



# Syllabus

## Cambridge IGCSE™

### German 0525

Use this syllabus for exams in 2022, 2023 and 2024.  
Exams are available in the June and November series.

A large orange speech bubble with a white outline, containing the word "Deutsch" in white serif font.

Deutsch

## Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

**'We think the Cambridge curriculum is superb preparation for university.'**

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA



### Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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### Changes to this syllabus

For information about changes to this syllabus for 2022, 2023 and 2024, go to page 46.

The latest syllabus is version 3, published April 2022. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.

## 1 Why choose this syllabus?

### Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4700 schools in 150 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**Cambridge IGCSE German** develops a set of transferable skills for understanding and communicating in everyday situations in German. Learners begin to develop cultural awareness of countries and communities where German is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE German encourages learners to be:

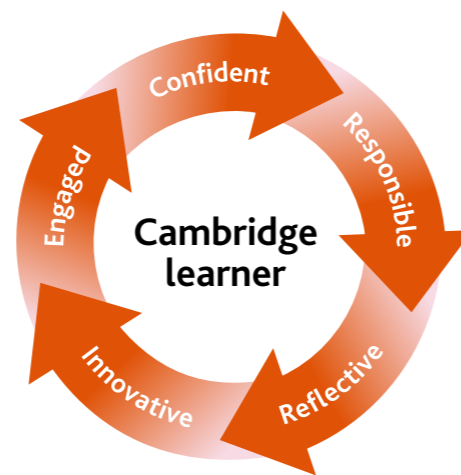
**confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations

**responsible**, seeking opportunities to use and develop their language skills

**reflective**, considering how to communicate different ideas and attitudes

**innovative**, applying language to a variety of situations

**engaged**, developing learning strategies which help them to express their ideas and their understanding of other cultures.



**'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'**

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

### International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE German gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level German.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Cambridge IGCSE German has been designed to help candidates develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)



Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

**'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'**

Managing Director of British School in Egypt BSE

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.



## 2 Syllabus overview

### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in German at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where German is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in German or another subject area.

### Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where German is spoken. The five topic areas listed below are described in more detail in section 3.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in German on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

### Support for Cambridge IGCSE German



The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)



## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Listening	25
AO2 Reading	25
AO3 Speaking	25
AO4 Writing	25
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	–	–	–
AO2 Reading	–	100	–	–
AO3 Speaking	–	–	100	–
AO4 Writing	–	–	–	100
Total	100	100	100	100

## 3 Subject content

### Skills

The skills covered in the syllabus are outlined below.

#### Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

#### Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

#### Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

## Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

## Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where German is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic Areas	Sub-topics
A	Everyday activities	<ul style="list-style-type: none"> <li>• Time expressions (e.g. telling the time, days, days of the week, months, seasons)</li> <li>• Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)</li> <li>• The human body and health (e.g. parts of the body, health and illness)</li> <li>• Travel and transport</li> </ul>
B	Personal and social life	<ul style="list-style-type: none"> <li>• Self, family and friends</li> <li>• In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)</li> <li>• Colours</li> <li>• Clothes and accessories</li> <li>• Leisure time (e.g. things to do, hobbies, sport)</li> </ul>
C	The world around us	<ul style="list-style-type: none"> <li>• People and places (e.g. continents, countries and nationalities, compass points)</li> <li>• The natural world, the environment, the climate and the weather</li> <li>• Communications and technology (e.g. the digital world, documents and texts)</li> <li>• The built environment (e.g. buildings and services, urban areas, shopping)</li> <li>• Measurements (e.g. size, shape)</li> <li>• Materials</li> </ul>
D	The world of work	<ul style="list-style-type: none"> <li>• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying)</li> <li>• Work (e.g. jobs and careers, the workplace)</li> </ul>
E	The international world	<ul style="list-style-type: none"> <li>• Countries, nationalities and languages</li> <li>• Culture, customs, faiths and celebrations</li> </ul>

## 4 Details of the assessment

All questions requiring written responses are to be answered in German.

**Dictionaries are not allowed in the examination.**

### Paper 1 – Listening

Approximately 50 minutes including 6 minutes' transfer time, 40 marks

This paper consists of 37 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options. Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Centres must check the *Cambridge Handbook* for the year candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series. [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

#### Description of questions

##### Questions 1–8

<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to short texts and answer eight multiple-choice questions with four options.
<i>Text types</i>	Announcements, phone messages, news items, or dialogues
<i>Total marks</i>	8

##### Questions 9–14

<i>Assessment objectives</i>	L1, L2, L4
<i>Task</i>	Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.
<i>Text types</i>	Short monologues or dialogues
<i>Total marks</i>	6

##### Questions 15–19

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.
<i>Text types</i>	Informal conversations
<i>Total marks</i>	5

#### Description of questions (continued)

##### Questions 20–28

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.
<i>Text types</i>	Conversations, interviews
<i>Total marks</i>	9

##### Questions 29–34

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

##### Questions 35–37

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation/discussion or interview. In each question there are five options and candidates must select the <b>two</b> options which are true.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

### Paper 2 – Reading

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in German. The number of questions in each group may vary in each examination session.

#### Description of question groups

##### Question group 1

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short statements with the correct pictures.
<i>Text types</i>	Simple descriptions
<i>Total marks</i>	5

##### Question group 2

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.
<i>Text types</i>	Signs, notices, instructions, messages, advertisements
<i>Total marks</i>	5



Question group 3	
Assessment objectives	R2, R4
Task	Candidates answer multiple-choice questions with three options on a short text.
Text types	Email, message, postcard or letter
Total marks	7
Question group 4	
Assessment objectives	R2, R4
Task	Candidates answer questions on a longer text requiring short responses in German.
Text types	Email, message, letter or blog
Total marks	12
Question group 5	
Assessment objective	R3
Task	Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
Text types	Short descriptions, advertisements
Total marks	5
Question group 6	
Assessment objectives	R3, R4
Task	Candidates answer questions on a longer text requiring short responses in German.
Text types	Articles
Total marks	11

## Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner instruction booklet.

### Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. You can find further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

### External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

### Speaking assessment criteria grids

#### Role play

Each of the five role play tasks is assessed using the mark scheme below:

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

#### Topic conversations

When **both** topic conversations have been completed, give a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

#### Communication

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>Communicates information which is consistently relevant to the questions.</li> <li>Frequently develops ideas and opinions.</li> <li>Justifies and explains some answers.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>Communicates information which is almost always relevant to the questions.</li> <li>Sometimes develops ideas and opinions.</li> <li>Gives reasons or explanations for some answers.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>Communicates most of the required information; may occasionally give irrelevant information.</li> <li>Conveys simple, straightforward opinions.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>Has difficulty with many questions but still attempts an answer.</li> <li>Communicates some simple information relevant to the questions.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
0		<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

### Quality of Language

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>Accurate use of a wide range of vocabulary with occasional errors.</li> <li>Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>Good use of a range of vocabulary with some errors.</li> <li>Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>Satisfactory use of vocabulary with frequent errors.</li> <li>Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>
0		<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

## Paper 4 – Writing

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

### Description of questions

Question 1	
Assessment objectives	W1, W4
Task	Candidates fill in a form with single words or short phrases in response to a given context.
Total marks	5
Question 2	
Assessment objectives	W2, W4
Task	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
Total marks	12
Question 3	
Assessment objectives	W3, W4
Task	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
Total marks	28

## List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE German. The list is not intended to be restrictive.

<b>Articles</b>	definite article (all cases) indefinite article (all cases) indefinite article – negative – <i>kein</i> (all cases)
<b>Nouns</b>	gender singular and plural forms, including genitive singular and dative plural weak nouns adjectival nouns
<b>Adjectives</b>	adjectival endings with definite article (all cases before a noun) adjectival endings with indefinite article (all cases before a noun) adjectival endings with no preceding article (all cases before a noun) possessive adjectival ( <i>mein, dein</i> , etc.) endings (all cases before a noun) demonstrative adjectival ( <i>dieser, jener</i> , etc.) endings (all cases before a noun) comparatives (regular and common irregular forms) superlatives (regular and common irregular forms) interrogative adjectival ( <i>welcher</i> ) endings (all cases before a noun) adjectives after <i>etwas, nichts, viel, wenig, alles</i>
<b>Adverbs</b>	comparatives (regular and common irregular forms) superlatives (regular and common irregular forms) interrogatives (e.g. <i>wie, wann</i> ) adverbs of time adverbs of place common adverbial phrases (e.g. <i>zu/nach Hause</i> ) quantifiers (e.g. <i>sehr, ein bisschen</i> )
<b>Pronouns</b>	personal pronouns (all cases) reflexive pronouns (all cases) indefinite pronouns (active in nominative; receptive in accusative and dative) interrogative pronouns (e.g. <i>wer</i> ) (all cases) demonstrative pronouns (e.g. <i>dieser, jener</i> ) – all cases possessive pronouns (e.g. <i>meiner, meine, meins</i> ) relative pronouns (all cases), including use of <i>was</i> emphatic pronouns (e.g. <i>selbst</i> ) use of <i>man</i>

<b>Verbs</b>	regular verb forms in the indicative (all persons) irregular verb forms in the indicative (all persons) reflexive verb forms in the indicative (all persons) impersonal verbs ( <i>es gibt, es gefällt</i> , etc.) separable verb forms in the indicative (all persons) inseparable verb forms in the indicative (all persons) modal verb forms in the indicative (all persons) modes of address ( <i>du, ihr, Sie</i> ) negative forms interrogative forms imperative forms (including the use of the infinitive as an imperative) infinitive constructions (with and without <i>zu</i> ) tenses: <ul style="list-style-type: none"> <li>• present (Präsens)</li> <li>• imperfect (Präteritum)</li> <li>• perfect (Perfekt)</li> <li>• future (Futur I)</li> <li>• pluperfect (Plusquamperfekt)</li> </ul> conditional (Konjunktiv II) ( <i>würde</i> + infinitive, and common irregulars) indirect speech (receptive use) (Konjunktiv I + II) passive (receptive use)
<b>Conjunctions</b>	conjunctions that do not affect the word order (e.g. <i>und, aber</i> ) subordinating conjunctions that affect the word order (e.g. <i>weil, dass</i> )
<b>Clause constructions and word order</b>	word order in a main clause word order in a subordinate clause word order in a relative clause time, manner, place sequence of pronouns/nouns when there is more than one (e.g. <i>er gibt es mir</i> )
<b>Prepositions</b>	prepositions + accusative prepositions + dative prepositions + accusative and/or dative prepositions + genitive abbreviated forms of prepositions use of <i>da(r)</i> with prepositions
<b>Numbers, quantity, dates, time</b>	numbers (ordinal and cardinal) quantities and distance dates time (12 and 24-hour clock) expressions of time use of <i>seit</i> with present and imperfect tenses

## Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

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

The list reflects the spelling rules at the time of publication for German. Examiners will accept both versions of the spellings affected by the reform, i.e. old and new.

### Häufig verwendete Adjektive

ähnlich	großartig
allgemein	gut, besser, am besten
alt	hart
altmodisch	heiß
anders	hell
beliebt	höflich
bequem	intelligent
blöd	kalt
dumm	klein
ehemalig	klug
einfach	korrekt
einsam	kürzlich
eng	langsam
falsch	langweilig
fantastisch	lärmend
fertig	laut
flach	lebendig
frei	leer
freundlich	leicht
früher	mobil
gemütlich	modern
genau	möglich
generell	nass
gleich	negativ
gratis	nett
groß	neu

**Häufig verwendete Adjektive (continued)**

normal  
nötig  
notwendig  
nützlich  
nutzlos  
perfekt  
populär  
positiv  
reich  
richtig  
riesig  
ruhig  
(es) satt (haben)  
schlank  
schlau  
schlecht  
schnell  
schön  
schüchtern  
schwer  
schwierig  
sicher  
spannend  
stark  
still  
streng  
tief  
tragbar  
trocken  
typisch  
unglücklich  
unhöflich  
umsonst  
verschieden  
wahr  
weich

**Häufig verwendete Adverbien und Präpositionen****Adverbien und Präpositionen – Lokale**

aus  
außerhalb  
da  
dort  
draußen  
drüben  
herum  
hier  
hinter  
in  
innerhalb  
irgendwo  
mit  
neben  
über  
um  
unter  
von  
zu  
zwischen

**Adverbien und Präpositionen – Möglichkeit**

vielleicht  
wahrscheinlich

**Adverbien und Präpositionen – Häufigkeit**

gewöhnlich  
immer  
jeden Tag  
nie  
niemals  
normalerweise  
oft  
öfters  
pro Tag  
selten  
täglich  
viel  
zu viel

**Häufig verwendete Adverbien und Präpositionen (continued)****Adverbien und Präpositionen – Wie**

besonders  
gut  
langsam  
schnell  
sehr

**Adverbien und Präpositionen – Betonung**

bestimmt  
sicher  
so  
wirklich

**Adverbien und Präpositionen – Nähere Bestimmungen**

alle  
alles  
anstatt  
eben  
ganz  
genau  
gerade  
nicht genug  
nur  
ohne  
statt  
ziemlich

**Zahlen – Kardinalzahlen**

Null, eins, zwei, drei, vier, fünf bis eine Million

**Zahlen – Ordnungszahlen**

erst-, zweit-, dritt-, viert- u.s.w.

