

## CCEA GCSE Specification in German

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 5670

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## Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) German for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Modern Foreign Languages;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Modern Foreign Languages; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

We are now offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

The first assessment for the following units will be available in summer 2010:

- Unit 1: Speaking; and
- Unit 2: Writing.

We will notify centres in writing of any major changes to this specification.

We will also publish changes on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Subject Code	5670
QAN	500/4464/3
QAN (Short, spoken)	500/4490/4
QAN (Short, written)	500/4500/3
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## 1 Introduction

This specification sets out the content and assessment details for our GCSE German course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

The study of languages within the framework of our GCSE specification can contribute to the development of a young person by enhancing and encouraging the development of their communicative processes, thinking skills and personal capabilities.

### 1.1 Aims

This specification aims to encourage students 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;
- 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;
- make informed decisions about further learning opportunities and career choices;
- develop knowledge of the language and language learning skills;
- develop an understanding of German in a variety of contexts;
- develop the ability to communicate effectively in German; and
- develop awareness and understanding of German-speaking countries and communities.

### 1.2 Key features

The key features of the specification appear below:

- This is now a unitised specification. This means that students have the opportunity to submit controlled assessment tasks for Unit 1 and/or Unit 2 in the first year of teaching.
- The course provides a sound base for further study of German at a more advanced level.
- The course is assessed through a combination of written papers (for reading and listening) and controlled assessments (for speaking and writing).
- There is a flexible pattern of entry (Foundation and Higher Tiers) for both the reading and the listening papers.
- Students may take a Short Course GCSE, focusing on either speaking and listening or reading and writing.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- There is support material available to teachers and students. For details of existing and planned material, see Section 7.

### **1.3 Prior attainment**

There is no prior attainment that is required before students begin our GCSE German course; however, the specification is designed to promote continuity, coherence and progression within the study of the language. The specification builds on the knowledge, understanding and skills developed within the Key Stage 3 curriculum.

### **1.4 Classification codes and subject combinations**

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

#### **Progression to another school/college**

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

#### **Centres in England**

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

## 2 Specification at a Glance

The table below summarises the structure of the GCSE course:

Content	Assessment	Weighting	Availability
<b>Unit 1: Speaking (AO2)</b>	<p>Controlled assessment</p> <p>Students prepare and complete <b>two tasks</b> under supervision.</p> <p>Teachers can either:</p> <ul style="list-style-type: none"> <li>• select or adapt the two tasks from a list that we provide; or</li> <li>• set their own two tasks, keeping within the parameters described in Section 6.</li> </ul> <p>Teachers mark the assessments and we moderate them.</p>	30%	Every Summer (beginning in 2010)
<b>Unit 2: Writing (AO4)</b>	<p>Controlled assessment</p> <p>Students prepare and complete <b>two tasks</b> under supervision.</p> <p>Teachers can either:</p> <ul style="list-style-type: none"> <li>• select or adapt the two tasks from a list that we provide; or</li> <li>• set their own two tasks, keeping within the parameters described in Section 6.</li> </ul> <p>We mark the assessments.</p>	30%	Every Summer (beginning in 2010)
<b>Unit 3: Listening (AO1)</b>	<p>One externally assessed written paper</p> <p>Two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (<b>35 minutes</b>); and</li> <li>• Higher (<b>45 minutes</b>)</li> </ul> <p>Stimulus material in German, recorded by native speakers</p> <p>Responses include selection, gap filling and answering some questions in English</p>	20%	Summer Terminal

Content	Assessment	Weighting	Availability
<b>Unit 4: Reading (AO3)</b>	<p>One externally assessed written paper</p> <p>Two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (<b>40 minutes</b>); and</li> <li>• Higher (<b>50 minutes</b>)</li> </ul> <p>Stimulus material of various lengths on a range of topics in German</p> <p>Responses include selection, gap filling and short answers in German, and some answers in English</p>	20%	Summer  Terminal

GCSE Short Course students take two of the above four components, either:

- Unit 1: Speaking (60%) and Unit 3: Listening (40%); or
- Unit 2: Writing (60%) and Unit 4: Reading (40%).

**All students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.**

### 3 Subject Content

We have divided the course into three contexts for learning. The content of each context, as well as its respective learning outcomes, appears below. For grammar and linguistic structures and vocabulary, see Appendices 3 and 4.

The specification requires students to:

- listen and respond to different types of spoken language;
- express themselves in speech using a variety of vocabulary, syntax and structures;
- read and respond to different types of written language;
- express themselves in writing using a range of vocabulary, syntax and structures; and
- understand and apply the grammar of the language as detailed in Appendix 3.

Foundation Tier students should be able to complete tasks within the limits of the structures and vocabulary specified in the appendices. Although they can expect to encounter some unfamiliar vocabulary in familiar contexts, tasks mainly come from predictable contexts and use familiar language.

Higher Tier students are required to complete tasks within the limits of the structures specified in a more developed and accurate manner, using more varied and complex language. They should be able to deal with elements of unpredictability and with unfamiliar language.

#### 3.1 Context 1: The Individual

The topics to be studied are listed in the table below.

Content	Learning Outcomes
<p><b>Students' lives, families, homes and interests, and those of others in German-speaking countries and communities</b></p>	<p>Students should be able to investigate, understand, describe, discuss and give opinions, in relation to their own environment and the countries and communities where German is spoken, on the following:</p> <ul style="list-style-type: none"> <li>• Relationships: families and friends;</li> <li>• Local environment: advantages and disadvantages;</li> <li>• Activities: daily routine and leisure activities; and</li> <li>• Health and lifestyle: diet, exercise and illness.</li> </ul> <p>They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.</p>

### 3.2 Context 2: Citizenship

The topics to be studied are listed in the table below.

Content	Learning Outcomes
<p><b>Lifestyles, attitudes and customs in students' own countries and communities, and in German-speaking countries and communities</b></p>	<p>Students should be able to investigate, understand, describe, discuss and give opinions, in relation to both their own environment and the countries and communities where German is spoken, on the following:</p> <ul style="list-style-type: none"> <li>• Social issues: problems in society and equality;</li> <li>• Travel and tourism: destinations and choices;</li> <li>• Environmental issues: attitudes to and responsibilities for litter, transport, energy, conservation and recycling;</li> <li>• Media and communications; and</li> <li>• Celebrations: festivals and customs.</li> </ul> <p>They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.</p>

### 3.3 Context 3: Employability

The topics to be studied are listed in the table below.

Content	Learning Outcomes
<p><b>Education and employment in students' own countries and communities, and in German-speaking countries and communities</b></p>	<p>Students should be able to investigate, understand, describe, discuss and give opinions, in relation to both their own environment and the countries and communities where German is spoken, on the following:</p> <ul style="list-style-type: none"> <li>• School life;</li> <li>• Part-time jobs: advantages and disadvantages; and</li> <li>• Future plans: choices and expectations.</li> </ul> <p>They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.</p>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

The availability of examinations and controlled assessment tasks appears in Section 2 of this specification.

Candidates can choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

### 4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- understand spoken language (AO1);
- communicate in speech (AO2);
- understand written language (AO3); and
- communicate in writing (AO4).

The GCSE Short Course requires candidates to demonstrate their ability in relation to only two of the assessment objectives, either:

- AO1 and AO2; or
- AO3 and AO4.

### 4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each examination component and the overall GCSE qualification:

Assessment Objective	Component Weighting		Overall Weighting
	External Assessment (Foundation/Higher)	Controlled Assessment	
AO1	20%		20%
AO2		30%	30%
AO3	20%		20%
AO4		30%	30%
<b>Total</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## 4.4 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks obtained on individual assessment units.

