phrases which involve paraphrasing.</p> <p>Read an account written by someone who recently returned from working abroad; recognise positive and negative attitudes; summarise in the target language.</p>
Writing	<p>Write an advert for a particular job.</p> <p>Respond to a job advert giving details of past experience, future plans and reasons for interest; include a word-processed CV.</p>

Optional	
Speaking	<p>Answer simple questions on personal identification.</p> <p>Working with a partner, conduct a short interview about a real or imagined job; make a recording of the interview.</p> <p>Telephone to find out details about a summer job. Give reasons for wanting the job and some details about yourself.</p>

## The modern world: media (films, TV, radio, newspapers)

### Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Countries, cultural information

Dates, present tense, adjectives

Suggested activities	
Listening	<p>Match people to their favourite TV programmes based on a taped interview.</p> <p>Listen to a radio advert about a forthcoming event and note down details in the target language.</p> <p>Listen to a radio broadcast or TV news item of a major sporting/entertainment event or coverage of a topical issue; fill in missing details in gapped transcript.</p>
Reading	<p>Match headlines/captions to visuals of news items/events.</p> <p>Match headlines/captions to short texts of news items or recent events.</p> <p>Choose the most appropriate headline/caption for a selection of news items/descriptions of personalities or recent events.</p> <p>Complete sentences about a film/programme reviewed in a newspaper article.</p>
Writing	<p>Write a short newsletter to describe a recent radio broadcast.</p> <p>Write a short article about a forthcoming programme.</p> <p>Write an article for your exchange partner's school magazine about a film just released in your country.</p>

Optional	
Speaking	<p>Simple survey to find out opinions on a current television programme.</p> <p>Answer questions about a recent or forthcoming event.</p> <p>Present a news item on a recent or forthcoming event (include opinions, evaluation).</p>

## The minimum core vocabulary list

The minimum core vocabulary list is a guide to help teachers plan their work. It is arranged under five topic headings, with an additional section on non-topic-specific vocabulary which is listed grammatically. It represents the range of vocabulary on which assessment tasks designed for students aiming at grades D to G will be based.

In compiling the vocabulary list, a policy of listing words under only one heading has been adopted. 'Table', for example, might be legitimately listed in *House, home and daily routine*, *Education and employment (school life)* and *Home and abroad*. Occasionally, words may appear more than once.

Each word will usually be located under one heading and this will support teachers in encouraging students to develop a wider understanding of words in different contexts and move them away from compartmentalising their vocabulary learning. The table below, although not exhaustive, illustrates where vocabulary areas can be applicable to more than one topic.

The lists do not include prefixes or suffixes to words already listed, derivatives and common opposites. This will give scope in teaching for focusing on those aspects of the foreign language which develop students' language awareness. It can encourage them to work confidently in building up and enriching their vocabulary in the foreign language. Neither do the lists include easily recognisable cognates or near cognates, words in common use in English, and English words in common use in the foreign language.

The vocabulary lists are not intended to be restrictive. Assessment tasks designed for grade D to G students will be based on the lists and students working towards higher grades can expect to meet vocabulary not included in the lists. Teachers will find opportunities to use the vocabulary lists as a basis for extending their knowledge and understanding of the foreign language in accordance with the scheme of work.

Topic areas	Sub-topic areas	Other topics/sub-topics where available
A – Home and abroad	Weather and climate	Topic D – Environmental issues
B – Education and employment	Work/careers	Topic E – Shopping and money matters
	School life and routine	Topic C – Information about self, family and friends
C – House, home and daily routine	Information about self, family and friends	Topic E – Hobbies, interests, sports and exercise
	Food and drinks	Topic A – Holidays Topic A – Customs and religion Topic E – Special occasions Topic E – Health issues

Topic areas	Sub-topic areas	Other topics/sub-topics where available
D – The modern world and the environment	The media (TV, film, radio, newspapers)	Topic B – Work Topic E – Hobbies, interests, special occasions
E – Social activities, fitness and health	Accidents, injuries, common ailments and health issues	Topic A – Services Topic D – Environmental issues, the media

## Dictionaries

Dictionaries are **not** allowed in any of the components of the examinations. However, during lessons students should continue to make use of a dictionary for general language learning purposes.

You may find the following helpful when developing students' dictionary skills.

- Ensure students understand the way the dictionary is set out and that they understand the abbreviations used, for example: n, v, a, vt, m, f.
- Help students to choose the appropriate words when alternatives are given by explaining that the first entry is usually the most common, and by training them to check meaning by cross-referencing.
- Encourage students to extend their range of vocabulary and language by making a note of any new words they encounter in a vocabulary book, database or bilingual glossary.
- Raise awareness of language by encouraging students to search out cognates or near cognates, opposites, etc, which do not feature in the minimum core vocabulary lists.
- Raise awareness of language and the application of grammatical rules through teaching students to use the dictionary effectively; for example how to conjugate verbs once looked up; how to find infinitives from a variety of verb forms; how to check genders or irregular agreements; how to recognise word families and, where appropriate, how to use verb tables.
- Remind students that dictionaries are just one of the resources available to them and that memory, deduction based on context, and their own experience may be a better and more efficient support.

# Target language testing

## Introduction

The papers use a combination of symbols, pictures and target language prompts or questions, as described in the specification. All questions will be set in the target language and will require either a non-verbal response (box-ticking, filling in a letter or a number) or a response in the target language.

## Preparing students for target language assessment

Course books and other teaching materials, such as those found on websites, provide opportunities for practice in target language assessment. There is a list of useful websites on page 29.

## Rubrics

Rubrics are in the target language and also in English. Clear, concise instructions for tasks in all the papers are designed to support students of all abilities.

## Test types

Students will encounter a wide variety of test types in each of the papers, as listed in the specification. It is essential to give students regular practice and to train them to respond to all test types across the topic areas.

## Points for guidance

- a When objective test types are used (ticking boxes, letter, number), an example will generally be given. Students should be trained to look at the example. Answers used in the example will not be used again in the same question.
- b Where answers in the target language are required for listening and reading tasks, it is important that students give easily identifiable responses (that is the accuracy of language will not be considered, provided that the meaning is clear). The only exception to this is Paper 2, Section B, Part 2. Here, some marks will be awarded for the quality of language used in response to the reading task.
- c Where students have to read questions or instructions in the target language, the language used will be kept as simple as possible and will be less demanding than the language used in the text that is being tested.
- d Where students have to match pictures, headlines or captions to text, there will often be extra pictures, headlines or captions, for example six short texts matched with six out of seven titles.
- e For notetaking or summary, students will always be given guidance. This guidance could take the form of an information sheet to complete, points to list or paragraph headings.

## Training students in listening skills

In the listening test, students will be required to:

- identify and note main points
- deduce the meaning of words from their context
- extract specific details
- identify points of view
- show some understanding of familiar language in unfamiliar contexts
- recognise attitudes, emotions and opinions
- draw inferences and conclusions
- understand references to past, present and future events.

You should train your students to:

- make the best of the five minutes reading time by:
  - reading the questions and working out what they have to do
  - looking at the titles, subtitles and contexts of each question, in order to identify the topics and the kind of vocabulary likely to be encountered
  - deciding what kind of answer is needed (for example a place, a number, a day, etc)
  - concentrating on the question forms ('who'/'when'/'where'/'why'? etc) to work out what kind of information is required. So if the question is 'When?', they could expect to hear: a time, a date, a day, an expression of time like today, tomorrow, this evening
- look at the example
- note the number of marks available – this will tell them how much detail they need to give
- listen not only for individual items of vocabulary, but also for sequences of language
- recognise time indicators, for example 'yesterday', 'tomorrow'
- make connections between nouns, verbs and adjectives and recognise cognates and near cognates
- identify opinions and key concepts, and draw conclusions
- listen for negatives, comparisons and 'qualifiers', for example 'a lot', 'few', 'sometimes', 'rarely' or 'very'
- answer concisely and unambiguously, where an answer in the target language is required.