**Zahlen – Brüche**

Hälfte (f), Drittel (n), Viertel (n)

**Zahlen – Mathematisches Vokabular**

alle, alles  
Anzahl (f)  
beide  
circa  
(der/die/das) Einzige  
(der/die/das) meiste  
doppelt  
eine Menge  
einige  
einmal, zweimal, dreimal  
fast  
genug  
genügend  
halb  
Hälfte (f)  
jeder/jedes/jede  
mehr  
mehr oder weniger  
mehrere  
Mehrheit (f)  
Minderheit (f)  
nichts  
Nummer (f)  
total  
ungefähr  
verschiedene  
viel  
wenig  
wie viel

**Häufig verwendete Verben**

abholen	helfen
abschreiben	hineingehen
anfangen	holen
anhalten	hören
ankommen	kennen
antworten	kennenlernen
aufhören	kommen
aussehen	können
beenden	lächeln
beginnen	lachen
begrüßen	lassen
behalten	legen
beißen	lesen
benutzen	lieben
beobachten	lügen
beschreiben	machen
bitten	mögen
bleiben	müssen
brauchen	nehmen
denken	nutzen
einladen	organisieren
erinnern (sich an etwas, jemanden an etwas)	passieren
ermutigen	reden
erzählen	reparieren
essen	sagen
fallenlassen	sammeln
fertigmachen	schaffen
finden	schauen
fragen	scheinen
geben	schenken
gehen	schieben
gehören	schreiben
genießen	schreien
gernhaben	sehen
geschehen	sein
es gibt	sich beruhigen
glauben	sich bewegen
grüßen	sich fühlen
haben	sich interessieren für
halten	sich nähern
hassen	sich setzen

**Häufig verwendete Verben (continued)**

sich Sorgen machen
sitzen
sprechen
stattfinden
stellen
suchen
tragen
träumen
treffen
trinken
tun
vergessen
vergrößern
vermehrten
vermindern
verstehen
versuchen
weinen
weitermachen
wiederholen
wissen
wollen
zerreißen
ziehen
zuhören
zurückfahren
zurückgehen
zurückkehren
zurückkommen

**A Alltägliche Aktivitäten****Zeitausdrücke**

als
Augenblick (m)
bald
bis
bis zu
danach
dann
Datum (n)

**A Alltägliche Aktivitäten (continued)****Zeitausdrücke (continued)**

ich bin dran / du bist dran
endlich
erstens
gestern
heute
immer
in der Zwischenzeit
Jahr (n)
Jahreszeit (f)
jährlich
jed-
letzt-
kommend-
manchmal
mittlerweile
Moment (m)
Monat (m)
monatlich
morgen
nachher
nächst-
nie
niemals
noch (einmal)
nochmals
plötzlich
schließlich
seit
seitdem
sofort
sofortig
spät
später
Tag
vorgestern
vorher
während
wann
wenn

A Alltägliche Aktivitäten (continued)	
<b>Zeitausdrücke (continued)</b>	<b>Monate (continued)</b>
Woche (f)	September (m)
Wochenende (n)	Oktober (m)
	November (m)
	Dezember (m)
<b>Uhrzeit</b>	
Abend (m)	
Armbanduhr (f)	<b>Jahreszeiten</b>
(Es ist) halb acht / Viertel vor sieben / Viertel nach sieben	Frühling (m), Frühjahr (n)
halbe Stunde (f)	Herbst (m)
Minute (f)	Sommer (m)
Mittag (m)	Winter (m)
Mitternacht (f)	
Morgen (m)	<b>Essen und Getränke – Mahlzeiten</b>
Nachmittag (m)	Abendessen (n)
Sekunde (f)	Dessert (n)
Stunde (f)	Frühstück (n)
Tag (m)	Hauptgericht (n)
Uhr (f)	Mahlzeit (f)
(um) ein Uhr, zwei Uhr	Mittagessen (n)
Viertelstunde (f)	Nachspeise (f)
	Nachtisch (m)
	Picknick (n)
	Vorspeise (f)
<b>Wochentage</b>	
Montag (m)	<b>Essen und Getränke – Nahrungsmittel (Obst und Gemüse)</b>
Dienstag (m)	Apfelsine (f)
Mittwoch (m)	Aprikose (f)
Donnerstag (m)	Ananas (f)
Freitag (m)	Apfel (m)
Samstag, Sonnabend (m)	Aubergine (f)
Sonntag (m)	Banane (f)
	Birne (f)
<b>Monate</b>	Blumenkohl (m)
Januar (m)	Bohne (f)
Februar (m)	Champignon (m)
März (m)	Erdbeere (f)
April (m)	Gemüse (n)
Mai (m)	Gurke (f)
Juni (m)	Himbeere (f)
Juli (m)	
August (m)	

A Alltägliche Aktivitäten (continued)	
<b>Essen und Getränke – Nahrungsmittel (Obst und Gemüse) (continued)</b>	<b>Essen und Getränke – Imbisse</b>
Karotte (f)	Bonbons (pl)
Kartoffel (f)	Chips (pl)
Kirsche (f)	Eis (n)
Knoblauch (m)	Hamburger (m)
Kohl (m)	Imbiss (m)
Kokosnuss (f)	Pizza (f)
Mango (f)	Pommes (Frites) (pl)
Melone (f)	Schokolade (f)
Möhre (f)	Snack (m)
Obst (n)	Süßigkeiten (pl)
Orange (f)	
Paprika (f)	<b>Essen und Getränke – Getränke</b>
Pfirsich (m)	alkoholfreies Getränk (n)
Pflaume (f)	Cola (f)
Pilz (m)	Erfrischungsgetränk (n)
Salat (m)	Getränk (n)
Tomate (f)	Kaffee (m)
Traube (f)	Limonade (f)
(vegetarisches/veganes) Essen (n)	Milch (f)
Wassermelone (f)	Mineralwasser (n)
Zitrone (f)	Saft (m)
Zwiebel (f)	Sprudelwasser (n)
	stilles Wasser (n)
	Tee (m)
<b>Essen und Getränke – Fleisch, Fisch und Meeresfrüchte</b>	
Fisch (m)	<b>Essen und Getränke – andere Nahrungsmittel</b>
Fleisch (n)	Brot (n)
Hähnchen (n)	Butter (f)
Hühnchen (n)	Butterbrot (n)
Lammfleisch (n)	Ei (n)
Meeresfrüchte (pl)	Joghurt (m or n)
Rindfleisch (n)	Käse (m)
Schinken (m)	Kuchen (m)
Schweinefleisch (n)	Marmelade (f)
Wurst (f)	Mehl (n)
Würstchen (n)	Nudeln (pl)
	Öl (n)
	Pfeffer (m)
	Reis (m)