We award GCSE qualifications on an eight grade scale from A\*–G, with A\* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

We award grades C–G to candidates entered for the Foundation Tier. We award grades A\*–D to candidates entered for the Higher Tier. We provide an allowed grade E as a ‘safety net’ for Higher Tier candidates just failing to secure a grade D.

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

## 4.5 Assessment components

### A01 (Unit 3: Listening)

Percentage weighting: 20% (or 40% of GCSE Short Course)

Timing: Foundation Tier: **35 minutes** (including 5 minutes for reading)  
Higher Tier: **45 minutes** (including 5 minutes for reading)

This paper comprises a variety of stimulus material in German recorded on CD by native speakers. Candidates have 5 minutes to read through the paper before the CD is started. They hear each item of stimulus twice. Writing time is built into the paper, so the teacher must not stop the CD between items.

At Foundation Tier, stimulus items may take the form of short announcements, messages and dialogues from a range of contexts. Candidates’ responses may require selection, gap filling or, where the nature of the task demands, answers in English. Stimulus items refer to past, present and future events, and they include some unfamiliar language. Candidates are required to identify main points and extract details and points of view.

At Higher Tier, stimulus items may take the form of dialogues and narratives of various types from a range of contexts. Candidates’ responses may require selection, gap filling and answers in English. Candidates should be able to understand gist, identify main points and details, recognise points of view, attitudes and emotions, and draw conclusions.

A number of questions are common to both Foundation and Higher Tier.

### A02 (Unit 1: Speaking)

Percentage weighting: 30% (or 60% of GCSE Short Course)

Speaking is assessed by controlled assessment. There is no tier of entry for the speaking controlled assessment tasks; outcomes will provide differentiation. See Section 6 and Appendix 1 for more details.

### **AO3 (Unit 4: Reading)**

Percentage weighting: 20% (or 40% of GCSE Short Course)

Timing: Foundation Tier: **40 minutes**  
Higher Tier: **50 minutes**

This paper comprises a variety of items of stimulus material in German, for example notices, announcements, advertisements, extracts from letters, magazine or newspaper articles and forms of imaginative writing. We include some items from ICT based sources, such as email or the internet.

At Foundation Tier, candidates' responses may require selection, gap filling and answers in English. The stimulus material covers a range of topics referring to past, present and future events and may include some unfamiliar language. Candidates are required to identify and extract details and points of view.

At Higher Tier, candidates' responses may require selection, gap filling and answers in English. Candidates are required to understand gist, identify main points and detail, recognise points of view, attitudes and emotions and draw conclusions.

A number of questions are common to both Foundation and Higher Tier.

### **AO4 (Unit 2: Writing)**

Percentage weighting: 30% (or 60% of GCSE Short Course)

Writing is assessed by controlled assessment. Tasks are the same for both Foundation and Higher Tier candidates, although candidates aiming to achieve grades A\*–C are expected to produce longer pieces of written work in German. See Section 6 and Appendix 1 for more details.

## 5 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 must be interpreted in relation to the content 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 overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
<b>A</b>	<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>

Grade	Description
<b>C</b>	<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>
<b>F</b>	<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>

## 6 Guidance on Controlled Assessment

### 6.1 Controlled assessment review

We replace our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

### 6.2 Skills assessed by controlled assessment

Two of the four Assessment Objectives in GCSE languages (AO2: Speaking and AO4: Writing) are assessed using controlled assessment. Candidates must:

- complete two tasks from different contexts for each skill;
- take part in a conversation (see Task A and the guidance on adapting speaking tasks in Appendix 1) as one of their controlled assessment tasks for speaking; and
- submit tasks on different topics for speaking and writing.

### 6.3 Level of control

Rules for controlled assessment in GCSE German are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

### 6.4 Task setting

The two controlled assessment tasks for each skill are equally weighted. Both are individually marked out of 30, making a total of 60 marks for the two speaking tasks and 60 for the two writing tasks.

For both speaking and writing, the level of control for the setting of the controlled assessment tasks is limited. This means that centres can either:

- use one of the exemplar tasks listed in Appendix 1;
- create a task of their own choice; or
- adapt one of our tasks, within the parameters detailed in Appendix 1.

If centres choose to create their own task, they must ensure that the task they design allows candidates to meet the requirements of the mark schemes and to access the highest mark band appropriate to them. For candidates to achieve an F grade, they must produce simple sentences and express simple opinions. For candidates aiming for a C grade, tasks must contain a range of structures, which may relate to past and future events. Candidates aiming for an A grade should also express and explain ideas and points of view.

If centres choose to adapt the tasks listed in Appendix 1, they must ensure that their tasks allow candidates to meet the requirements of the mark schemes and to access the highest mark band appropriate to them. See the sub-section in Appendix 1 on adapting controlled assessment tasks for specific guidance and examples for both speaking and writing.

After selecting the task, the teacher should spend 20–30 minutes outlining the nature of the task to candidates, explaining:

- the format and purpose of the task;
- the time allowed for the preparation and taking of the task;
- the word limit (writing tasks only);
- the nature of the preparation allowed; and
- which resources they may use during their preparation time.

## 6.5 Task taking

### Unit 1: Speaking

There is a medium level of control for this stage of the speaking controlled assessment tasks.

#### Preparation

Teachers may not give the details of the task to candidates until the beginning of the preparation stage.

Areas of Control	Detail of Control
<b>Authenticity</b>	<p>Candidates must complete their work under informal supervision. This may involve working in pairs or in small groups with other candidates.</p> <p>Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.</p>
<b>Feedback</b>	<p>Teachers must give guidance and feedback on how candidates should reference their sources so as to avoid plagiarism.</p> <p>Teachers must not correct any of the candidates' preparation work. They should, however, give guidance and feedback on the following:</p> <ul style="list-style-type: none"> <li>• how the work meets the requirements of the specification; and</li> <li>• how the work will be assessed according to the marking criteria.</li> </ul> <p>Candidates should reach their own conclusions.</p>
<b>Time Limit</b>	Candidates have <b>3–4 hours</b> to prepare for the task.
<b>Collaboration</b>	Candidates can work in pairs or small groups when preparing the task, but each must have an individual mark awarded for the task.

Areas of Control	Detail of Control
<b>Resources</b>	<p>Candidates may have access to a dictionary and other resource materials such as textbooks, books, magazines or newspapers in the target language.</p> <p>They may use these resources to prepare a pro forma, writing no more than 40 words. This may include some headings or bullet points. Candidates may include verbs or phrases, but must not exceed the word limit.</p> <p>Candidates must reference any resources that they use, including those accessed via the internet.</p>

### Final production of the speaking task

Areas of Control	Detail of Control
<b>Authenticity</b>	Candidates must complete their final production of the speaking task under formal supervision.
<b>Feedback</b>	Teachers must not give feedback at this stage.
<b>Time Limit</b>	The speaking task should last approximately <b>4–6 minutes</b> .
<b>Collaboration</b>	Candidates can be assessed individually, in pairs or in groups, but each candidate must be given an individual mark for the task.
<b>Resources</b>	Candidates can use the pro forma they have prepared (with no more than 40 words written on it). They may not have access to any other resources.

## Unit 2: Writing

There is a high level of control for this stage of the writing controlled assessment tasks.

### Preparation

Teachers may not give the details of the task to candidates until the beginning of the preparation stage.