Students should be given regular opportunities to practise the various test types. Most textbooks incorporate the different types of test. Numbers, dates, prices, times and the alphabet should be practised on a regular basis.



## Training students in reading skills

Students will be required to:

- identify and note main points
- deduce the meaning of words from their context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions
- draw inferences and conclusions
- understand and respond to references to past, present and future events.

You should train your students to:

- look at the context, title, subtitles (they will give students a clue to the type of vocabulary that they are about to read) and visuals
- read the questions carefully
- read the text to pick out key words and phrases, and ignore redundant material. Students must realise that they do not need to know every word to understand a text. They should try to work out or guess the meaning of words they do not know
- deduce meaning from the context and/or by applying grammatical knowledge
- look for cognates and near cognates and to be aware of ‘faux amis’
- give detailed responses that fully answer the question but which are also concise and unambiguous
- identify opinions and key concepts and draw conclusions
- look out for negatives, comparisons and qualifiers
- look for tenses and time indicators
- answer every question and check that the amount of information given (or the number of ticks) matches the mark allocation for the question
- write clearly and legibly
- note the number of marks available – this will tell them how much detail they need to give.

Again, students should be given regular opportunities to practise the various types of test.

## Training students for the writing test

Details of the requirements can be found in the specification. The assessment criteria will also give detailed information of what is expected from students.

You may find it helpful to:

- link writing tasks with oral preparation
- use the grade descriptions and assessment criteria to make students aware of how to access the higher marks
- encourage students to learn spellings
- encourage students to read in the foreign language to improve accuracy
- teach students to allow time to check their writing
- train students to look at the reading passages (Section A, Part 2, and Section B, Part 2) to check spellings, genders and structures
- teach students how to check their work methodically by reading it several times and looking for different possible mistakes each time (adjective agreements, verb endings, etc).

The following advice and guidance is for students aiming for grade C and above:

- read the instructions carefully
- check that all bullet points are covered (if applicable)
- ensure that the style is appropriate
- demonstrate ability to use a wide range of vocabulary and idiom
- include time references/tenses
- link sentences by using time indicators and other links
- express and justify ideas and points of view
- try to use comparisons
- be aware that a degree of sophistication is needed for the higher marks
- avoid repetition, as this does not show off a range of syntax and/or vocabulary
- try to show more complex structures, such as use of conjunctions, pronouns, subordinate clauses, tenses, verb forms, etc
- check spellings
- check verb forms
- look carefully at work that has been marked, note any mistakes and work out what was wrong.

# Training students for the speaking test

## Introduction

The aim of the speaking test is to give students as much opportunity as possible to perform to the best of their ability. In the first part of the test, students are expected to present a picture of their choice relating to one of the five topic areas, and engage in a discussion about the picture with the centre-appointed interviewer. In the second part, students are expected to take part in conversations based on **two** other topics chosen by the interviewer at the time of the test.

For the conversations students will cover two topics. The interviewer, who must ensure that all topics are evenly covered across the centre, will select both topics. For each student, the interviewer must also ensure that there is no overlap of subject matter across the various sections of the test. The discussion based on the student's picture and the two conversations must be based on three out of the five broad topic areas.

Section	Timing	Test type	Mark Allocation	Topics
Section A	1 minute maximum	Presentation	20	Student's free choice of topic
	3 minutes maximum	Discussion		
Section B	3 and 3 minutes maximum (total of 6 minutes)	Conversation	20 and 20 (total 40)	Interviewer chooses <b>two</b> further topics

Students have a free choice of the first topic area (the main theme of their chosen picture). The same picture must not be used by more than **three** students from the centre, in any examination session. Ideally, students will select their own picture for Section A.

## Preparation of students

Throughout the course, you will have been working with students on developing and improving their skills through a variety of classroom activities, such as role play, question and answer exercises, presentations and discussions.

Students may also have been encouraged to make recordings of their own conversations and interactions. In preparing students for the IGCSE speaking tests, you will want to build on familiar classroom routines and procedures to increase performance levels for students of all abilities. Those aiming at grade C and above will be expected to express opinions and to use past, present and future tenses.

The suggestions that follow are intended to support you and your students in preparing for both sections of the speaking test.

## **Section A: Presentation and discussion based on a picture**

Students effectively choose the first topic of the speaking test, because they can select their picture. This selection should be made before the examination. It is recommended that you give your students a choice to ensure that they have access to the full range of marks in the assessment criteria. For example, the picture should contain enough details to allow for plenty of relevant information to be given; it should give the opportunity to bring in a range of tenses and opinions.

Students at the lower end of the spectrum may be confined to descriptions but others should be prepared to cope with narration, supposition, extrapolation and justification. The picture should enable students to use as wide a range of vocabulary and structures as appropriate to their ability.

Students have the opportunity to briefly introduce their chosen topic (no longer than one minute) to enable them to make a confident start. After this short initial presentation, the discussion – based on the picture and its theme – should develop in a natural way. Students aiming for grade C and above should be able to give opinions, to expand and justify points of view (for the higher grades); they should also be ready to use a range of tenses to describe the picture, to express possible past events and to anticipate developments. Students should be trained to show these skills and the interviewer should ask questions that allow students to demonstrate them.

The presentation and the ensuing discussion will be assessed globally in accordance with the assessment criteria described in the specification. Students must be aware of the demands of the assessment criteria in order to achieve the grade they are targeting.

## **Section B: Conversations**

As in the case of Section A of the speaking test, it is the intention in the conversations to encourage as natural an exchange as possible between student and interviewer.

The interviewer must choose both topics from the main topic areas and is free to develop any related conversation sub-topic or sub-topics. Examples of possible sub-topics are identified in the following grid. Students could talk about all the relevant sub-topics or focus on just one.

## Suggested sub-topics

Topic areas	Suggested themes from the sub-topic areas
A – Home and abroad	<ul style="list-style-type: none"> <li>• Region/town in target language countries either visited or researched by the student</li> <li>• Holidays</li> <li>• Travelling</li> </ul>
B – Education and employment	<ul style="list-style-type: none"> <li>• School life and routine</li> <li>• Future plans</li> <li>• Work/careers</li> </ul>
C – House, home and daily routine	<ul style="list-style-type: none"> <li>• Home and domestic routine</li> <li>• Family</li> <li>• Friends</li> <li>• Food and drink</li> </ul>
D – The modern world and the environment	<ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• TV, film, radio, newspapers, magazines</li> <li>• Technological advances</li> </ul>
E – Social activities, fitness and health	<ul style="list-style-type: none"> <li>• Hobbies, interests, sports and exercise</li> <li>• Shopping</li> <li>• Health issues</li> </ul>

Sample assessment questions are provided for each main topic area with the sample assessment papers covering all levels of ability. They are neither exhaustive nor prescriptive, but are intended as a guide to the type of questions you might ask and the breadth of coverage appropriate to the topic area.

There is inevitably some overlap between topics, and you should not feel that the divisions are so rigid that they might inhibit a natural conversation; for example ‘hobbies and interests’ (social activities, fitness and health) may overlap with ‘TV’ (the modern world – media).

All students should be given the opportunity through practice and preparation to achieve optimum results. Students at the lower end of the ability range will need to be given opportunities to show what they can do in a supported situation. Students aiming for C or D grades or above will need to be confident in their use of tenses and be able to give opinions. Students aiming for the higher grades should be given opportunities to develop their answers and to give and justify opinions and points of view.

The interviewer will be free to develop any related conversation sub-topic or sub-topics that relate to the main topic areas. The choice, number and use of sub-topics is at the centre-appointed interviewer’s discretion. There is no requirement to develop any additional sub-topics to those listed, although this will be permissible.

For example, an interviewer who has chosen the main topic area 'education and employment' for a topic of conversation may wish to focus on school or to extend the conversation by offering a student the opportunity to talk about future plans. The decision to restrict questioning to one sub-topic or to open up the conversation to different sub-topics would very much depend on the experience and ability of the students and on the depth of response they can offer.