A Alltägliche Aktivitäten (continued)	
<b>Essen und Getränke – andere Nahrungsmittel (continued)</b>	<b>Essen und Getränke – Verben und Ausdrücke (continued)</b>
Salat (m)	satt sein
Salz (n)	schneiden
Suppe (f)	trinken
Toast (m)	zu Abend essen
Zucker (m)	zu Mittag essen
<b>Essen und Getränke – Geschirr</b>	<b>Körper und Gesundheit – Körperteile</b>
Besteck (n)	Arm (m)
Bratpfanne (f)	Auge (n)
Gabel (f)	Bart (m)
Glas (n)	Bein (n)
Kochtopf (m)	Brust (f)
Löffel (m)	Finger (m)
Messer (n)	(linker/rechter) Fuß (m)
Pfanne (f)	Geschlecht (n)
Schale (f)	Gesicht (n)
Tasse (f)	Hals (m)
Teller (m)	Hand (f)
Untertasse (f)	Haut (f)
<b>Essen und Getränke – häufig verwendete Adjektive</b>	Herz (n)
frisch	Knie (n)
gekocht	Knöchel (m)
roh	Knochen (m)
salzig	Kopf (m)
scharf, pikant	Körper (m)
süß	Magen (m)
würzig	Mund (m)
<b>Essen und Getränke – Verben und Ausdrücke</b>	Nase (f)
Durst haben	Ohr (n)
durstig sein	Rücken (m)
eine Diät machen	Schulter (f)
essen	Schnäuzer (m)
das Essen kochen/machen/zubereiten	Schnurrbart (m)
frühstücken	Stimme (f)
grillen	Zahn (m)
Hunger haben	Zeh (m)

A Alltägliche Aktivitäten (continued)	
<b>Körperteile – Verben und Ausdrücke</b>	<b>Gesundheit und Krankheit – Verben und Ausdrücke (continued)</b>
atmen	sich (in den Finger) schneiden
berühren	sich verletzen
ein Hörgerät tragen	Sport treiben
eine Brille tragen	trainieren
eine Glatze haben	üben
riechen	(un)gesund sein
sehen	Zahnschmerzen haben
tief einatmen	
<b>Körperteile – Gesundheit und Krankheit</b>	<b>Reisen und Verkehrsmittel</b>
Apotheke (f)	Ausflug (m)
Arzttermin (m)	Auto (n)
Arzt (m)	Bahn (f)
Gips (m)	Bahnsteig (m)
Krankenpfleger (m)	Besuch (m)
Krankenschwester (f)	Boot (n)
Medikament (n)	Bus (m)
Pflaster (m + n)	Bushaltestelle (f)
Zahnarzt (m)	einfache Fahrkarte (f)
<b>Gesundheit und Krankheit – Verben und Ausdrücke</b>	Fähre (f)
eine Allergie gegen etwas haben	Fahrer (m)
erkältet sein	Fahrgast (m)
eine Erkältung haben	Fahrrad (n)
Fieber haben	Flug (m)
bei guter Gesundheit sein	Flugzeug (n)
die Grippe haben	Gepäck (n)
hinfallen	Koffer (m)
in das Fitness-Studio gehen	Krankenwagen (m)
Kopfschmerzen haben	Landkarte (f)
eine Krankheit haben	Mofa (n)
krank sein	Motorrad (n)
Magenschmerzen haben	Passagier (m)
Mir ist schlecht/übel.	Rad (n)
müde sein	Reise (f)
sauber	Richtung (f)
sich (das Bein/den Arm) brechen	Rückfahrkarte (f)
sich (hin)legen	Schiff (n)
	Straßenbahn (f)
	Taxi (n)



**A Alltägliche Aktivitäten (continued)****Reisen und Verkehrsmittel (continued)**

Tourist (m)  
 Touristeninformation (f)  
 Verspätung (f)  
 Wagen (m)  
 Zug (m)

**Reisen und Verkehrsmittel – Verben und Ausdrücke**

abbiegen  
 abfahren  
 ankommen  
 aussteigen  
 den Bus/den Zug nehmen  
 die Straße überqueren  
 eine Wanderung machen  
 einsteigen  
 fahren  
 fliegen  
 immer geradeaus  
 mit dem Bus fahren  
 parken  
 reisen  
 sich verfahren  
 sich verlaufen  
 wandern  
 zu Fuß gehen

**B Persönliches und soziales Leben****Selbst, Familie und Freunde – Allgemeine Redewendungen**

Auf Wiedersehen!  
 Bis später!  
 Bis morgen!  
 Danke!  
 Entschuldigung! Verzeihung!  
 Es freut mich!  
 Guten Abend!  
 Guten Morgen!  
 Guten Tag!  
 Hallo/Grüß dich!

**B Persönliches und soziales Leben (continued)****Selbst, Familie und Freunde – Allgemeine Redewendungen (continued)**

(Herzlich) Willkommen!  
 Ich muss gehen.  
 Tschüs(s)  
 Wie bitte?  
 Wie geht's (dir/euch/Ihnen)? Mir geht's (nicht) gut.  
 Wollen wir...?

**Selbst, Familie und Freunde – Ausrufe**

Bitte!  
 Wie interessant!  
 Wie lästig!  
 Wie schade!  
 Wie schön!

**Selbst, Familie und Freunde – Einladungen**

Danke, aber da kann ich nicht. Machen wir es an einem anderen Tag?  
 eine Einladung akzeptieren/ablehnen  
 einladen  
 Möchtest du (ins Kino gehen)?