Areas of Control	Detail of Control
<b>Authenticity</b>	<p>Candidates must complete their work under informal supervision.</p> <p>Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.</p>
<b>Feedback</b>	<p>Teachers must give guidance and feedback on how candidates should reference their sources so as to avoid plagiarism.</p> <p>Teachers must not correct any of the candidates' preparation work. They should, however, give guidance and feedback on the following:</p> <ul style="list-style-type: none"> <li>• how the work meets the requirements of the specification; and</li> <li>• how the work will be assessed according to the marking criteria.</li> </ul> <p>Candidates should reach their own conclusions.</p>
<b>Time Limit</b>	<p>Candidates have <b>5–6 hours</b> to prepare for the task.</p>
<b>Collaboration</b>	<p>Candidates must complete all their work individually.</p>
<b>Resources</b>	<p>Candidates may have access to a dictionary and other resource materials such as textbooks, books, magazines or newspapers in the target language.</p> <p>They may use these resources to prepare a pro forma, writing no more than 40 words. This may include some headings or bullet points. Candidates may include verbs or phrases, but must not exceed the word limit.</p> <p>Candidates must reference any resources that they use, including those accessed via the internet.</p> <p>If candidates are using IT to prepare their work, they must not have access to spelling or grammar checks, but they may use online dictionaries.</p>

## Final production of the writing task

Areas of Control	Detail of Control
<b>Authenticity</b>	Candidates must complete their work under formal supervision.  Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.
<b>Feedback</b>	Teachers must not give feedback at this stage.
<b>Time Limit</b>	Candidates have <b>1 hour</b> to produce the final version of the task.
<b>Word Limit</b>	Candidates aiming for grades D–G should produce <b>100–150 words</b> for each task.  Candidates aiming for grades A*–C should produce <b>200–300 words</b> for each task.
<b>Collaboration</b>	Candidates must complete all their work individually.
<b>Resources</b>	Candidates may have access to a dictionary and the pro forma they have prepared (with no more than 40 words written on it) during the preparation stage.  They must reference any resources that they use, including those accessed via the internet.  If candidates are using IT to produce the final version of their task, they must not have access to spelling or grammar checks, but they may use online dictionaries.

## 6.6 Task marking

### Unit 1: Speaking

The level of control for task marking is medium. There is no tier of entry for the speaking controlled assessment tasks; outcomes will provide differentiation. Teachers mark the tasks using the mark schemes we provide. Teachers should also attend the agreement trials that we run for our controlled assessment tasks and take note of the following marking guidance.

#### General guidance on marking speaking tasks

- Each candidate should have a mark out of 30 for each controlled assessment task. This mark is made up of:
  - a mark for communication (out of 15);
  - a mark for grammar and structures (out of 10); and
  - a mark for pronunciation and intonation (out of 5).
- Teachers should decide which of the six bands best describes the candidate's final controlled assessment task.
- Teachers are advised to start with Band 3 and decide whether the candidate's task fits into this band or should be in a higher or lower band.

- Once the teacher has decided which band best describes the candidate's task, they must decide on the mark to award.

### **Awarding marks for grammar and structures**

- In the grammar and structures grid, there are two marks in each band. Teachers should award the marks accordingly:
  - all requirements of band met – top mark; or
  - most requirements of band met – lower mark.

### **Awarding marks for communication**

- In the communication grid, there are three marks in each band. Teachers should award the marks accordingly:
  - all requirements of band met – top mark;
  - most requirements of band met – middle mark; or
  - some requirements of band met – lowest mark.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at [www.jcq.org.uk](http://www.jcq.org.uk)

## **Unit 2: Writing**

The level of control for task marking is high. Our examiners mark the writing tasks. While there is no tier of entry for the controlled assessment tasks for writing, teachers should note that the word limits are:

- **200–300 words** per task for candidates aiming for grades A\*–C; and
- **100–150 words** per task for candidates aiming for grades D–G.

## **6.7 Internal standardisation**

Centres with more than one teaching group must carry out internal standardisation of the speaking controlled assessment tasks before submitting them to us. This is to ensure that, as far as possible, each teacher has applied the assessment criteria consistently when marking assessments.

## **6.8 Moderation**

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

Centres are required to record an adequate sample of tasks to provide sufficient evidence for moderation. We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission. Marks and samples of candidates' work for moderation must be submitted to us by the 1<sup>st</sup> of May in the year of assessment.

**See Appendix 6 for a glossary of terms for controlled assessment.**

## 7 Links

### 7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- exemplary performances;
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials;
- student guides;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates; and
- exemplification of standards.

You can find our Annual Support Programme of events and materials for German on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

### 7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment:
  - by studying materials, participating in various classwork activities and preparing controlled assessments for the three contexts listed in Section 3: The Individual, Citizenship and Employability;
- progress from Key Stage 3 Northern Ireland Curriculum requirements:
  - by giving them opportunities, through the three contexts for learning – The Individual, Citizenship and Employability – to build on curriculum objectives at Key Stage 3;
- investigate and discuss ethical, social, economic and cultural issues:
  - by studying material relating to these issues both in their own communities and in countries/communities where the target language is spoken; and
  - by giving them the opportunity to discuss their own and listen to others' points of view, to work with others and to make comparisons between their own and other countries/communities;

- investigate and discuss issues in other European countries and communities:
  - by providing opportunities to discuss issues and developments in students' own countries and in communities where the target language is spoken and gain a better understanding of the greater European context;
- investigate and discuss employability:
  - by giving them the opportunity to study, discuss and express their opinions on employability, which is one of the three contexts for learning; and
- use technology for communication purposes:
  - by providing opportunities throughout the course of study to use technology for communication purposes, for example when participating in classwork or preparing controlled assessment tasks.

This specification also addresses issues of:

- sustainable development, health and safety considerations and European developments, consistent with international agreements:
  - We have taken care in drawing up this specification to ensure that it meets health and safety considerations. Students following our specification have the opportunity to study and discuss issues and developments in their own communities and in countries and communities where the target language is spoken. This enables them to gain a better understanding of the greater European context.
- avoidance of bias:
  - We have made it a priority, when designing the content of this specification, to avoid bias of any kind.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

### 7.3 Key Skills

This specification provides students with opportunities to develop and generate evidence for assessing the following nationally recognised Key Skills:

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

You can find details of the current standards and guidance for each of these skills on the QCA website at [www.qca.org.uk](http://www.qca.org.uk)

### 7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

## 7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **Information on reasonable adjustments is found in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

Potential barriers for some students include:

- Speaking, for some students with a speech impairment;
- Listening, for some students with a hearing impairment, i.e. those who cannot lip read (British or Irish Sign Language may not be allowed, as that would not involve communication in the foreign language); and
- Reading, for some students with a visual impairment (i.e. those who cannot read Braille) – these students may not have the text read to them, as that would involve testing the different competence of listening.

These competences are included because:

- the GCSE is a holistic qualification which must continue to assess all four skills to meet all its Assessment Objectives; and
- removal of a competence may penalise students for whom that competence is a strength.

Modified visual and hearing papers are available on request.

There are alternative qualifications for individual skills, and short course GCSEs are available covering only AO1 and AO2 or AO3 and AO4.

## 7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Catriona Skelton  
(telephone: (028) 9026 1200, extension 2292, email: [cskelton@ccea.org.uk](mailto:cskelton@ccea.org.uk))
- Officer with Subject Responsibility: Clare McNicholl  
(telephone: (028) 9026 1200, email: [cmcnicholl@ccea.org.uk](mailto:cmcnicholl@ccea.org.uk))
- Examination Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution (past papers and support materials)  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals)  
(telephone: (028) 9026 1244, email: [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk)).