Consequently, it is important to identify all potential topic/sub-topic areas and to earmark them for exploitation in the centre's scheme of work.

It is also important to tell students that the two conversations are assessed separately and that a poor performance on one topic area need not affect the marks on the other.

## **Preparing for the conversation**

You may find the following suggestions useful in preparing for the conversation section of the speaking test:

- familiarise your students with all the main topic areas and identify sub-topics
- build up banks of questions and practise them
- consolidate structures, vocabulary and idioms used in speaking practice through writing tasks on various topics
- use tenses and express opinions
  - activate use of past and future tenses and expressions of opinion through activities based on surveys, questionnaires and interviews
  - train students to expand their ideas, to see advantages and disadvantages, and to use such expressions as 'on the one hand', 'on the other'
  - where appropriate, encourage students to listen to radio and watch TV.

It must be emphasised that the conversation should retain a level of spontaneity. Rote learning of prepared questions does not encourage a natural conversation. When practising with students it is important that you vary the wording of questions and their order.

## Conducting the conversations

### Exemplar questions

The sample assessment papers contain guidance on the type of questions that might be suitable for the full range of ability.

The assessment criteria for conversations on the specification give details of likely student performance across the range in terms of communication and language. You may find the points made below useful as you prepare, or the interviewer prepares, for conducting the conversations in the speaking test.

### Students aiming at grades G, F or E

#### Points to avoid

- Asking questions that can be answered by yes or no (closed questions).
- Using anglicisms in an attempt to get a response.
- Duplicating questions: *How old is your brother? How old is your sister?* etc.
- Using overcomplicated phrasing of questions.

#### Positive strategies

- Give personal examples to prompt response.
- Provide simple extensions.

### Students aiming at grades D or C

#### Points to avoid

- Asking too many simple questions, which limit the potential for student response.
- Accepting without intervention a pre-learned description or catalogue of events.

#### Positive strategies

- Give students opportunities to respond in past or future tense by reacting to information as well as by asking a direct question.
- React positively to students' readiness to demonstrate a good degree of preparation but be ready to interrupt a monologue to allow the student to show their ability to expand or offer an opinion.
- Phrase the questions to give students the opportunity to use complex sentences and a variety of vocabulary.

## **Students aiming at grades B, A or A\***

### **Points to avoid**

- Limiting students' performance at the highest level by engaging too enthusiastically in the exchange and talking more than the student.
- Failing to ask searching questions that allow the student to show their full potential and to demonstrate the level of response needed to access the higher marks.
- Persisting with a question that the student has failed to understand in determination to enable the student to answer; good students are often thrown by this.

### **Positive strategies**

- Respond to any questions asked by the student with interest but turn them back to the student; it is their performance that is being assessed.
- Ask students open-ended questions to encourage wide-ranging responses.

### **General advice for the interviewer**

- Keep to the time limits (maximum four minutes for Section A and six minutes for Section B).
- The two conversations are assessed separately and should be of equal length (ie three minutes each).
- Keep assessment criteria in mind to ensure that students are given a chance to perform at the highest possible level, according to their ability.
- It is helpful to announce the change of topic (in the target language).
- Use the suggested questions in the sample assessment papers as a guide only.
- Avoid a series of closed questions.
- Give students the opportunity to use tenses other than the present and to express and justify opinions.
- Encourage students aiming for grade C and above to expand beyond a simple reply to each question and to aim for a natural conversation.
- Allow students to take the initiative but intervene if a student tries to recite pre-learnt material.
- Listen carefully to the student's answers and relate subsequent questions to the information acquired.
- Try to link questions – sudden changes are confusing, especially to less-able students.
- If a question is not understood after one repetition, move on to another question; further questions may just confuse or discourage the student.
- Never correct a student's language, however inaccurate.
- Show an interest in the student's responses; comment and respond naturally but briefly to what the student says.



## **Assessment**

All speaking tests will be externally marked by Edexcel.

All three components of the speaking test (Section A presentation and conversation, and the two conversations in Section B) are assessed separately according to the assessment criteria published in the specification.

## **Administration**

A template copy of the candidate's cover sheet for the speaking test is included in Appendix 3.

## **Application of grammatical knowledge and accuracy**

One of the aims of this qualification is to develop knowledge and understanding of the grammar of the modern foreign language and the ability to apply it.

The linguistic structures, of which students are expected to have acquired knowledge and understanding, are listed in the specification. The degree to which these are developed will depend on the ability of the individual student. However, as far as possible, they should be encouraged to manipulate structures and language to suit a purpose and in order to express what they want to write or say.

Students should be taught how to structure the language, for example how to make statements, how to ask questions and how to develop the complexity of their language through using a range of tenses, the use of subordination, pronouns, adverbial and other phrases, etc. They also need to be able to use language appropriately (for example, correct register).

The way this is taught will depend on the institution and style of the individual teacher and should be appropriate to students' needs.

Students should be trained to be as accurate as possible in both their writing and speaking in the target language. In their writing work this includes spellings, word endings and correct applications of grammatical conventions such as plurals and adjectival agreements. In their speaking, it includes pronunciation and intonation.

Students should also be trained to check their work thoroughly using the grammatical rules they have already learnt and by consulting dictionaries to check spellings. All students, and in particular the less able, should be trained to check spellings copied from the board or textbook and to use a dictionary to check spellings when they are not sure of their accuracy.



## Resources

Please note that while resources are correct at the time of publication, website addresses may change at any time.

### Textbooks

Lanzer H and Wardle M — *Edexcel GCSE German (Higher)* (Heinemann, 2009) Student Book ISBN 9781846904592

The *Edexcel GCSE German* range includes a Student Book, Teacher's Guide and CD ROM, Workbook, Audio CD pack, Assessment Pack and ActiveTeach CD ROM. *Edexcel GCSE German* is aimed at the 14–16 years age range. The Higher Student Book is written for those students studying for the Higher tier (Grades A\* to C). A Foundation version is also available.

Linton B and Searle J — *An der Spitze* Revised edition (Philip Allan Updates (part of Hodder Education), 2009) Student Book ISBN 9780340991701

*An der Spitze* is a two-year course aimed at GCSE students. The Student Book is accompanied by a Teacher Guide which includes free audio CDs of the listening material to support the book.

McCrorie M, Spencer M and Schicker C — *Klasse! 3* (Oxford University Press, 2002) Student Book ISBN 9780199123131

*Klasse! 3* is for GCSE students and includes a Teacher's Guide with audio cassettes or CDs and workbook.

### Useful websites

There is a wealth of useful resources and excellent websites available for use in German teaching and learning. A number of organisations and individuals have compiled their own extensive lists of sites.

CILT has published a number of excellent publications as part of its *InfoTech* series, to help in teaching and learning languages with ICT. The publications cover email, text manipulation, the internet and video in language learning. A publication in the *Reflections* series contains a number of small action research projects investigating the impact of ICT on language teaching and learning.