**Selbst, Familie und Freunde – Familie und Beziehungen**

alleinerziehende Mutter  
 alleinerziehender Vater  
 Alter (n)  
 (älter-/jünger-) Bruder (m)  
 (älter-/jünger-) Geschwister (pl)  
 (älter-/jünger-) Schwester (f)  
 Baby (n)  
 Cousin (m)  
 Cousine/Kusine (f)  
 Ehe (f)  
 Ehefrau (f)  
 Ehemann (m)  
 Eltern (pl)  
 Enkel (m)  
 Familie (f)  
 Familienname (m)  
 Frau (f)

**B Persönliches und soziales Leben (continued)****Selbst, Familie und Freunde – Familie und Beziehungen (continued)**

Fräulein (n)  
 Freund (m)  
 geschieden  
 Großeltern (pl)  
 Großmutter (f)  
 Großvater (m)  
 Herr (m)  
 Hochzeit (f)  
 Jugend (f)  
 Jugendliche (m/f)  
 Junge (m)  
 Kind (n)  
 Kindheit (f)  
 ledig  
 Mädchen (n)  
 Mann (m)  
 Mutter (f)  
 Nachbar (m)  
 Nachname (m)  
 Nefte (m)  
 Nichte (f)  
 Onkel (m)  
 Partner (m)  
 Sohn (m)  
 Stiefmutter (f)  
 Stiefvater (m)  
 Tante (f)  
 Teenager (m)  
 Tochter (f)  
 Typ (m)  
 Vater (m)  
 verheiratet  
 Verlobte (f)  
 Verlobter (m)  
 Verwandte (f)  
 Verwandter (m)  
 Vetter (m)  
 Vorname (m)  
 Zwillinge (pl)

**Aussehen – häufig verwendete Adjektive**

alt  
 arm  
 blond  
 dick  
 dunkel  
 dünn  
 glatt  
 groß  
 hässlich  
 hübsch  
 jung  
 kurz  
 lang  
 lockig  
 mager  
 schlank  
 wellig

**Charakter und Laune – häufig verwendete Adjektive**

aktiv  
 angenehm  
 ärgerlich  
 bekannt  
 berühmt  
 besorgt  
 böse  
 doof  
 dumm  
 ernsthaft  
 erschöpft  
 faul  
 frech  
 froh  
 gierig  
 glücklich  
 humorvoll  
 intelligent  
 interessant  
 langweilig

**B Persönliches und soziales Leben (continued)****Charakter und Laune – häufig verwendete Adjektive (continued)**

lustig
nett
neugierig
ruhig
still
traurig
unangenehm
unglücklich
unhöflich
vernünftig
verrückt
wichtig
schlecht
zufrieden

**Charakter und Laune – Verben und Ausdrücke**

buchstabieren
erziehen
erzogen werden
heiraten
küssen
lachen
lächeln
leben
geboren
gernhaben
gute/schlechte Laune haben
heißen
lieben
mögen
schwanger sein
sich ärgern
sich umarmen
sterben
wachsen
weinen
wohnen

**Zu Hause – Zimmer und Möbel**

Arbeitszimmer (n)
Badezimmer (n)
Balkon (m)
Decke (f)
Dusche (f)
Esszimmer (n)
Fenster (n)
Flur (m)
Fußboden (m)
Garage (f)
Korridor (m)
Möbel (n)

**Zu Hause – Badezimmer**

Badetuch (n)
Deo (n)
Haarbürste (f)
Kamm (m)
Klo (n)
Seife (f)
Shampoo (n)
Spiegel (m)
Toilette (f)
Treppe (f)
Treppenhaus (n)
Tür (f)
Wand (f)
Wasserhahn (m)
Zahnbürste (f)
Zahnpasta (f)

**Badezimmer – Verben und Ausdrücke**

sich baden
sich duschen
sich das Gesicht waschen
sich die Haare bürsten
sich die Haare kämmen
sich die Zähne putzen

**B Persönliches und soziales Leben (continued)****Zu Hause – Wohnzimmer**

Bild (n)
Kommode (f)
Regal (n)
Sofa (n)
Stuhl (m)
Teppich (m)
Tisch (m)
Wohnzimmer (n)

**Zu Hause – Küche**

Büchse (f)
Dose (f)
Flasche (f)
Kasten (m)
Küche (f)
Waschbecken (n)

**Küche – Verben und Ausdrücke**

das Abendessen bereiten/fertigmachen
aufwärmen
braten
bügeln
einfrieren
essen
grillen
hacken
kochen
nähen
schneiden

**Zu Hause – Schlafzimmer**

Bett (n)
Betttuch (n)
Bettwäsche (f)
Kleiderschrank (m)
Kopfkissen (n)
Lampe (f)
Schlafzimmer (n)
Schrank (m)
Wolldecke (f)

**Schlafzimmer – Verben und Ausdrücke**

aufstehen
aufwachen
müde sein
sich ausruhen
sich hinlegen
schlafen
schläfrig sein
wecken

**Zu Hause – Aufgaben im Haushalt**

backen
bügeln
das Haus aufräumen
das Haus putzen
den Müll wegbringen
den Tisch abräumen
den Tisch decken
saubermachen
staubsaugen
Wäsche waschen

**Zu Hause – Garten**

Baum (m)
Blume (f)
Garten (m)
Mauer (f)
Pflanze (f)
Rasen (m)
Vorgarten (m)
Zaun (m)

**Garten – Verben und Ausdrücke**

die Gartenarbeit machen
Gemüse anbauen
pflanzen

**Zu Hause – Geräte**

Batterie (f)
Bügeleisen (n)
Elektrizität (f)
Fernseher (m)