## Appendix 1

### Controlled Assessment Tasks for 2010-2011

#### Unit 1: Speaking (AO2)

##### Guidance for teachers

When selecting a speaking task, centres can either:

- use the exemplar tasks provided below;
- adapt these tasks using the guidance on adapting speaking tests in this specification; or
- design a task of their own using the guidance on creating their own tasks in this specification.

For all tasks, centres must adhere to our requirements on:

- timing of tasks; and
- topics of tasks (candidates cannot submit two speaking tasks from the same context).

When preparing candidates for their tasks, teachers should:

- ensure the candidates have adequate time to prepare for each task; and
- ensure the tasks they are preparing meet the requirements of the mark schemes and will allow them access to the highest mark bands appropriate to them.

When preparing to assess speaking tasks, teachers should ensure that the unprepared elements of the task:

- meet the requirements of the mark schemes and allow each candidate access to the highest mark bands appropriate to them;
- are not shown to the candidates before they take the task; and
- are appropriate and relevant to the topic of the task.

##### Task A: Conversation

Context: The Individual

Topic: Relationships

Format: The candidate engages in a conversation based on the topic of relationships.

Purpose: To display the ability to inform and respond to questions on the topic.

Timing: **4–6 minutes**

##### **Topic: Relationships** (Guidance for candidates)

You will be asked questions on the following:

- what relationships are important to you and why;
- your best friend;
- how people would describe you;
- things that annoy you about your friends/family; and
- problems/pressures in relationships.

You will also be expected to respond to **two** items that you have not prepared.

## Task B: Presentation and discussion

Context: Citizenship

Topic: Travel and tourism

Format: The candidate gives a presentation of **1–2 minutes** describing the tourist facilities in their area, followed by a discussion.

Purpose: To display the ability to present information and engage in a discussion about the topic.

Timing: **4–6 minutes**

### Topic: Travel and tourism (Guidance for candidates)

You should prepare a presentation of **1–2 minutes** describing the tourist facilities in your area. In a follow-up discussion you will be asked questions on the following:

- how tourists can travel to your area;
- what facilities there are for tourists in your area; and
- why tourists should come to your area.

You will also be expected to respond to **one** item that you have not prepared.

## Task C: Interview

Context: Employability

Topic: Part-time jobs

Format: The candidate takes part in an interview for a job working as a waiter/waitress in a hotel.

Purpose: To display the ability to prepare for and take part in a job interview.

Timing: **4–6 minutes**

### Topic: Part-time jobs (Guidance for candidates)

You are going to take part in a job interview to work as a waiter/waitress in a hotel. You will be asked questions on the following:

- why you applied for the job;
- what experience you have;
- what you think you will enjoy about the job;
- why you think you would be good at the job; and
- why you should get the job rather than other applicants.

You will also be expected to respond to **two** items that you have not prepared.

## Unit 2: Writing (AO4)

All writing tasks may be produced using IT but must be submitted in hard copy.

### Task D: Informative writing

Context: Citizenship

Topic: Festivals and customs

Format: The candidate writes an article for a magazine about a celebration in a country/community where the target language is spoken.

Purpose: To display the ability to research, plan and inform.

Timing: **1 hour**

Word limit: Candidates aiming for grades D–G: **100–150 words**

Candidates aiming for grades A\*–C: **200–300 words**

#### Topic: Festivals and customs (Guidance for candidates)

A magazine editor has asked you to write an article about a celebration in a country/community where the target language is spoken. Your work may include information on some or all of the following:

- the background to the celebration;
- where and when it is celebrated;
- how it is celebrated;
- who celebrates it; and
- your opinion.

### Task E: Comparative writing

Context: The Individual

Topic: Health and lifestyle

Format: The candidate writes a report for a school magazine in the target language comparing people's lifestyle now with people's lifestyle in the past.

Purpose: To display the ability to research and provide comparisons.

Timing: **1 hour**

Word limit: Candidates aiming for grades D–G: **100–150 words**

Candidates aiming for grades A\*–C: **200–300 words**

#### Topic: Health and lifestyle (Guidance for candidates)

You have decided to write an article for a school magazine comparing people's lifestyle now with people's lifestyle in the past. Your work may include information on some or all of the following:

- an outline of people's lifestyle in the past and of people's lifestyle now;
- the advantages and disadvantages of life in the past;
- the advantages and disadvantages of life now;
- what life may be like in the future; and
- your opinion.

### **Task F: Persuasive writing**

Context: Citizenship

Topic: Environmental issues

Format: The candidate produces a leaflet for a local newspaper to persuade people that they should be more environmentally aware.

Purpose: To display the ability to present information and persuade an audience.

Timing: **1 hour**

Word limit: Candidates aiming for grades D–G: **100–150 words**

Candidates aiming for grades A\*–C: **200–300 words**

#### **Topic: Environmental issues** (Guidance for candidates)

You have been asked to produce a leaflet for a local newspaper to persuade people that they should be more environmentally aware. Your work may include information on some or all of the following:

- why people should protect the environment;
- the dangers if people don't protect the environment;
- what families can do to protect the environment;
- what schools can do to protect the environment; and
- your opinion.

## Adapting controlled assessment tasks

### Adapting speaking tasks

Every candidate must take part in a conversation as one of their speaking tasks. This could be either the conversation in Task A or an adaptation on a different topic.

Regarding the other task, centres may choose their own topic, purpose and format; however, they must ensure that the contexts of the two tasks are different.

Candidates must not submit tasks on the same topic for their speaking tasks – for example ‘school life’ – as for their writing tasks.

Candidates must adhere to the guidance on task setting and task taking outlined in Section 6 of this specification. If they wish to adapt/design their own speaking tasks, they must ensure that:

- the tasks meet the requirements of the mark schemes and allow candidates to access the highest mark band appropriate to them;
- candidates adhere to the timings (**4–6 minutes** per task) outlined in the specification and the exemplar tasks; and
- unprepared items meet the requirements of the mark schemes and, in responding to them, candidates will have access to the highest mark band appropriate to them.

The conversation that each candidate must take part in as one of their tasks must be a one-to-one conversation between the candidate and a teacher. This task cannot, therefore, be adapted to allow for assessment in pairs or groups. However, if candidates wish to take their other speaking task in pairs or small groups, they may do so.

### Adapting speaking tasks for pairs/groups

When candidates’ speaking task is to be assessed in pairs/groups, centres must ensure that:

- a teacher facilitates the task with the candidates and asks the unprepared elements of the task;
- the task meets the requirements of the mark schemes and allows each candidate to access the highest mark band appropriate to them;
- each candidate is awarded an individual mark based on the mark schemes;
- each candidate adheres to the timings (**4–6 minutes** per task) outlined in the specification and exemplar tasks;
- unprepared items meet the requirements of the mark schemes and, in responding to them, each candidate will have access to the highest mark band appropriate to them;
- each individual in the group responds to and is awarded marks for different unprepared items; and
- each candidate is allowed **3–4 hours** to prepare for the task (candidates participating in a paired/group task are permitted to prepare together).

Task	Example of Adapted Task for Individual Candidates	Example of Adapted Task for Pairs/Groups of Candidates
<b>A</b>	The candidate could take part in a conversation on the topic of school life (Context 3: Employability), rather than on relationships (Context 1: The Individual).	
<b>B</b>	The candidate could give a presentation and engage in a discussion based on the topic of health and lifestyle (Context 1: The Individual), rather than on travel and tourism (Context 2: Citizenship).	Candidates working in pairs/groups could give a presentation on healthy living (Context 1: The Individual). All candidates participating must be awarded an individual mark – they must present separate pieces of information and respond individually in a discussion.
<b>C</b>	The candidate could take part in an interview with a local radio station in the target language about a festival that is being planned in the area (Context 2: Citizenship), rather than on part-time jobs (Context 3: Employability).	Candidates working in pairs/groups could discuss a band that they like (Context 2: Citizenship). All candidates participating must be awarded an individual mark – they must present separate pieces of information and respond individually in a discussion.