### General websites

[www.bbc.co.uk/education/languages](http://www.bbc.co.uk/education/languages)

[www.camsoftpartners.co.uk](http://www.camsoftpartners.co.uk)

[www.cilt.org.uk](http://www.cilt.org.uk)

[www.languagelearn.net](http://www.languagelearn.net)

<http://schools.becta.org.uk/>

## German

<a href="http://www.authentik.com">www.authentik.com</a>	Youth-orientated magazines and audio support etc
<a href="http://www.bbc.co.uk/languages/german/">www.bbc.co.uk/languages/german/</a>	A variety of online German courses
<a href="http://www.bbc.co.uk/schools/gcsebitesize/german/">www.bbc.co.uk/schools/gcsebitesize/german/</a>	GCSE revision bites and games
<a href="http://www.goethe.de/z/jetzt/">www.goethe.de/z/jetzt/</a>	Site managed by the Goethe Institute, which provides exercises and links in German
<a href="http://www.llas.ac.uk">www.llas.ac.uk</a>	Subject Centre for Languages, Linguistics and Area Studies
<a href="http://www.linguanet-europa.org/plus/welcome.htm">www.linguanet-europa.org/plus/welcome.htm</a>	A multilingual, virtual resources centre to support the teaching of foreign languages
<a href="http://www.quia.com/index.html">www.quia.com/index.html</a>	Collection of games, puzzles and worksheets, with templates for designing your own exercises
<a href="http://www.sunderlandschools.org/mfl%2Dsunderland/">www.sunderlandschools.org/mfl%2Dsunderland/</a>	Site written by MFL teachers for MFL teachers. Resources, links and general information for German
<a href="http://www.tatsachen-ueber-deutschland.de/de/home1.html">www.tatsachen-ueber-deutschland.de/de/home1.html</a>	Background information on Germany
<a href="http://education.guardian.co.uk/netclass/schools/modernlanguages/">http://education.guardian.co.uk/netclass/schools/modernlanguages/</a>	Site hosted by the <i>Guardian</i> newspaper providing exercises and links for German

## Search engines

Useful search engines include:

[www.dino-online.de](http://www.dino-online.de)

[www.google.de](http://www.google.de)

[www.yahoo.de](http://www.yahoo.de)

# Appendices

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## Appendix 1: Minimum core vocabulary

The following vocabulary list is intended to help you in the planning of work in relation to your programmes of study. Assessment tasks targeted at grades G to C will be based on this vocabulary list although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations, although this will be avoided whenever possible. In addition to the specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months, etc.

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. The list does not include prefixes or suffixes to words already listed, derivatives and common opposites. Neither does it include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in German.

## Topic area A - Home and abroad

### Life in town and rural life

alt	Markt
Ampel	Meer
auf dem Lande	Metzgerei
Aufzug	Mücke
Bäckerei	Museum
Bauernhof	Ort
Baum	Park
befinden (sich)	Parkplatz
Berg	Pferd
Bibliothek	Plakat
Brücke	Platz
Brunnen	Polizei
Burg	Polizeiwache
Dom	Polizist/in
Dorf	Poster
Eingang	Rathaus
Einkaufszentrum	ruhig
Einwohner	Sand
Etage	Schaf
Fahrstuhl	Schloss
faulenzten	schön
Fluss	Schwimmbad
Freibad	See (der)
fremd	See (die)
Fußgängerzone	Sehenswürdigkeit
Gasthaus	Spaß (machen)
Gebäude	Sportzentrum
gefallen	Stadion
Gegend	Stadtmitte
gern (haben)	Stadtteil
Geschäft	Stock
Hafen	Stockwerk
Hallenbad	Strand



Haus	Straße
historisch	Tiergarten
Hügel	treffen
hügelig	Treppe
Industrie	Turm
Informationsbüro	U-Bahn
Kirche	Unterhaltung
Kreuzung	Verkehr
Kuh	Verkehrsampel
Küste	Verkehrsamt
Laden	Viertel
Land	Vorort
Landschaft	Vorstadt
langweilig	Wirtshaus
leiden	wohnen
lieben	Zeitungskiosk
Lift	Zoo
lustig	
malerisch	

## Weather and climate

Abend	Nebel
Aufheiterung	nebelig
bedeckt	Nord
bewölkt	Regen
blitzen	Regenschauer
Eis	Regenschirm
donnern	regnen
feucht	regnerisch
frieren	scheinen
Frühling	schlecht
gestern	Schnee
Gewitter	schneien
Grad	schön
gut	Sommer
Heiß	Sonne

Herbst	sonnig
heute	stark
Himmel	Stern
Hitze	Sturm
Höchsttemperatur	Süd
Jahr	Tiefsttemperatur
Jahreszeit	trocken
kalt	warm
Kälte	wechsell
Klima	West
kühl	Wetter
Luft	Wetterbericht
Mittag	Wettervorhersage
Mitternacht	Wind
Monat	windig
morgen	Winter
Morgen	Woche
morgen früh	Wolke
Nachmittag	wolkenlos
	wolkig

## Travel, transport and directions

abbiegen	Kilometer
Abfahrt	Kofferraum
abfliegen	Kontrolleur
Abflug	kontrollieren
Abreise	Kreuzung
abreisen	landen
abschleppen	langsam
Abteil	links
ankommen	losfahren
Ankunft	Luftkissenboot
Anschluss	Maschine
Aufenthalt	Meter
Ausfahrt	Mietwagen
Ausgang	mitfahren

Ausland	Mofa
aussteigen	Motorrad
Ausweis	Motor
Auto	nächst-
Autobahn	Nähe
Bahn	neben
Bahnhof	öffentlich
Bahnsteig	Öl
Benzin	Panne
bleifrei	parken
Boot	per Anhalter fahren
bremsen	Platz
Bundesstraße	pünktlich
Bus	Rad
Busbahnhof	rechts
Campingplatz	Reise
dauern	reisen
direkt	Richtung
durchfahren	Rückfahrkarte
Ecke	Schaffner
Einbahnstraße	Schalter
einfach	Schiff
einschalten	Schild
einsteigen	Schlafwagen
Einzelfahrkarte	schnell
Eisenbahn	Sicherheit
Entfernung	spät
erreichen	Straßenbahn
Fähre	Stau
fahren	U-Bahn
Fahrkarte	überholen
Fahrrad	überqueren
Fahrt	umsteigen
fliegen	Unfall
Flughafen	verboten

Flugzeug	Verkehr
Führerschein	Verkehrsmittel
Fuß	verpassen
Fußgänger	verspätet
gegenüber	Verspätung
gehen	volltanken
Gepäck	vor
Gepäckaufbewahrung	vorbei
Gepäckschließfach	Wagen
geradeaus	warten
Geschwindigkeit	Warteraum
Gleis	Wartesaal
Grenze	weit
gute Reise	weiter
halten	Wie komme ich...?
Haltestelle	Wohnwagen
Heimfahrt	Ziel
hin und zurück	Zoll
hinter	Zug
in der Nähe von	Zuschlag
Karte	

### **Holidays and tourist information**

Aktivität	kosten
Andenken	Land
Ansichtskarte	Lage
Aufenthalt	leihen
Ausflug	mieten
ausgebucht	Nacht
auskennen (sich)	Pass
Auskunft	Person
auspacken	Pension
Aussicht	planen
Bad	Postkarte
Balkon	Preis
begrüßen	Reise

beschreiben	Reisende
besetzt	reservieren
besichtigen	Reiseleiter/in
besuchen	Reisescheck
Bett	Rezeption
Bild	Sand
bleiben	schicken
Broschüre	schlafen
buchen	Schlafsack
Doppelzimmer	schwimmen
Dosenöffner	sehen
Dusche	Sonnencreme
duschen	Staatsangehörigkeit
einkaufen	Stadtplan
einpacken	Stock
einschließlich	Strand
Einzelzimmer	Taschenlampe
Empfang	Tour
Ferien	Tourist/in
Flaschenöffner	Touristenbüro
Fotoapparat	treffen
frei	trinkbar
geboren	Trinkwasser
Gasthaus	übernachten
Gebühr	Übernachtung
Gefahr	Unterkunft
gefährlich	Unterschrift
Grenze	Urlaub
Halbpension	verbringen
Hotel	verlassen
im voraus	Vollpension
inklusive	wechseln
Jugendherberge	Willkommen heißen
Kamera	Wohnwagen
Kassette	Zelt
kennen lernen	zelten
Koffer	Zoll

## Services

anrufen	Mittag
aufmachen	Paket
aufschlagen	Postamt
ausfüllen	preiswert
ausgeben	Reisescheck
Bank	Scheck
bekommen	Sparkasse
billig	Tasche
bitte	telefonieren
danke schön	verlieren
danken	Verlust
Formular	wählen
finden	wechseln
füllen	Wechselstube
Geld	wollen
melden	

## Customs and religion

alles Gute	Hochzeit
Dom	Karneval
feiern	Kathedrale
Feiertag	Kerze
geboren	Kirche
Geburt	Moschee
Geburtstag	Ostern
glauben	sterben
Glückwunsch	Streichholz
Gott	Synagoge
herzlich	Tod
	Weihnachten