<b>B Persönliches und soziales Leben (continued)</b>	
<b>Zu Hause – Geräte (continued)</b>	<b>Farben (continued)</b>
Gas (n)	hell
Geschirrspüler (m)	lila
Grill (m)	orange
Heizung (f)	orangefarbig
Klimaanlage (f)	purpur
Klimatisierung (f)	rosa
Küchenherd (m)	rot
Kühlschrank (m)	schwarz
Ladegerät (n)	silbern
Lautsprecher (m)	violett
Mikrowelle (f)	weiß
Ofen (m)	
Radio (n)	<b>Kleidung und Accessoires</b>
Stecker (m), Steckdose (f)	Armbanduhr (f)
Strom (m)	Badeanzug (m)
Telefon (n)	Badehose (f)
Tiefkühlschrank (m)	Bluse (f)
Waschmaschine (f)	Brille (f)
Wecker (m)	Brieftasche (f)
	Geldbeutel (m)
<b>Geräte – Verben und Ausdrücke</b>	Gürtel (m)
anrufen	Halskette (f)
anschalten	Handschuhe (m, pl)
aufmachen	Hemd (n)
ausschalten	Hose (f)
kaputtmachen	Hut (m)
öffnen	Jacke (f)
schieben/ziehen	Jeans (f)
schließen	Kleid (n)
telefonieren	Kleidung (f)
zumachen	Kostüm (n)
	Krawatte (f)
<b>Farben</b>	kurze Hose (f)
blau	Mantel (m)
braun	Mode (f)
dunkel	Mütze (f)
gelb	Ohrring (m)
golden	Paar (n)
grau	Pullover (m)
grün	Portemonnaie (n)
	Regenmantel (m)

<b>B Persönliches und soziales Leben (continued)</b>	
<b>Kleidung und Accessoires (continued)</b>	<b>Freizeit – Hobbys</b>
Regenschirm (m)	Flöte spielen
Ring (m)	Geige spielen
Rock (m)	Gitarre spielen
Rucksack (m)	Klarinette spielen
Sandalen (f, pl)	Klavier spielen
Schal (m)	klettern
Schmuck (m)	malen
Schuhe (m, pl)	Schlagzeug spielen
Socken (f, pl)	singen
Sonnenbrille (f)	Trompete spielen
Stiefel (m)	zeichnen
Tasche (f)	
Turnschuhe (m, pl)	<b>Freizeit – Sport</b>
Uniform (f)	Ausrüstung (f)
	Badminton (n)
<b>Kleidung und Accessoires – Verben und Ausdrücke</b>	Ball (m)
Das ist zu weit/eng.	Basketball (m)
(Die Hose) ist bequem.	Fan (m)
(Diese Farbe) steht dir gut.	Fußball (m)
Es passt/passt nicht.	Fußballplatz (m)
locker	Golf (n)
probieren	Golfplatz (m)
sich anziehen	Gymnastik (f)
sich ausziehen	Hockey (n)
sich umziehen	Joga (n)
Welche Größe?	joggen
	laufen
<b>Freizeit – Freizeitbeschäftigungen</b>	Leichtathletik (f)
angeln	Mannschaft (f)
fernsehen	Medaille (f)
einen (romantischen) Film sehen	Preis (m)
eine Komödie sehen	Rad fahren
auf ein Konzert gehen	radeln
einen Krimi sehen	Rugby (n)
auf ein Musikfest gehen	Schach (m)
(klassische/Pop-/Rock-) Musik hören	Schläger (m)
Musik über Kopfhörer hören	Schlittschuh laufen
ins Theater gehen	schwimmen
	segeln

**B Persönliches und soziales Leben (continued)****Freizeit – Sport (continued)**

Ski fahren  
 Spiel (n)  
 surfen  
 Tennis (n)  
 Tennisplatz (m)  
 Tor (n)  
 trainieren  
 Volleyball (m)  
 (Welt)meister (m)

**Freizeit – Verben und Ausdrücke**

ein Gedicht schreiben  
 eine Kurzgeschichte schreiben  
 eine Medaille gewinnen  
 ein Rennen gewinnen/verlieren  
 ein Tor schießen  
 einen Wettbewerb gewinnen/verlieren  
 fotografieren  
 Fotos machen  
 spielen

**C Die Welt um uns herum****Menschen und Orte – Kontinente**

Afrika  
 Amerika (Nord/Süd/Zentral)  
 Antarktis(f)  
 Arktis (f)  
 Asien  
 Europa  
 Ozeanien

**Menschen und Orte – Länder und Nationalitäten**

die Nationalität/das Heimatland des Kandidaten/der Kandidatin  
 die Sprache des Kandidaten/der Kandidatin

**C Die Welt um uns herum (continued)****Menschen und Orte – Himmelsrichtung**

Nord  
 Süd  
 Ost  
 West

**Natur und Umwelt**

Abholzung (f)  
 Ast (m)  
 Aussicht (f)  
 Berg (m)  
 Ebbe (f)  
 Erde (f)  
 Fluss (m)  
 Flut (f)  
 Gipfel (m)  
 Gras (n)  
 Himmel (m)  
 Hügel (m)  
 Insel (f)  
 Klima (n)  
 Klimawandel (m)  
 Küste (f)  
 Landschaft (f)  
 Landwirtschaft (f)  
 Luft (f)  
 Meer (n)  
 Mond (m)  
 Natur (f)  
 Naturschätze (pl)  
 Recycling (n)  
 Region (f)  
 Sand (m)  
 Schatten (m)  
 See (f)  
 See (m)  
 Sonne (f)  
 Staub (m)  
 Stein (m)  
 Stern (m)  
 Stock (m)

**C Die Welt um uns herum (continued)****Natur und Umwelt (continued)**

Strand (m)  
 Umwelt (f)  
 unterirdisch  
 Verschmutzung (f)  
 Vulkan (m)  
 Wald (m)  
 Wasserfall (m)  
 Welle (f)  
 Welt (f)  
 Wüste (f)  
 Zweig (m)

**Natur und Umwelt – Klima und Wetter**

Blitz (m)  
 Donner (m)  
 Eis (n)  
 feucht  
 Frost (m)  
 früh  
 Gewitter (n)  
 Grad (m)  
 Hagel (m)  
 Hitze (f)  
 Jahreszeit (f)  
 kalt  
 Nacht (f)  
 Nebel (m)  
 Orkan (m)  
 Regen (m)  
 Schnee (m)  
 Sonnenschein (m)  
 Sturm (m)  
 Wetter (n)  
 Wetterverhältnisse (pl)  
 Wettervorhersage (f)  
 Wind (m)  
 Wolke (f)

**Natur und Umwelt – Tiere**

Affe (m)  
 Elefant (m)  
 Fisch (m)  
 Fliege (f)  
 Hund (m)  
 Kaninchen (n)  
 Katze (f)  
 Löwe (m)  
 Maus (f)  
 Ratte (f)  
 Schlange (f)  
 Spinne (f)  
 Tier (n)  
 Tiger (m)  
 Vogel (m)