### Adapting writing tasks

Centres must ensure that the contexts of their two tasks are different. The purpose of each task must be clear.

Candidates must not submit tasks on the same topic for their speaking tasks – for example ‘school life’ – as for their writing tasks.

Centres must adhere to the guidance on task setting and task taking as outlined in Section 6 of this specification. If centres wish to adapt/design their own writing tasks, they must ensure that:

- the tasks meet the requirements of the mark schemes, and allow candidates to access the highest mark band appropriate to them; and
- candidates adhere to the word limits (**100–150 words** per task for candidates aiming for grades D–G; **200–300 words** per task for those aiming for grades A\*–C) outlined in the specification and the exemplar tasks.

Task	Example of Acceptable Adaptation
<b>D</b>	The candidate could produce a leaflet displaying the ability to inform and describe their local area (Context 1: The Individual), rather than a magazine article on festivals and customs (Context 2: Citizenship).
<b>E</b>	The candidate could produce an article for a magazine comparing the choices and opportunities for young people in their local area with those in a country/community where the target language is spoken (Context 3: Employability), rather than a report for their school magazine comparing lifestyle now with lifestyle in the past (Context 1: The Individual).
<b>F</b>	The candidate could produce a letter to a prospective employer displaying the ability to persuade the recipient to give them a job (Context 3: Employability), rather than a leaflet for a local newspaper persuading people to be more environmentally aware (Context 2: Citizenship).

## Appendix 2

### Controlled Assessment Mark Schemes

#### Unit 1: Speaking (A02)

Band	Communication	Marks
5	The candidate completes the task very competently. Ideas and opinions are expressed and justified. The candidate is able to respond confidently to questions, including unprepared elements.	13–15
4	The candidate completes the task competently. Ideas and opinions are expressed and there is some justification. The candidate is able to respond with some confidence to most questions. There may be some hesitation, particularly with unprepared elements.	10–12
3	The candidate has some difficulty completing the task. Some ideas and opinions are expressed. The candidate responds to most questions, although there is hesitation, and he/she has some difficulty dealing with unprepared elements.	7–9
2	The candidate finds it difficult to complete the task. There are few ideas and opinions expressed. The candidate has difficulty responding to many questions, there is a lot of hesitation and he/she has great difficulty dealing with unprepared elements.	4–6
1	The candidate does not complete the task. No ideas or opinions are expressed. The candidate has difficulty responding to most questions, the delivery is very hesitant and he/she is unable to deal with unprepared elements.	1–3
0	There is no meaningful communication.	0

<b>Band</b>	<b>Grammar and Structures</b>	<b>Marks</b>
<b>5</b>	The candidate uses a wide variety of appropriate vocabulary, structures and idiomatic language with a high degree of accuracy and competency.	9–10
<b>4</b>	The candidate uses a variety of appropriate vocabulary, structures and idiomatic language. Errors are few and only where more complex language is used.	7–8
<b>3</b>	The candidate makes some attempt to use a variety of appropriate vocabulary and structures. There is some use of idiomatic language that may contain errors.	5–6
<b>2</b>	The candidate uses a limited range of appropriate vocabulary and structures. There is limited use of idiomatic language. There are frequent minor and some major errors.	3–4
<b>1</b>	The candidate uses a very limited range of appropriate vocabulary and structures. Idiomatic language is poor. There are many major and minor errors.	1–2
<b>0</b>	The candidate uses no meaningful language.	0

<b>Band</b>	<b>Pronunciation and Intonation</b>	<b>Marks</b>
<b>5</b>	Pronunciation, intonation and fluency of delivery are very good.	5
<b>4</b>	Pronunciation, intonation and fluency are good.	4
<b>3</b>	Pronunciation, intonation and fluency are average.	3
<b>2</b>	Pronunciation, intonation and fluency are below average.	2
<b>1</b>	Pronunciation, intonation and fluency are poor.	1
<b>0</b>	Communication is impeded.	0

## Unit 2: Writing (AO4)

Band	Description of Performance: Communication	Marks
5	The candidate communicates the task very clearly and concisely and displays very good knowledge of the topic. Ideas and opinions are expressed and justified.	17–20
4	The candidate communicates the task clearly and concisely and displays good knowledge of the topic. Ideas and opinions are expressed and there is some justification.	13–16
3	The candidate communicates the task and displays some knowledge of the topic. Some ideas and opinions are expressed.	9–12
2	The candidate communicates some of the task and displays a limited knowledge of the topic. There are few ideas and opinions.	5–8
1	The candidate does not communicate the task and displays very limited knowledge of the topic. No ideas or opinions are expressed.	1–4
0	There is no meaningful communication.	0

Band	Description of Performance: Grammar and Structures	Marks
5	There are few errors. The writing is well ordered and coherent. The candidate uses a wide range of vocabulary and structures. There is good evidence of idiomatic language.	9–10
4	There are some errors where more complex language is used. The writing is likely to have a natural flow. The candidate uses a range of vocabulary and structures. There is some evidence of idiomatic language.	7–8
3	There are frequent minor errors, but the majority of the task is comprehensible. The candidate uses a limited range of vocabulary and structures. There is little evidence of idiomatic language.	5–6
2	There are frequent major and minor errors, but up to half of the text is meaningful. The candidate uses basic vocabulary and structures. There is no evidence of idiomatic language.	3–4
1	There are major and frequent errors, making the text ambiguous and difficult to understand. The candidate uses short simple sentences or phrases but there are many inaccuracies in spelling.	1–2
0	The candidate uses no meaningful language.	0

## Appendix 3

### German Grammar and Structures

Candidates are expected to acquire knowledge and understanding of German grammar during their course. In the GCSE assessment they have an opportunity to apply their knowledge and understanding of the structures in the following lists.

*The examples in brackets are indicative, not exclusive.*

Students only need to have receptive knowledge of structures marked (R).

#### 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)

##### 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*

mode of address: *ibr* (R)

impersonal (*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 (*aber, oder, und...*)

subordinating (*als, obwohl, weil, wenn...*)

## Number, quantity, dates and time

including use of *seit* with present tense

## 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: *ibr*

impersonal

infinitive constructions (*ohne\_ zu\_*; *um\_ zu\_*; verbs with *zu...*, for example *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 (*außerhalb, statt, trotz, während, wegen...*)

### Conjunctions

coordinating and subordinating

### Time

use of *seit* with imperfect tense

## Appendix 4

### German Core Minimum Vocabulary List

This core minimum vocabulary list is primarily intended as a guide for teachers, to assist in their planning of work in relation to their programme of study. The assessment tasks at Foundation Tier are based on this list. Vocabulary from the following categories may also be included:

- numbers;
- months;
- days;
- additional place names;
- nationalities;
- parts of the body;
- animals;
- directions;
- weather;
- school subjects;
- school uniforms;
- classroom instructions and requests; and
- derivatives of the words in the core minimum vocabulary list.

Although candidates should expect to encounter some unfamiliar vocabulary, Foundation Tier candidates will only be tested on words and terms given in both the core minimum vocabulary list and from the categories above.

For the purpose of controlled assessments, candidates may choose to use some of the words included on the list but are also free to use other vocabulary relevant to the tasks they prepare.