## Topic area B - Education and employment

### Childhood

alt	jung
bevorzugen	Kindergarten
Erziehung	lieben
Grundschule	wiederholen
hassen	

### School

Abitur	Mittlere Reife
Abschlussprüfung	modern
abschreiben	mündlich
anfangen	Musik
antworten	nachsitzen
Arbeitspraktikum	Naturwissenschaften
Aufgabe	neu
Aula	Note
Ausdruck	Oberprima
austragen	Papier
Beispiel	Pause
besprechen	Physik
Berufspraktikum	Plan
bestehen	plaudern
Bildschirm	Prüfung
Bildung	Punkt
Biologie	Qualifikation
Blatt	qualifiziert
Bleistift	Radiergummi
Buch	raten
buchstabieren	Realschule
Chemie	rechnen
dauern	Rechner
Deutsch	Regel
Direktor/in	Religion
durchfallen	richtig

einfach	Schlips
Englisch	schriftlich
enttäuschend	Schuh
Erdkunde	Schule
erfahren	Schüler/in
Erfolg	schulfrei
erklären	Schulhof
erlauben	schwer
essen	Semester
Fach	setzen (sich)
falsch	sitzen
Fehler	sitzen bleiben
Ferienjob	Socke
Fortschritt	Sommerferien
fragen	Sozialkunde
Französisch	Spanisch
Fremdsprache	Spitzer
gebrauchen	Sport
gefallen	Sprache
Geschichte	sprechen
Gymnasium	Stift
Hauptschule	stimmen
Hausaufgabe	Student/in
Hauswirtschaft	studieren
Heft	Studium
helfen	Stunde
hitzefrei	Stundenplan
Hof	Taschenrechner
Informatik	Teil
Internat	Tennisplatz
interessant	Titel
Kantine	Tonbandgerät
Klassenarbeit	trinken
Klassenzimmer	Turnen
klingeln	Turnhalle
klug	üben



korrigieren	Übung
Kugelschreiber	Universität
Kuli	Unterprima
Kunst	Unterricht
Kurs	unterrichten
Labor	verbessern
langweilig	Verbesserung
Lärm	vergessen
lehren	verlieren
Lehrer/in	verstehen
leicht	Wechsel
Leistung	Werken
lernen	wiederholen
lieber (haben)	wissen
Lieblingsfach	Wort
Lineal	Wörterbuch
Liste	zeichnen
lösen	Zeugnis
malen	zu Ende gehen
Mappe	zu Fuß
Mathe	zuhören
Mittagspause	zum Beispiel

## Work

Angestellte(r)	
Arbeit	Kasse
arbeiten	Kassierer/in
Arbeitnehmer/in	Kauffrau
Arbeitgeber/in	Kaufmann
arbeitslos	Kellner/in
Arbeitslosigkeit	Klempner/in
Arbeitspraktikum	Koch/Köchin
Arzt/Ärztin	Krankenpfleger
Bäcker/in	Krankenschwester
Bauarbeiter/in	Kunde/in
Bauer/Bäuerin	lehren

Bauunternehmer/in	Lehrer/in
Beamte/in	Lohn
Beruf	Luftsteward/ess
Berufspraktikum	Manager/in
berufstätig	Mechaniker/in
bewerben (sich)	Musiker/in
bezahlen	Pfund
Briefträger/in	Pilot/in
Buchhalter/in	Polizist/in
Büro	Putzmann/frau
Busfahrer/in	Schauspieler/in
Chef	schlecht bezahlt
Diplom	Sekretär/in
Dolmetscher/in	Soldat/in
Elektriker/in	Stelle
Euro	Supermarkt
Fabrik	Taxifahrer/in
Fahrer/in	Teilzeit
Firma	Tierarzt/-ärztin
Fotograf/in	verdienen
Friseur/euse	Verkäufer
Gehalt	Vertreter/in
Geschäftsmann/frau	Werbeagentur
gut bezahlt	Werbung
Informatiker/in	Werkstatt
Journalist/in	Zahnarzt/-ärztin

## Future plans

abschicken	gebrauchen
abschreiben	Lebenslauf
Absender	Lehre
Adresse	Lehrling
Ausbildung	Stelle
bearbeiten	Stellenanzeige
behandeln	Studium
Berufsberater/in	

besetzt	Telefon
besprechen	Telefonat
bewerben für (sich)	Termin
Bewerbung	Universität
Bleiben Sie bitte am Apparat	Vorstellungsgespräch
Briefkasten	weiterstudieren
Eindruck	zu den Akten legen
einwerfen	Zukunft
Erfahrung	Zukunftspläne

## Topic area C - House, home and daily routine

### Types of home

Abstellraum	Klo
Arbeitszimmer	Küche
attraktiv	leben
aus Holz	Licht
Bad	Mauer
Badezimmer	Miete
Balkon	Möbel
Bauernhof	Möbelstück
bequem	möbliert
bleiben	Rasen
Blume	Reihenhaus
Bungalow	Schlafzimmer
Dach	Schlüssel
Dachboden	Speicher
Decke	Steckdose
Dusche	Stock
Einfamilienhaus	Tapete
einziehen/ausziehen	tapeziert
Elektrizität	Teppich
Erdgeschoss	Teppichboden
Esszimmer	Terrasse
Fenster	Toilette

Flur	Treppe
Fußboden	Tür
Garage	umziehen
Gardine	Umzug
Garten	Vorhang
Gas	Wand
Gasthaus	Wasser
Glas	Wirtshaus
Haus	Wohnblock
heizen	wohnen
Heizung	Wohnung
Herd	Wohnzimmer
Keller	Zweifamilienhaus

### **Self, family and friends**

Adresse	klein
alt, älter, ältest	klug
Alter	Knie
anziehen (sich)	Kusine
Arm	Leder
artig	ledig
attraktiv	Lippe
aufstehen	Lippenstift
aufwachen	lockig
Auge	Mädchen
Augenbraue	Mann
ausgehen	Mantel
ausmachen	Maus
aussehen	Meerschweinchen
ausziehen (sich)	Mode
Bart	müde
Baumwolle	Mund
blau	Mutter
blond	Mutti
Bluse	Nachbar/in
braun	Name

Brav	Neffe
Brieffreund/in	Nichte
Brille	Ohr
Bruder	Ohring
Brust	Oma
dick	Onkel
dumm	Opa
dunkel	ordentlich
dünn	Papagei
Durst haben	Piercing
durstig	Pulli
ehrlich	rasieren (sich)
Einzelkind	Ratte
Eltern	Regenmantel
Enkel	Regenschirm
Familie	riechen
Familienname	Rock
Farbe	rot
faul	Sakko
Finger	sauber
fleißig	sauer
Frau	Schildkröte
Freund/in	Schlange
freundlich	schlank
früh	Schminke
gelb	schminken (sich)
geschieden	schmutzig
Geschwister	Schnurrbart
Gesicht	schüchtern
gestresst	Schuh
getrennt	schwarz
glatt	Schwester
Glatze	Socke
glücklich	spät
grau	sportlich
groß	Stimme

Großeltern	Stirn
Großmutter	stolz
Großvater	stressig
grün	süß
Gürtel	sympatisch
Haar/e	Tante
Hahn	Taschengeld
Hamster	teilen
Hand	tot
Handschuh	traurig
hässlich	umziehen (sich)
Hausfrau	unartig
Haustier	Vater
heiraten	Vati
hell	verheiratet
Hemd	verlobt
höflich	verliebt sein
Hose	verschlafen
Hund	Verwandte
Hunger haben	Verwandtschaft
hungrig	Vetter
Hut	Vogel
intelligent	Vorname
Jacke	waschen (sich)
jung	wecken
Junge	weiß
Kamm	Wellensittich
Kaninchen	Wohnort
Katze	Zahn
Kind	Zahnbürste
Klamotten	Zähne putzen (sich)
Kleid	zu Bett gehen
Kleidung	zu Hause sein
	Zwilling