**Kommunikation und Technik – digitale Welt**

App (f)  
 Bildschirm (m)  
 Blog (n, m)  
 Blogger (m)  
 Chat (m)  
 Computer (m)  
 Datei (f)  
 Dokument (n)  
 Drucker (m)  
 Film (m)  
 Foto (n)  
 Handy (n)  
 Information (f)  
 Internet (n)  
 Karte (f)  
 Laptop (m)  
 Liste (f)  
 Maus (f)  
 Memory-Stick/USB-Stick (m)  
 Nachrichten (pl)  
 online  
 Online-Sicherheit (f)  
 Ordner (m)

**C Die Welt um uns herum (continued)****Kommunikation und Technik – digitale Welt (continued)**

Passwort (n)  
 PC (m)  
 Selfie (n)  
 SMS (f)  
 Software (f)  
 Sozialnetzwerk (n)  
 Spiel (n)  
 Tablet (n)  
 Tastatur (f)  
 Telefon (n)  
 Touchscreen (m)  
 Webseite (f)  
 Werbung (f)  
 WiFi (n)  
 WLAN (n)

**Kommunikation und Technik – Dokumente und Text**

Artikel (m)  
 Brief (m)  
 Broschüre (f)  
 Buch (n)  
 Comic (m, n)  
 Formular (n)  
 Magazin (n)  
 Notiz (f)  
 Notizbuch (n)  
 Postkarte (f)  
 Rechnung (f)  
 Reiseführer (m)  
 Reisepass (m)  
 Ticket (n)  
 Zeitschrift (f)  
 Zeitung (f)  
 Zertifikat (n)

**Kommunikation und Technik – Verben und Ausdrücke**

anrufen  
 auf das Internet zugreifen  
 aufladen  
 ausfüllen  
 chatten  
 downloaden  
 emailen  
 etwas per E-Mail schicken  
 finden  
 herunterladen  
 klicken  
 kopieren  
 online stellen  
 senden  
 speichern  
 surfen

**Umwelt und Gebäude – Gebäude und Dienste**

Aufzug (m)  
 Ausfahrt (f)  
 Ausgang (m)  
 Bahnhof (m)  
 Bauernhof (m)  
 Bibliothek (f)  
 Bücherei (f)  
 Burg (f)  
 Büro (n)  
 Busbahnhof (m)  
 Café (n)  
 Einfahrt (f)  
 Eingang (m)  
 Eintritt (m)  
 Erdgeschoss (n)  
 Fabrik (f)  
 Festung (f)  
 Fitness-Studio (n)  
 Freibad (n)  
 Freizeitzentrum (n)  
 Garage (f)

**C Die Welt um uns herum (continued)****Umwelt und Gebäude – Gebäude und Dienste (continued)**

Gebäude (n)  
 Haus (n)  
 Hotel (n)  
 Kino (n)  
 Klinik (f)  
 Krankenhaus (n)  
 Lift (m)  
 Museum (n)  
 Post (f)  
 Postamt (n)  
 Restaurant (n)  
 Schloss (n)  
 Schule (f)  
 Schwimmbad (n)  
 Schwimmhalle (f)  
 Stadion (n)  
 Stock (m)  
 Tankstelle (f)  
 Theater (n)  
 Tierpark (m)  
 Uni/Universität (f)  
 Wohnung (f)  
 Zoo (m)

**Umwelt und Gebäude – städtische Gebiete**

Ampel (f)  
 Autobahn (f)  
 Brücke (f)  
 Bushaltestelle (f)  
 Dorf (n)  
 Ecke (f)  
 Flughafen (m)  
 Fußgängerüberweg (m)  
 Gegend (f)  
 Kreisverkehr (m)  
 Marktplatz (m)  
 Nachbarschaft (f)  
 Ort (m)  
 Parkhaus (n)  
 Parkplatz (m)

**Umwelt und Gebäude – städtische Gebiete (continued)**

Platz (m)  
 Spielplatz (m)  
 Stadt (f)  
 Stadtviertel (n)  
 Straße (f)  
 U-Bahn (f)  
 Verkehr (m)  
 Zebrastreifen (m)

**Umwelt und Gebäude – Einkaufen**

Bäckerei (f)  
 Bank (f)  
 billig  
 Buchhandlung (f)  
 Bude (f)  
 Fleischer (m)  
 Geldschein (m)  
 geöffnet  
 Geschäft (n)  
 geschlossen  
 Größe (f)  
 im Sonderangebot kaufen  
 Kellner (m)  
 Kiosk (m)  
 Kleingeld (n)  
 Kreditkarte (f)  
 Kunde (m)  
 Laden (m)  
 Markt (m)  
 Metzger (m)  
 Münze (f)  
 Preis (m)  
 preisgünstig  
 preiswert  
 Quittung (f)  
 Rechnung (f)  
 Schlussverkauf (m)  
 Supermarkt (m)  
 teuer  
 zum Verkauf

**C Die Welt um uns herum (continued)****Umwelt und Gebäude – Verben und Ausdrücke**

ein Rad mieten  
einkaufen gehen  
Geld ausgeben  
Geld zurückbekommen  
kaufen  
sich beschweren  
verkaufen  
Wie viel / was kostet ...?  
zahlen

**Maße und Einheiten**

Grad (m)  
Gramm (n)  
groß  
Kilo(gramm) (n)  
Kilometer (m)  
Liter (m, n)  
Meter (m)  
Zentimeter (m)

**Größe**

enorm  
groß  
klein  
kurz  
lang  
mittelgroß  
riesengroß  
winzig

**Gestalt**

Dreieck (n)  
dreieckig  
Kreis (m)  
rund  
Viereck (n)  
viereckig

**Materialien**

Baumwolle (f)  
Glas (n)  
Gold (n)  
Holz (n)  
Leder (n)  
Metall (n)  
Papier (n)  
Plastik (n)  
Silber (n)  
Stein (m)  
Wolle (f)

**D Die Arbeitswelt****Erziehung und Ausbildung – Bildungseinrichtungen**

Abteilung (f)  
Berufsschule (f)  
Direktor (m)  
Erziehung (f)  
Fach (n)  
Grundschule (f)  
Gymnasium (n)  
Hauptschule (f)  
Kantine (f)  
Kindergarten (m)  
Kurs (m)  
Lehrer (m)  
Privatschule (f)  
Realschule (f)  
Schüler (m)  
Schulhalbjahr (n)  
Schulhof (m)  
Schuljahr (n)  
Universität (f)  
Vorschule (f)