## Core Vocabulary List

A; be; tse	die Apotheke	der Ausweis
ab	der Apparat	(sich) ausziehen
der Abend	(Guten) Appetit!	das Auto
aber	arbeiten	die Autobahn
abfahren	arbeitslos	der Automat
der Abfall	die Art	der Autor/die Autorin
abholen	der Artikel	BRD
das Abitur	der Arzt/die Ärztin	das Baby
abspülen	der Aschenbecher	babysitten
die Abteilung	die Athletik	backen
abtrocknen	atmen	das Bad
abwaschen	auch	das Badezimmer
Achtung!	auf	das Badminton
die Adresse	Auf Wiederhören	die Bahn
aktiv	Auf Wiedersehen	der Bahnhof
das Album	aufgeben	der Balkon
der Alkohol	aufheben	der Ball
alkoholfrei	auflegen	die Banane
alles	aufmachen	die Bank
alles Gute	aufpassen	die Bar
als	aufräumen	der Bär
also	der Aufsatz	der Bart
alt	aufsein	basteln
das Alter	aufstehen	die Batterie
das Altpapier	aufwachen	der Bauch
die Altstadt	der Aufzug	bauen
Amerika,	das Auge	der Bauernhof
(Nord/Süd)amerika	der Augenblick	der Baum
die Ampel	die Aula	die Baumwolle
(sich) amüsieren	aus	der Beamte/die Beamtin
an	die Ausfahrt	beantworten
an... vorbei	der Ausflug	die Bedienung
die Ananas	ausfüllen	beginnen
anders	der Ausgang	begrüßen
anfangen	ausgeben	bei
(sich) ändern	ausgehen	beide
angeln	ausgezeichnet	beißen
die Angelrute	die Auskunft	bekannt
angenehm	das Ausland	bekommen
die Angst	auspacken	belegt
ankommen	ausrichten	das Benzin
anmachen	aussehen	bequem
anrufen	außer	der Berg
ansehen	die Aussicht	der Beruf
antworten	aussprechen	berühmt
anzeigen	aussteigen	sich beschäftigen
(sich) anziehen	die Ausstellung	beschreiben
der Apfel	austauschen	besetzt
der Apfelsaft	ausverkauft	der Besitzer
die Apfelsine	die Auswahl	besonders

das Besteck	der Brief	die Disko
bestellen	die Brille	die Diskussion
bestimmt	bringen	doch
besuchen	die Broschüre	der Doktor
die Besuchszeit	das Brot	der Dokumentarfilm
der Betrieb	das Brötchen	der Dom
das Betriebspraktikum	die Brücke	der Donnerstag
betrunken	der Bruder	es donnert
das Bett	das Buch	doof
bevor	buchstabieren	das Doppelzimmer
bewölkt	bügeln	das Dorf
bezahlen	die Bundesrepublik	dort
bisschen	Deutschland	die Dose
die Bibliothek	bunt	downloaden/ herunterladen
die Biene	die Burg	draußen
das Bier	das Büro	drinnen
bieten	die Bürste	dritte
das Bild	der Bus	die Drogerie
billig	die Butter	drücken
die Biologie	die CD	dumm
bis	das Café	dunkel
bitte (schön, sehr)	der Campingplatz	dünn
bitten	der/die Chef(in)	durch
bitter	die Chips	die Durchfahrt
das Blatt	der Clown	durchfallen
blau	die Cola	der Durchgang
bleiben	der Computer	dürfen
Bleiben Sie am Apparat!	die Crème	der Durst
bleifrei	da drüben	die Dusche
der Bleistift	das Dach	sich duschen
der Blick	damals	EG
es blitzt	die Dame	eben
der Block	damit	echt
blöd	danach	die Ecke
blond	Dänemark	egal
die Blume	danke (schön, sehr)	das Ei
der Blumenkohl	dann	eigen
die Bluse	das Datum	eigentlich
bluten	dauern	es eilig haben
der Boden	die Decke	der Eimer
die Bohne	denken	die E-Mail
der/das Bonbon	denn	die Einbahnstraße
das Boot	Deutsch	einfach
böse	Deutschland	die Einfahrt
braten	dick	das Einfamilienhaus
die Bratwurst	der Dieb/die Diebin	der Eingang
brauchen	der Dienstag	einige
braun	der Diesel	einkaufen (gehen)
brav	digital	einladen
brechen	direkt	einmal, zweimal...
brennen	der Direktor	

einpacken	die Fähre	die Fremdsprache
einsteigen	fahren	die Freude
der Eintritt	fair	sich freuen auf/über
der Einwohner	fallen	freundlich
das Einzelkind	falsch	frisch
das Einzelzimmer	die Familie	der Friseur/die Friseurin
das Eis	der Familienname	froh
die Eisenbahn	fangen	fröhlich
der Elefant	die Farbe	der Frost
elektrisch	fassen	der Frühling
die Elektrizität	fast	das Frühstück
die Eltern	faul	frühstücken
empfangen	faxen	der Fuß
enden	fehlen	zu Fuß
endlich	feiern	der Fußball
die Endstation	fein	die Fußgängerzone
England	das Fenster	fühlen
entfernt	die Ferien	die Führung
entgegen	fernsehen	der Füller
entlang	fertig sein	das Fundbüro
entscheiden	fest	für
entschuldigen	das Fest	die Furcht
Entschuldigung	die Festspiele	die Gabel
entweder . . . oder . . .	fett	der Gang
entwerten	das Feuer	ganz
die Erbsen	das Fieber	gar nicht(s)
die Erdbeere	der Film	die Garage
das Erdgeschoss	finden	die Garantie
erfolgreich	der Finger	die Garderobe
sich erkälten	die Firma	der Garten
erklären	der Fisch	das Gas
sich erkundigen	die Flasche	der Gast
erlauben	fleißig	das Gebäude
die Ermäßigung	das Fleisch	geben
ernst	fliegen	geboren
erreichen	der Fluss	der Geburtstag
erst	der Flug	geduldig
erstaunen	der Flur	die Gefahr
der/die Erwachsene	folgen	gefährlich
erwarten	das Formular	gefallen
erzählen	fotografieren	das Gefühl
essen	fragen	gegen
das Essen	der Franken	die Gegend
der Essig	Frankreich	gegenüber
das Esszimmer	die Frau	gehören
die Etage	das Fräulein	gelb
etwa	frech	das Geld
etwas	frei	gelingen
Europa	das Freibad	(die) gemischte Schule
der Eurocheck	die Freizeit	das Gemüse
die Fabrik	fremd sein	gemütlich