## Helping around the house

Abfall	Hocker
abräumen	kehren
abspülen	kochen
abtrocknen	Kühlschrank
abwaschen	laden
anmachen	leeren
arbeiten	mähen
aufräumen	Mikrowellenherd
ausmachen	Müll
bedienen	Pflanze
begießen	pflanzen
Bettdecke	pflücken
Blume	putzen
Boden	Rasen
bügeln	Regal
das Bett frisch beziehen	reichen
das Bett machen	reparieren
decken	sauber halten
den Haushalt führen	sauber machen
eingießen	schneiden
einkaufen gehen	Schrank
Einkaufsliste	sehen
füllen	Sessel
Garten	Tiefkühltruhe
Geschirrspülautomat	Tisch
Geschirrspülmaschine	Tischdecke
hängen	Waschbecken
helfen	Waschmaschine
Herd	

## Food and drinks

Abendessen	Limonade
Apfel	Liter
Apfelsine	Löffel
Aprikose	Löffelchen

Aufschnitt	Mahlzeit
Banane	Marmelade
bedienen	Mehl
bestellen	Messer
Bier	Milch
Birne	Mineralwasser
Blumenkohl	Mittagessen
Blutwurst	Muss
Bohnen	Nachspeise
Bonbon	Nudeln
braten	Obst
Bratkartoffeln	Öl
Bratwurst	Omelett
Brot	Orange
Brötchen	Orangensaft
Butter	Packung
Chips	Pfeffer
Cola	Pfirsich
Dose	Pflaume
Durst	Pommes (Frites)
durstig	Praline
Ei	Reis
Eintopf	Rezept
Eis	riechen
empfehlen	Rindfleisch
Erbsen	Rosenkohl
Erdbeere	Rotkohl
essen	Rotwein
Essen	Rührei
Essig	Saft
Fisch	Sahne
Flasche	Salat
Fleisch	Salz
Forelle	satt
fressen	Sauerbraten
frisch	Sauerkraut



Frucht	Scheibe
Frühstück	Schinken
frühstücken	Schlagsahne
Gabel	schmecken
Gebäck	Schnitzel
gekochtes Ei	Schokolade
Gemüse	Schweinebraten
Gericht	Schweinefilet
Getränk	Schweinefleisch
Glas	Senf
Gramm	Soße
Gurke	Speck
Guten Appetit!	Speise
Hähnchen	Speisekarte
Hammelfleisch	Spiegelei
Hauptgericht	Sprudel
Himbeere	Strohalm
Honig	Suppe
Hunger	Süßigkeiten
hungrig	Tafel
Kaffee	Tasse
Kaffeepause	Tee
Kakao	Teller
Kalbfleisch	Tomate
Kännchen	Topf
Kanne	Torte
Kartoffel	Traube
Karotte	trinken
Käse	Vorspeise
Keks	Wasser
Kirsche	Wein
Knoblauch	Weißwein
Kohl	Wurst
Kotelett	Würstchen
Kuchen	Zitrone
Lachs	Zucker

Lebensmittel	Zutaten
Leberwurst	Zwiebel
lecker	

## Topic area D - The modern world

### Environmental issues

Abfall	Sauerregen
Abgas	sortieren
ändern	Tierart
Auspuff	töten
aussterben	Treibhauseffekt
benutzen	trennen
Energie	Überschwemmung
Erwärmung	Umwelt
global	umweltfeindlich
Klima	umweltfreundlich
Luft	Verkehr
Müll	Verschmutzung
Ozonloch	wechseln
Recycling	Welt
Regenwald	zerstören
retten	

### The media

Abenteuerfilm	Politik
anfangen	Politiker/in
anschauen	Popmusik
berühmt	Presse
besichtigen	prima
brutal	Programm
Brutalität	Reservierung
Disko	sammeln
Dokumentation (Doku)	Sänger/in
Eingang	Satellitenfernsehen
Eintritt	Schlagzeug

Eintrittspreis	schwärmen für (sich)
enden	Seifenoper
erwachsen	Sender
Erwachsene	Sendung
fernsehen	Serie
Fernseher	singen
Fernsehsendung	Sitz
Flöte	Spaß
fotografieren	spielen
gefallen	Stereoanlage
gewalttätig	synchronisiert
Gruselfilm	Tagesschau
Kamera	Talkshow
Kino	Theater
klassisch	Theaterstück
Klavier	traurig
komisch	Trickfilm
Krimi	Trompete
Lied	Unterhaltung
lustig	Videorekorder
Mannschaft	Vorstellung
Medien	Walkman
Moderator/in	Werbespot
Musik	Zeitschrift
Nachrichten	Zeitung
Platz	

## Information and communication technology

Adressbuch	Konto
Anruf	mailen
Anrufbeantworter	Maus
anrufen	Mobiltelefon
Apparat	Netz
ausdrucken	plaudern
bearbeiten	Rechnung
Bildschirm	Seite

chatten	simsen
Computer	speichern
Diskette	Steckdose
Drucker	surfen
Druckfehler	Tastatur
Email	Taste
faxen	tippen
Fehler	Tippfehler
Handy	Webpage
Homepage	Webseite
Informatik	Website
Internet	Zeit

## Topic area E - Social activities, fitness and health

### Special occasions

Besuch	herzlich
besuchen	Hochzeit
duzen	Neujahrstag
Ehe	Ostern
einladen	Pfingsten
Einladung	Ring
Feiertag	siezen
Frohe Weihnachten	Silvester
Geburtstag	Verlobung
Geschenk	Weihnachten
Glückwunsch	

### Hobbies, interests, sport and exercise

amüsieren (sich)	musizieren
angeln	Nachtklub
Angelrute	Parfum
Armbanduhr	Partnerstadt
ausverkauft	Portemonnaie
Athletik	Puppe
Ausflug	Quittung

ausgeben	Rad fahren
ausgehen	reiten
ausruhen (sich)	relaxen
Ausstellung	Rollschuh laufen
Ausverkauf	Roman
Auswahl	Schach
Ball	Schaufenster
baden	schenken
begeistert	Schlagzeug
billig	Schlittschuh laufen
Blockflöte	Schmuck
Brieffreund/in	Schreibwarengeschäft
Briefmarke	schwimmen
Chor	Selbstbedienung
Ecke	skateboarden
Einkäufe machen	Ski laufen
Einkaufszentrum	Sonderangebot
Feierabend machen	sparen
fernsehen	spazieren gehen
Feuerwerk	spielen
Fitnesszentrum	Spielzeug
Flöte	Sport treiben
Freizeit	Sportverein
Fußball	Sportzentrum
Galerie	Supermarkt
gehören	tanzen
Geige	Tasche
Geld	Taschengeld
Geschenk	tauchen
Größe	Tennis
holen	treffen
kaufen	Trinkgeld
Kaufhaus	Trommel
Kleingeld	Trompete
Kreditkarte	Uhr
Imbisshalle	Vegetarier/in

Instrument	verkaufen
Jugendklub	vorstellen (sich)
Klavier	Wandern
Lektüre	Wechselstube
lesen	Wegweiser
Mitglied	Willkommen

## Shopping and money matters

Abteilung	Lebensmittelgeschäft
Apotheke	Markt
ausgeben	Münze
ausverkauft	Parfum
Ausverkauf	Portemonnaie
Auswahl	Preis
Bank	Quittung
bestellen	Reisebüro
billig	Reisescheck
Buchhandlung	Schaufenster
Drogerie	Schaufensterbummel
Einkäufe machen	Schein
einkaufen	Schreibwarengeschäft
Einkaufszentrum	Schuhgeschäft
Farbe	Selbstbedienung
Geld	Sonderangebot
Geschenk	Souvenirladen
Größe	sparen
holen	Supermarkt
Imbisshalle	Tasche
Kasse	Taschengeld
kaufen	teuer
Kaufhaus	Trinkgeld
Kleingeld	Tüte
Konditorei	verkaufen
kosten	Warenhaus
Kreditkarte	wechseln
Laden	Wechselstube