**Erziehung und Ausbildung – Im Klassenzimmer**

Blatt Papier (n)  
Buch (n)  
Etui (n)  
Federmappe (f)

**D Die Arbeitswelt (continued)****Erziehung und Ausbildung – Im Klassenzimmer (continued)**

Glocke (f)  
Heft (n)  
interaktive Tafel (f)  
Klebstoff (m)  
Kuli (m)  
Lineal (n)  
Radiergummi (n or m)  
Tafel (f)  
Tisch (m)  
Weißwandtafel (f)  
Wörterbuch (n)

**Erziehung und Ausbildung – Schulfächer**

Biologie  
Chemie  
Erdkunde  
Fremdsprachen  
Geographie  
Geschichte  
Informatik  
Kunst  
Mathe  
Mathematik  
Musik  
Pflichtfach (n)  
Physik  
Religion  
Sport  
Theater  
Wahlfach (n)  
Wissenschaften (f, pl)

**Erziehung und Ausbildung – Studium**

Aufgabe (f)  
Beispiel (n)  
Frage (f)  
Hausaufgabe (f)  
Klasse (f)  
Klassenarbeit (f)

**Erziehung und Ausbildung – Studium (continued)**

Klassenkamerad (m)  
Note (f)  
Pause (f)  
Projekt (n)  
Prüfung (f)  
Resultat (n)  
Schulzeugnis (n)  
Stunde (f)  
Stundenplan (m)  
Übung (f)

**Erziehung und Ausbildung – Verben und Ausdrücke**

antworten  
beantworten  
bestehen  
durchfallen  
erklären  
experimentieren  
fragen  
Fragen stellen  
lesen  
Notizen machen  
schreiben  
studieren  
üben  
verstehen  
wiederholen  
wissen

**Arbeit – Berufe und Karrieren**

Anwalt (m) / Anwältin (f)  
Architekt (m) / Architektin (f)  
Arzt (m) / Ärztin (f)  
Bäcker (m) / Bäckerin (f)  
Bauer (m) / Bäuerin  
Briefträger (m) / Briefträgerin (f)  
Busfahrer (m) / Busfahrerin (f)  
Dolmetscher (m) / Dolmetscherin (f)  
Feuerwehrmann (m) / Feuerwehrfrau (f)  
Fleischer (m) / Fleischerin (f)

**D Die Arbeitswelt (continued)****Arbeit – Berufe und Karrieren (continued)**

Flugbegleiter (m) / Flugbegleiterin (f)

Friseur (m) / Friseurin (f), Friseurin (f)

Ingenieur (m) / Ingenieurin (f)

Kellner (m) / Kellnerin (f)

Klempner (m) / Klempnerin (f)

Krankenpfleger (m) / Krankenpflegerin (f)

Krankenschwester (f)

Lehrer (m) / Lehrerin (f)

Maurer (m) / Maurerin (f)

Mechaniker (m) / Mechanikerin (f)

Metzger (m) / Metzgerin (f)

Pilot (m) / Pilotin (f)

Polizist (m) / Polizistin (f)

Sekretär (m) / Sekretärin (f)

Soldat (m) / Soldatin (f)

Taxifahrer (m) / Taxifahrerin (f)

Tierarzt (m) / Tierärztin (f)

Tischler (m) / Tischlerin (f)

Übersetzer (m) / Übersetzerin (f)

**Arbeit – Arbeitsplatz**

Angestellte (m, f)

Arbeit (f)

Arbeitgeber (m)

Büro (n)

Geschäft (n)

Gesellschaft (f)

Job (m)

Verdienst (m)

Werkstatt (f)

**Arbeit – Verben und Ausdrücke**

arbeitslos

befördert werden

einen Job finden/suchen

eine Stelle finden/suchen/bekommen/verlieren

gefeuert/entlassen werden

in Rente gehen

in Urlaub fahren/gehen

**Arbeit – Verben und Ausdrücke (continued)**

pensioniert sein

sich beurlauben lassen

verdienen

**E Die internationale Welt****Kultur – Sitten, Religionen und Feste**

Chanukka

Diwali

Feiertag (m)

Feuerwerk (n)

Hochzeitsfeier (f)

Hochzeitsjubiläum (n)

Kirche (f)

Moschee (f)

Neujahr (n)

Ostern (n)

Pilgerschaft (f)

Ramadan (m)

Religion (f)

Synagoge (f)

Tempel (m)

Weihnachten (n)

**Kultur – Verben und Ausdrücke**

an Gott glauben

feiern

religiös sein

## 5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have studied a German curriculum at Lower Secondary level or equivalent national educational framework.

#### Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is not available in all administrative zones in the November series. To find out about availability check the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries* for the relevant series.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE (9–1) German (7159)
- syllabuses with the same title at the same level
- this syllabus **must not** be offered in the same series with Cambridge IGCSE First Language German (0505).

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

#### Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Audio materials

The *Cambridge Handbook* tells you when and how to access the audio material for each examination series. [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

To confirm if an option is available to carry forward marks for this syllabus, see the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus is available in English only. The assessment materials are in German.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A\* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement
  - The assessment:
    - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
  - The outcomes:
    - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
    - help students choose the most suitable course or career.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE German will be published after the first assessment of the syllabus in 2021. Find more information at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)



## Changes to this syllabus for 2022, 2023 and 2024

The syllabus has been updated. This syllabus is version 3, published May 2022.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

### Changes to version 3 of the syllabus, published May 2022

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#### Changes to availability

- The front cover and the availability section of the syllabus have been updated to clarify the availability of the syllabus.
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### Changes to version 2 of the syllabus, published September 2020

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#### Changes to assessment (including changes to specimen papers)

- We have updated information on Paper 1 Listening.
  - The duration is now approximately 50 minutes, including 6 minutes transfer time.
  - Candidates will complete the question paper as they listen to the audio material and at the end of the test, they will be asked to transfer their responses onto the separate answer sheet.
  - The numbering of the questions has changed, Question 15 has been split into 5 separate questions to ensure that candidates can record one correct answer for each part of the task.
  - We have updated the specimen paper, mark scheme, transcript and audio material to allow you to practice this with your students before the first examination.
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#### Other changes

- For Paper 1 Listening we have replaced the word CD with audio material, to reflect the use of new technology.
  - For further information on when the audio material will be available and how to access them see the *Cambridge Handbook*.
- 

Any textbooks endorsed to support the syllabus for examination from 2021 are suitable for use with this syllabus.



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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