genau	gültig	die Hose
genug	gut	das Hotel
geöffnet	das Gymnasium	hübsch
die Geographie	haben	der Hügel
das Gepäck	der Hafen	das Huhn
gerade	das Hähnchen	der Humor
gern	der Hamburger	der Hund
die Gesamtschule	das Handy	der Hunger
das Geschäft	die Handyrechnung	der Husten
geschehen	halb	der Hut
das Geschenk	das Hallenbad	die Idee
die Geschichte	halten	der Imbiss
geschieden	die Haltestelle	immer
das Geschirr	hängen	in
geschlossen	hart	indem
die Geschwister	hässlich	die Industrie
gestern	das Haus	die Infektion
gestreift	zu/nach Hause	die Informatik
gesund	die Hausaufgabe	der Ingenieur/die
das Getränk	das Heft	Ingenieurin
getrennt	heiß	inklusive
gewinnen	heißen	das Insekt
das Gewitter	der Heilige Abend	insgesamt
gewöhnlich	Heimweh haben	das Internet
es gibt	heiraten	der i-Pod
die Gitarre	die Heizung	intelligent
das Glas	helfen	interessant
glatt	hell	sich interessieren für
glauben	der Herbst	ja
gleich	der Herr	das Jahr
das Gleis	Herzlichen	Jazz
die Glocke	Glückwunsch!	jeder
das Glück	heulen	jetzt
glücklich	heute	der Job
golden	hier	der Joghurt
der Gottesdienst	die Hilfe	die Jugend
der/das Grad	hilfsbereit	jung
das Gramm	die Himbeere	der Junge
gratis	der Himmel	k.o./K.O.
gratulieren	hin und zurück	der Kaffee
grau	hinfallen	kalt
vom Grill	hinten	die Kälte
die Grippe	hinter	der Kamm
groß	das Hobby	das Kaninchen
die Größe	hoch	das Kännchen
die Großeltern	der Hof	kaputt
grün	hoffen	kariert
der Grund	holen	die Karotte
die Grundschule	das Holz	die Karte
die Gruppe	hören	die Kartoffel
Grüß Gott	der Hörer	der Karton

der Käse	die Krawatte	lesen
die Kasse	die Kreditkarte	letzte
der Kasten	die Kreide	die Leute
die Katze	der Krieg	das Licht
kaufen	kriegen	die Liebe
kegeln	der Krimi	lieben
der Keks	das Krokodil	Liebe(r)
kein	die Küche	lieber haben
der Keller	der Kuchen	liebevoll
der Kellner/die Kellnerin	der Kugelschreiber	Liebblingsam
kennen	die Kuh	liebsten
kennenlernen	kühl	das Lied
die Kerze	der Kühlschrank	liegen
das Kind	der Kuli	der Lift
das Kino	die Kunst	die Liga
der Kiosk	die Kurve	die Limonade
die Kirche	kurz	die Linie
die Kirsche	die Küste	die Lippe
die Kiste	der Künstler	die Liste
klappen	küssen	der Liter
klasse	der LKW	die Literatur
(erste, zweite) Klasse	das Labor	das Loch
die Klassenarbeit	lächeln	der Löffel
klassisch	lachen	lösen
das Klavier	der Laden	die Luft
klein	die Lage	Lust haben
das Kleingeld	die Lampe	lustig
das Klima	das Land	machen
klingeln	lang	das Mädchen
die Klinik	langsam	der Magen
das Klo	langweilig	die Mahlzeit
klopfen	der Lärm	das Mal
der Klub	der Laptop	der Maler
kochen	lassen	manchmal
der Koffer	Latein	der Mann
der Kohl	laufen	die Mannschaft
die Kohle	launisch	der Mantel
der Kollege/die Kollegin	laut	die Mappe
komisch	leben	die Mark
kommen	das Leben	das Markstück
die Konditorei	lecker	der Markt
können	das Leder	der Marktplatz
kontrollieren	ledig	die Marmelade
das Konzert	leer	die Maschine
korrigieren	legen	die Maus
kosten	der Lehrer/die Lehrerin	der Mechaniker
kostenlos	leicht	das Medikament
das Kotelett	es tut mir leid	das Meer
krank	leider	das Meerschweinchen
	leise	mehr
	lernen	mehrere

meinen	der Nachmittag	ohne
die Meinung	der Nachname	die Oma
meistens	die Nachrichten	der Onkel
sich melden	nächst	online
eine Menge	die Nacht	der Opa
der Mensch	nachts	die Oper
das Menü	in der Nähe von	die Operation
die Messe	der Name	operieren
das Messer	die Nase	die Orange
die Metzgerei	die Natur	der Orangensaft
mieten	natürlich	das Orchester
die Milch	der Nebel	die Ordnung
mild	neben	der Ort
das Mineralwasser	neblig	im Osten
minus	nehmen	ostlich
die Minute	nein	Ostern
mit	nervös	der PKW
das Mitglied	nett	ein paar
mitkommen	neu	das Paar
mitmachen	das Neujahr	das Päckchen
mitnehmen	nicht	packen
der Mittag	der Nichtraucher	das Paket
die Mitte	nichts	das Papier
mittelgroß	nie	die Pappe
das Mobiltelefon	niedlich	die Parade
die Möbel	niemand	das Parfüm
die Mode	nirgendwo	der Park
modern	noch	parken
mögen	im Norden	die Party
möglich	nördlich (von)	der Pass
der Moment	normal	der Passagier
der Monat	normalerweise	passen
der Mond	die Not	passieren
der Morgen	die Note	der Patient/die
morgen	nötig	Patientin
morgens	notwendig	die Pause
der Motor	die Nudel	das Pech
müde	die Nummer	die Pension
die Münze	nun	die Person
das Museum	nur	der Personenzug
die Musik	ob	der Pfeffer
müssen	obdachlos	die Pfeife
die Mutter	oben	der Pfennig
der MP3 Player	die Oberstufe	das Pferd
nach	das Obst	die Pflanze
der Nachbar/die	oder	das Pfund
Nachbarin	der Ofen	das Picknick
nachdem	öffentlich	die Pille
nach Hause	öffnen	der Pilz
nachher	die Öffnungszeiten	der Plan
die Nachricht	oft	das Plastik

die kalte Platte	der Rentner/die Rentnerin	schliessen
der Platz	reservieren	das Schiff
pleite	das Restaurant	das Schild
plötzlich	das Rezept	der Schinken
plus	richtig	schlafen
die Polizei	die Richtung	der Schlafsack
die Popmusik	riechen	das Schlafzimmer
die Pommes	der Ring	schlagen
das Portemonnaie	der Rollschuh	der Schläger
die Portion	die Rolltreppe	die Schlagsahne
die Post	rosa	die Schlange
praktisch	die Rose	schlank
die Praline	rot	schliessen
der Preis	die Rückfahrkarte	schlimm
preiswert	rufen	der Schlips
prima	die Ruhe	der Schlittschuh
probieren	ruhig	das Schloss
das Problem	rund	der Schlüssel
das Programm	die Runde	schmecken
der Prospekt	die Rundfahrt	die Schmerzen
Prost!	die Sackgasse	der Schmuck
prüfen	der Saft	schmutzig
die Prüfung	sagen	der Schnaps
das Publikum	die Sahne	schneiden
pünktlich	der Salat	schnell machen
putzen	das Salz	das Schnitzel
die Qualität	sammeln	der Schnupfen
der Quatsch	der Sand	der Schnurrbart
die Quittung	die Sardine	die Schokolade
das Rad	sauber	schon
das Radio	sauer	schön
der Rasen	das Sauerkraut	der Schrank
sich rasieren	die Schachtel	schreiben
das Rathaus	Schadel!	schreien
die Ratte	schaden	die Schule
rauchen	das Schaf	die Schüssel
der Raum	schaffen	der Schutz
die Realschule	der Schal	schützen
rechnen	die Schallplatte	schwach
recyceln/recycelt	der Schalter	schwänzen
reichen	scharf	schwarz
der Reifen	der Schatten	schweigen
das Reihenhaus	das Schaufenster	das Schwein
rein	der Scheck	die Schweiz
reinigen	die Scheibe	schwer
der Reis	der Schein	die Schwester
die Reise	schenken	schwierig
das Reisebüro	die Schere	schwimmen
reisen	scheu	schwül
reiten	schicken	der See
die Religion		die See