## Accidents, injuries, common ailments and health issues

abnehmen	Leben
Alkohol	liegen
Apotheke	Magen
Arm	Magenschmerzen
Arzt/Ärztin	Medikament
atmen	Medizin
Auge	messen
ausruhen (sich)	müde
Bauch	Mund
Bauchschmerzen	Nase
Behandlung	nehmen
Bein	Notfall
besser gehen	nötig
blass	notwendig
Blut	Ohr
brechen	Ohrenschmerzen
Brille	operieren
Daumen	Pflaster
dick	Pille
Droge	rauchen
drogenabhängig	retten
Drogerie	Rezept
dünn	Rücken
Durchfall	Rückenschmerzen
erbrechen	schlafen
erholen (sich)	schlimm
erkälten (sich)	Schmerzen
erkältet sein	Schnupfen
Erkältung	schreien
ernst	Schulter
Erste Hilfe leisten	schützen
fallen	schwindlig
Fieber	Sonnenbrand
Finger	sportlich
Fuß	Sprechstunde

gebrochen	Stich
Gesicht	Stress
gestorben	Tablette
gesund	Temperatur
Gesundheit	Termin
Grippe	übel
Hals	übergeben (sich)
Halsschmerzen	Unfall
Hilfe	untersuchen
husten	Untersuchung
Klinik	Vegetarier/in
Knie	verletzen
Kopf	verschreiben
Kopfschmerzen	verstopft
Körper	weh tun (sich)
krank	Zahn
krank fühlen (sich)	Zahnarzt/-ärztin
Krankenhaus	Zahnschmerzen
Krankenpfleger	Zehe
Krankenschwester	Zigarette
Krankenwagen	zunehmen
Krankheit	Zunge

## Non-topic-specific

### Acronyms

ADAC	MWSt
ARD	ZDF
BRD	PKW
DB	LKW
ICE	



## Social conventions

Alles Gute	Entschuldigung
Auf Wiedersehen	Gute Nacht
Bis bald	Guten Morgen
Bis morgen	Guten Tag
Bitte	Hilfe
Danke schön	Tschüs

## Prepositions

an	nach
auf	neben
aus	ohne
außer	seit
bei	statt
bis	über
durch	um
entlang	unter
für	von
gegen	vor
gegenüber	während
hinter	wegen
in	zu
mit	zwischen

## Coordinating conjunctions

aber	oder
denn	und

## Subordinating conjunctions

als	obwohl
bevor	sobald
bis	so dass
da	während
damit	weil
dass	wenn
nachdem	wo

## Adjectives

aktuell	letzt
allein	müde
allgemein	nächst-
alt	nah
ander	neu
angenehm	niedrig
ärgerlich	nötig
bequem	notwendig
beschäftigt	nützlich
bestimmt	offen
böse	perfekt
breit	reif
dankbar	richtig
dicht	ruhig
dick	rund
dritt	satt
dumm	sauber
dünn	schlecht
echt	schlecht gelaunt
eigen	schmal
einzig	schmutzig
eng	schön
ermüdend	schrecklich
ernst	schwach
erschöpft	schwer
erst	schwierig

erstaunt	spannend
falsch	spät
früh	stark
gebrochen	steil
geduldig	stolz
gefährlich	streng
genau	super
geschlossen	toll
gesund	traurig
gleich	typisch
glücklich	überrascht
gut	umweltfeindlich
gut gelaunt	umweltfreundlich
hart	unbequem
hässlich	unglaublich
hoch	unglücklich
jung	unreif
kaputt	unternehmungslustig
klar	unvorstellbar
klasse	unwichtig
komfortabel	voll
komisch	wahr
kompliziert	weich
kostenlos	weit
krank	wertvoll
kurz	wunderbar
lang	wichtig
launisch	zahlreich
laut	zornig
leer	zufrieden
leicht	zusammen
leise	zweit

## Verbs

abfahren	klopfen
ändern	kommen
anfangen	können
anfassen	lachen
ankommen	lächeln
anmachen	langweilen (sich)
annehmen	laufen
antworten	leben
anzünden	legen
ärgern	Leid tun
aufhören	lernen
beantworten	lesen
begleiten	lieben
beschließen	lügen
bestellen	meinen
besuchen	mögen
betreten	müssen
bezahlen	nachsitzen
bitten um	nehmen
brauchen	öffnen
bringen	planen
bügeln	raten
bürsten	reden
denken	sagen
drucken	scheinen
drücken	schlafen
dürfen	schlagen
eilen	schließen
einladen	schreiben
einschlafen	schweigen
eintreten	sehen
enden	sein
entscheiden	setzen (sich)
erinnern an	sitzen
erklären	sitzen bleiben

erlauben	sollen
erreichen	spazieren
erwarten	sprechen
erzählen	springen
essen	stecken
fahren	steigen
fallen	stellen
fallen lassen	streiten
fernsehen	suchen
finden	tragen
fliegen	trinken
folgen	verdienen
fragen	vergeben
fressen	vergessen
freuen auf (sich)	verlassen
fühlen	verlieren
führen	versprechen
geben	verstehen
gefallen	versuchen
gehen	vorhaben
gehören	wählen
gelingen	warten
glauben	waschen
haben	weinen
halten	weiterfahren
hassen	wiederholen
helfen	wissen
hoffen	wohnen
holen	wollen
hören	wünschen
kämmen (sich)	zahlen
interessieren für (sich)	zählen
kehren	zeigen
kennen	ziehen
kennen lernen	zurückkommen
klettern	

## Colours

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

## Adverbs

aber	manchmal
allein	mitten
auch	neulich
besonders	nie
dort	oben
draußen	oft
drinnen	regelmäßig
drüben	rückwärts
fast	schon
ganz	sehr
gern	selten
her-	sofort
hier	unten
hin-	unterwegs
hinten	vielleicht
immer	vorwärts
irgendwo	wahrscheinlich
lange	ziemlich
lieber	zusammen

## Quantities

Dose	Liter
Drittel	mehrere
Dutzend	Päckchen
ein bisschen	Packung
ein paar	Paket
ein Paar	Pfund

Einige	Schachtel
Flasche	Scheibe
genug	Stück
Gramm	Tasse
Hälfte	Tüte
Kännchen	viel
kein	wenig
Kilo	

### Connecting words

aber	nachher
also	oder
auch	und
dann	zuerst

### Time expressions

Abend	morgen früh
bald	nachher
damals	Nachmittag
gestern	Nacht
gleich	pünktlich
halb	Stunde
heute	Tag
heute Abend	täglich
heute Morgen	übermorgen
heutzutage	um ... Uhr
immer noch	Viertel nach
Jahr	Viertel vor
Jahreszeit	vorgestern
jeden Tag	Vormittag
meistens	Woche
Mittag	wöchentlich
Mitternacht	Zeit
Morgen	zuerst
morgen	zurzeit

## Expressions

auf diese Weise	nach Hause
das kommt darauf an	natürlich
eigentlich nicht	noch einmal
es eilig haben	persönliche Angaben
es geht mir gut	schade
es gibt	viel Glück
es ist mir egal	was für...?
gewöhnlich	Wie geht's?
im voraus	Wie schreibt man das?
meiner Meinung nach	zu Hause
mit großem Vergnügen	

## Other words

alle	jemand
ander-	jen-
Anfang	Mitte
Art	nein
dies-	niemand
Ding	Nummer
Ende	Sache
etwas	Schluss
Frau	solch-
Gegenstand	Zahl
Herr	zum Beispiel
ja	



## Countries and continents

Afrika	Großbritannien
Asien	Indien
Belgien	Irland
Dänemark	Italien
Deutschland	Niederlande
die Schweiz	Norwegen
die Türkei	Österreich
die Vereinigten Staaten	Polen
England	Schottland
Europa	Schweden
Griechenland	Spanien

## Nationalities

Amerikaner/in	Ire/in
Belgier/in	Italiener/in
Chinese/in	Japaner/in
Däne/in	Norweger/in
Deutsche/r	Österreicher/in
Engländer/in	Schotte/in
Franzose	Schwede/in
Französin	Schweizer/in
Griechen/in	Spanier/in
Holländer/in	Türke/in

## Geographical areas

Bayern	Köln
Bodensee	München
die Alpen	Schwarzwald
Genf	Wien
Grenze	



## Appendix 2: Use of information and communication technology in German

### Introduction

Information and communication technology (ICT) can be a very useful tool to improve achievement in German. The use of ICT should be seen as an integral part of teaching and learning, and you should encourage students to become increasingly independent users of ICT within the centre and at home. The availability of software packages is expanding and is an area that you should encourage students to make use of for home study and revision.

ICT helps students to develop a wider range of expression and addresses the need for access to a more extensive range of unfamiliar language (through reading and listening) to a variety of materials from countries and communities where the languages are spoken. It is a very good motivator, allowing students to learn in a variety of ways best suited to their particular learning styles and enabling them to engage intensively with the target language. Most importantly, it provides a window on the world and introduces native speakers to students.

### Making the most of ICT in this qualification

A range of ICT applications may be useful in preparing students for their IGCSE in German.

### Developing knowledge and understanding of grammar and the ability to apply it

ICT is an excellent tool for practising and consolidating all aspects of grammar.

- **Text manipulation software** improves students' knowledge and understanding of the language through a number of activities ranging from gap filling and sequencing to reconstructing texts. This can help to develop fluency and accuracy.
- **Integrated learning systems** also provide tools for independent practice on vocabulary and structures and give individual feedback to students. You can develop work programmes suited to individual student needs.
- **Text-manipulation software** or **CD ROM** packages enable students to work at their own pace and can be customised by you to fit individual needs.

### Developing listening skills through ICT

- Access to authentic materials and a variety of topics via **satellite TV** or **video clips** on the **web** helps the development of more sophisticated listening skills, particularly the ability to listen for general idea and to identify the main points and details from a variety of types of authentic and spoken language. Video clips provide excellent paralinguistic clues to support comprehension.
- **Multi-media digital language labs** enable students to listen to a wide variety of texts and play them back at their own speed. They can take notes on an integrated notepad.

- Software packages such as **multi-media CD ROMs** enable students to practise the key aspects of language at home or at school. Some packages allow students to practise numbers, time and dates, an area where even the best students can slip up at IGCSE.
- Those seeking A and A\* grades will be able to develop their **independent** listening by selecting from and responding to recorded sources according to their interests.

## Developing reading skills through ICT

- Communicating via **email** provides immediate access to native speakers and brings target language into the classroom. **Online dictionaries** are particularly useful for students who are accessing authentic texts via the **web**.
- Using foreign **search engines** such as Dino Online enables students to search for suitable websites relating to a particular topic area or to expand their reading. Using search engines can be a useful way of developing skimming and scanning techniques.
- **Databases** enable students to extract specific detail and identify and note main points.
- **Favourite websites** can be put on the school/college **intranet** to avoid time searching through too much material and can be related to the different topic areas. These materials give greater variety and students can be encouraged to choose a text and read for general idea.
- Authentic texts from **websites** can be used for developing skimming and scanning techniques and take borderline students beyond reading for main facts to developing an understanding of unfamiliar language; this encourages them to develop the ability to extract meaning from more complex language.
- **Printouts of web pages** can be used for whole class teaching, and provide a useful and creative possibility for devising interesting and current classroom resources.
- **Multi-media electronic encyclopaedias** such as Encarta can be used by students to research and retrieve information about a target language country.

## Developing writing skills through ICT

- **Word processors** can be used to help students in redrafting their writing and improving its accuracy, quality and presentation.
- **Grammar checkers** are a useful tool to highlight mistakes and give reasons for mistakes. However, students should not become reliant on them; they are not infallible.
- **Spell checkers** help with improving accuracy. The mistake is highlighted, so students first look at the error and are then given the correct version.
- **Online dictionaries** enable students to extend their writing skills, improve accuracy and extend their range of language and expressions.
- **DTP (desktop publishing) packages**, for example Adobe InDesign, together with authentic clip art and access to illustrations via the internet enable students to present information about their school/college in a particular way with regard to an audience combining graphics with text.
- **Email** can be used to share ideas and work with native speakers. Joint projects can be organised between schools and colleges with students collaborating on topics – this provides a real context for communication and an audience for writing. Email can also be used to request information about a specific area in the target language. **School and college websites** provide an excellent location for students to publish their work.

- **Text-manipulation software** can be used as a guided writing tool prior to students producing a specific piece of written work.
- The **web** provides an invaluable resource for authentic stimulus material for coursework, providing up-to-date access to material in all topic areas.

## Developing speaking skills through ICT

- Generic **multi-media presentation packages**, such as PowerPoint, provide an excellent tool for combining skill areas but also for putting together multi-media presentations in the target languages.
- Using a **video camera** is a good motivator and a useful tool for enabling students to improve their own learning performance in preparation for IGCSE speaking. Peer assessment of work allows students to assess communication and quality of language grades, making them more aware of the precision and accuracy required to score at the higher levels.
- **Video conferencing** has enormous potential and provides an excellent medium for practising both speaking and listening skills through direct communication with native speakers by providing a real context for learning.

## Revision and study support

The broad range of German software now available on the market, and online learning services such as BBC Bitesize, enables students to practise aspects of language intensively with greater concentration both at home and at school.

## Ten top tips for using ICT in languages

- 1 Carry out short, limited projects, with clear goals and outcomes.
- 2 Target single ICT applications; don't try to use everything at once.
- 3 Be aware of students' skills: if using new applications or new techniques, you must ensure that students have sufficient time to learn the new elements before applying them in the language context.
- 4 If possible, try to use authentic language versions of software.
- 5 Let students with higher-level ICT skills 'shine' – perhaps by teaching others how to use a piece of software.
- 6 Get students to listen to target language radio online or watch TV clips online.
- 7 Email could be one of the best ways of encouraging students to use their language, but email projects must be carefully prepared with an opposite number in the overseas school.
- 8 Make the most of multimedia. It gives students opportunities to practise speaking and listening, even with very basic software.
- 9 Use the school/college website to provide an international audience for your students' language skills.
- 10 Get your students to use a spreadsheet or database to collate the results of a target language questionnaire, and use the graphing facilities to help with the production of a report.

### Appendix 3: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

Centre name:	Centre number:		Language:	
Candidate name:	Candidate number:		Specification number:	
Date of speaking test: ..... / ..... / 20.....	Name of teacher conducting test (block capitals):	Cassette/CD number:	Side (A/B):	
Section A (Topic of the presentation and discussion based on a picture) .....				
Section B (Topic for Conversation 1) ..... Section B (Topic for Conversation 2) .....				

To be completed by the Edexcel Examiner:

CONVERSATION 1					
Communication, content, intonation and pronunciation (maximum 5 marks)		Spontaneity and fluency (maximum 5 marks)		Knowledge and application of language (maximum 5 marks)	
TOTAL (maximum 20 marks)		Accuracy (maximum 5 marks)		TOTAL (maximum 20 marks)	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

<b>CONVERSATION 2</b>							
<b>Communication, content, intonation and pronunciation (maximum 5 marks)</b>		<b>Spontaneity and fluency (maximum 5 marks)</b>		<b>Knowledge and application of language (maximum 5 marks)</b>		<b>Accuracy (maximum 5 marks)</b>	<b>TOTAL (maximum 20 marks)</b>
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

<b>CONVERSATION 3</b>							
<b>Communication, content, intonation and pronunciation (maximum 5 marks)</b>		<b>Spontaneity and fluency (maximum 5 marks)</b>		<b>Knowledge and application of language (maximum 5 marks)</b>		<b>Accuracy (maximum 5 marks)</b>	<b>TOTAL (maximum 20 marks)</b>
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

<b>TOTAL NUMBER OF MARKS OUT OF 60:</b>	<b>Edexcel Examiner</b>	<b>Senior Examiner</b>

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