segeln	springen	täglich
sehen	die Spritze	tanken
sehenswert	der Sprudel	die Tankstelle
die Sehenswürdigkeit	spülen	die Tante
sehr	das Stadion	tanzen
die Seife	die Stadt	die Tasche
sein	stark	die Tasse
seit	statt	das Taxi
die Seite	stattfinden	der Tee
der Sekretär/die Sekretärin	der Stau	teilen
die Sekunde	der Staub	der Teilzeitjob
die Selbstbedienung	stecken	das Telefon
selten	stehen	das Telegramm
die Sendung	stellen	der Teller
der Senf	sterben	die Temperatur
der Sessel	die Stereoanlage	das Tennis
(sich) setzen	der Stern	der Teppich
sicher	der Steward/die Stewardess	der Termin
silbern	steif	einen Termin ausmachen
singen	die Stimme	die Terrasse
der Sinn	der Stock	teuer
sitzen	die Stockung	das Theater
der Ski/der Schi	der Stoff	das Ticket
die SMS	die Straße	das Tier
so	die Straßenbahn	die Tinte
der Sohn	der Strand	der Tisch
der Soldat	das Strandbad	der Titel
sollen	das Streichholz	die Tochter
das Sonderangebot	streng	die Toilette
sondern	stricken	toll
schlecht	der Stolz	die Tomate
sonst	der Strom	der Topf
sonst noch etwas	die Stube	das Tor
sorgen für	das Stück	die Torte
der Spass	studieren	tot
spannend	der Stuhl	der Tourist
die Sparkasse	die Stunde	die Tradition
spät	suchen	tragen
spazierengehen	im Süden	trainieren
der Spaziergang	südlich	die Traube
die Speisekarte	super	trauen
der Speisewagen	der Supermarkt	traurig
die Spezialität	die Suppe	(sich) treffen
der Spiegel	die Süßigkeit	treiben
spielen	sympathisch	die Treppe
der Spielfilm	der Tabak	trinken
spitze	die Tablette	trocken
der Sport	die Tafel	Tschüss
das Sprachlabor	der Tag	tun
sprechen (mit)	die Tageskarte	die Tür

die Türkei	die Viertelstunde	der Wein
der Turm	das Visum	weinen
das Turnen	der Vogel	weiß
die Tüte	die Vokabel	welcher
typisch	voll	die Welt
die U-Bahn	von	wem
über	vor	wen
überhaupt	die Vorfahrt	wenig
übermorgen	vorgestern	wenigstens
übernachten	vorhaben	wenn
die Übernachtung	der Vorhang	wer
übersetzen	vorig	werden
um	der Vormittag	der Werktag
die Umkleidekabine	vormittags	wessen
umsteigen	der Vorname	im Westen
die Umwelt	vorne	westlich
umziehen	der Vorort	das Wetter
und	Vorsicht!	wichtig
der Unfall	die Vorspeise	wie
unfreundlich	die Vorstellung	Wie spät ist es?
ungefähr	die Vorwahl	wie weit
die Universität	wach	wieder
unten	der Wagen	wiederholen
unter	wählen	Wie viel Uhr ist es?
die Unterhaltung	während	wie viel
die Unterkunft	wahrscheinlich	willkommen
unternehmen	der Wald	das Wirtshaus
der Unterricht	die Wand	wissen
unterschreiben	wandern	der Witz
unterwegs	die Wanderung	wo
der Urlaub	wann	die Woche
usw	das Warenhaus	woher
der Vater	warm	wohin
verbessern	warten	wohl
verboten	der Wartesaal	wohnen
verdienen	warum	die Wolke
der Verein	was für	die Wolle
vergessen	Was macht das?	wollen
verheiratet	was	das Wort
verkaufen	(sich) waschen	das Wunder
der Verkehr	das Wasser	(sich) wünschen
verlieren	die Webseite	die Wurst, (Leber, Bock, Brat)wurst
vermieten	wechseln	z.B.
verpassen	wecken	die Zahl
verstehen	der Weg	zahlen
die Verstopfung	weg	der Zahnarzt
versuchen	sich wehtun	das Zeichnen
viel	weiblich	zeigen
Vielen Dank!	weich	die Zeit
vielleicht	Weihnachten	zelten
das Viertel	weil	

die Zentralheizung  
das Zentrum  
das Zeugnis  
ziehen  
das Ziel  
ziemlich  
die Zigarette  
das Zimmer  
der Zirkus  
die Zitrone

der Zoll  
der Zoo  
zu  
zu (zwei zu eins)  
zu sein  
der Zucker  
zuerst  
zufrieden  
der Zug  
zu Hause

zuhören  
zumachen  
zurück  
zusammen  
der Zuschauer  
zusein  
die Zwiebel  
die Zwillinge  
zwischen

## Appendix 5

### German Rubrics for Examinations

auf Deutsch/auf Englisch	<i>in German/in English</i>
Beantworte die Fragen/den Brief	<i>Answer the questions/the letter</i>
Beschreibe	<i>Describe</i>
Du brauchst nicht alle Buchstaben/Nummern/Wörter	<i>You don't need all the letters/numbers/words</i>
Ergänze die Sätze/den Text/die Tabelle unten	<i>Complete the sentences/the text/the table underneath</i>
Erkläre	<i>Explain</i>
Erwähne folgende Punkte	<i>Mention the following points</i>
Erzähle	<i>Tell</i>
Finde die richtigen Antworten	<i>Find the correct answers</i>
Falsch	<i>False</i>
Füll die Lücken mit Wörtern aus dem Kästchen aus	<i>Fill the gaps with words from the box</i>
Hake ... ab	<i>Tick</i>
Hör zu	<i>Listen</i>
Kopiere	<i>Copy</i>
Kreuze die richtigen Antworten an	<i>Put a cross beside the correct answer</i>
Lies den Artikel/die Fragen/die Sätze/den Text	<i>Read the article/the questions/the sentences/the text</i>
Mach eine Liste	<i>Make a list</i>
Nicht im Text/Hörtext	<i>Not in the text</i>
Ordne die Bilder/Wörter in der richtigen Reihenfolge	<i>Put the pictures/words in the correct order</i>
Richtig	<i>Correct</i>
Schreib eine Antwort/einen Artikel/eine Liste/eine E-Mail/eine Postkarte	<i>Write an answer/a list/an email/a postcard</i>
Unterstreiche die richtige Antwort	<i>Underline the correct answer</i>
Verbinde	<i>Link</i>
Vokabeln	<i>Vocabulary</i>

Wähle/Wähl die richtige(n) Antwort/das passende Bild/die passenden Bilder

*Choose the correct answer/picture(s)*

Was ist passiert?

*What happened?*

Was passt zusammen?

*What belongs together?*

Welches Wort/Welcher Satz passt zu welchem Bild?

*Which word/sentence suits which picture?*

Zieh einen Kreis um die richtige Antwort

*Draw a circle around the correct answer*

Zum Beispiel

*For example*

## Appendix 6

### Glossary of Terms for Controlled Assessment Regulations

Term	Definition
<b>Component</b>	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
<b>Controlled assessment</b>	<p>A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking</p>
<b>External assessment</b>	<p>A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body</p>
<b>Formal supervision (High level of control)</b>	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
<b>Informal supervision (Medium level of control)</b>	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> <li>• ensuring that the contributions of individual candidates are recorded accurately; and</li> <li>• ensuring that plagiarism does not take place.</li> </ul> <p>The supervisor may provide limited guidance to candidates.</p>
<b>Limited supervision (Low level of control)</b>	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>

Term	Definition
<b>Mark scheme</b>	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
<b>Task</b>	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
<b>Task marking</b>	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
<b>Task setting</b>	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations.</p> <p>Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
<b>Task taking</b>	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
<b>Unit</b>	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

