



## Syllabus

# Cambridge IGCSE™ (9–1)

## German 7159

Use this syllabus for exams in 2025, 2026 and 2027.  
Exams are available in the June and November series.

Deutsch

Version 1

Please check the syllabus page at [www.cambridgeinternational.org/7159](http://www.cambridgeinternational.org/7159) to see if this syllabus is available in your administrative zone.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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## Why choose Cambridge International?

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Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department 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.

**School feedback:** ‘We think the Cambridge curriculum is superb preparation for university.’

**Feedback from:** 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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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2025, 2026 and 2027, go to page 52.**

The latest syllabus is version 1, published September 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 4500 schools in over 140 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 (9–1) 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 (9–1) German encourages learners to be:

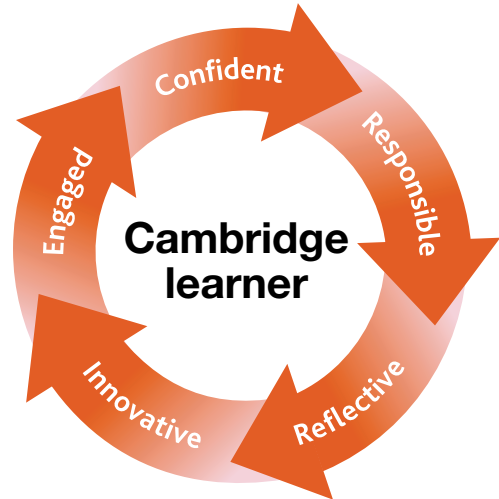
**confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations

**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.



**School feedback:** ‘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.’

**Feedback from:** 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 (9–1) German gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 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 the 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 (9–1) 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.

\* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

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

**School feedback:** ‘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.’

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Support for Cambridge IGCSE			
<b>Planning and preparation</b> <ul style="list-style-type: none"> <li>Schemes of work</li> <li>Specimen papers</li> <li>Syllabuses</li> <li>Teacher guides</li> </ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>Endorsed resources</li> <li>Online forums</li> <li>Support for coursework and speaking tests</li> </ul>	<b>Learning and revision</b> <ul style="list-style-type: none"> <li>Example candidate responses</li> <li>Past papers and mark schemes</li> <li>Specimen paper answers</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>Candidate Results Service</li> <li>Principal examiner reports for teachers</li> <li>Results Analysis</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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## 2 Syllabus overview

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### 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.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents 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.



## 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.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E 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.



## Assessment overview

All candidates take four papers. Candidates will be eligible for grades 9 to 1.

<b>All candidates take:</b>		<b>and:</b>	
<b>Paper 1</b>	Approximately 50 minutes	<b>Paper 2</b>	1 hour
Listening	25%	Reading	25%
40 marks		45 marks	
Candidates listen to a number of recordings and answer multiple-choice and matching questions.		Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.	
Externally assessed		Externally assessed	
<b>and:</b>		<b>and:</b>	
<b>Paper 3</b>	Approximately 10 minutes	<b>Paper 4</b>	1 hour
Speaking	25%	Writing	25%
40 marks		45 marks	
Candidates complete one role play and conversations on two topics.		Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.	
Internally assessed and externally moderated		Externally assessed	

Information on availability is in the **Before you start** section.

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Paper 3.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Paper 3.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts

### AO2 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

### AO3 Speaking

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing opinions and feelings
- S3: use a range of structures and vocabulary with reasonable accuracy
- S4: demonstrate some ability to maintain interaction
- S5: show some control of pronunciation and intonation

### AO4 Writing

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4: use a range of simple vocabulary and language structures reasonably accurately

## 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	0	0	0
AO2 Reading	0	100	0	0
AO3 Speaking	0	0	100	0
AO4 Writing	0	0	0	100
Total	100	100	100	100

## 3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

### 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 monologue or dialogue
<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 conversation
<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>	Conversation, discussion or interview
<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 dialogue (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.

### 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 statements
<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

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer multiple-choice questions with three options on a short text.
<i>Text types</i>	Email, message, postcard or letter
<i>Total marks</i>	7

#### Question group 4

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in German.
<i>Text types</i>	Email, message, letter or blog
<i>Total marks</i>	12

#### Question group 5

<i>Assessment objective</i>	R3
<i>Task</i>	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.
<i>Text types</i>	Short descriptions, advertisements
<i>Total marks</i>	5

**Description of question groups (continued)****Question group 6**

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<i>Assessment objectives</i>	R3, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in German.
<i>Text types</i>	Articles
<i>Total marks</i>	11

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## 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 booklet is confidential and must not reach candidates either directly or indirectly at any point. The candidate cards are confidential and must not reach candidates until the start of their 10 minutes of preparation time immediately prior to their speaking test.

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

#### Using the samples database

The samples database refers you to key information about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for the speaking tests
- when and how to submit the speaking tests
- which forms to complete and submit with the speaking tests.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) will ask you for:

- your country/territory
- the syllabus code (i.e. 7159 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

### Cover sheets

You should upload a completed cover sheet with the speaking tests that you submit to Cambridge International. Download the cover sheet from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Follow the instructions on the form itself to complete it.

### Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions on the samples database.

You should record marks on the required form which you should download each year from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

### 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. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the required Working Mark Sheet and submit these marks to Cambridge International according to the instructions on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

### External moderation

Cambridge International will externally moderate all internally assessed components.

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

### Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

## 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

<i>Assessment objectives</i>	W1, W4
<i>Task</i>	Candidates fill in a form with single words or short phrases in response to a given context.
<i>Total marks</i>	5

#### Question 2

<i>Assessment objectives</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
<i>Total marks</i>	12

#### Question 3

<i>Assessment objectives</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
<i>Total marks</i>	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>	<p>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:</p> <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> <p>conditional (Konjunktiv II) (<i>würde</i> + infinitive, and common irregulars)  indirect speech (receptive use) (Konjunktiv I + II)  passive (receptive use)</p>
<b>Conjunctions</b>	<p>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>)</p>
<b>Clause constructions and word order</b>	<p>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>)</p>
<b>Prepositions</b>	<p>prepositions + accusative  prepositions + dative  prepositions + accusative and/or dative  prepositions + genitive  abbreviated forms of prepositions  use of <i>da(r)</i> with prepositions</p>
<b>Numbers, quantity, dates, time</b>	<p>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</p>

## 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  
 abschreiben  
 anfangen  
 anhalten  
 ankommen  
 antworten  
 aufhören  
 aussehen  
 beenden  
 beginnen  
 begrüßen  
 behalten  
 beißen  
 benutzen  
 beobachten  
 beschreiben  
 bitten  
 bleiben  
 brauchen  
 denken  
 einladen  
 erinnern (sich an etwas, jemanden an etwas)  
 ermutigen  
 erzählen  
 essen  
 fallenlassen  
 fertigmachen  
 finden  
 fragen  
 geben  
 gehen  
 gehören  
 genießen  
 gernhaben  
 geschehen  
 es gibt  
 glauben  
 grüßen  
 haben  
 halten  
 hassen

helfen  
 hineingehen  
 holen  
 hören  
 kennen  
 kennenlernen  
 kommen  
 können  
 lächeln  
 lachen  
 lassen  
 legen  
 lesen  
 lieben  
 lügen  
 machen  
 mögen  
 müssen  
 nehmen  
 nutzen  
 organisieren  
 passieren  
 reden  
 reparieren  
 sagen  
 sammeln  
 schaffen  
 schauen  
 scheinen  
 schenken  
 schieben  
 schreiben  
 schreien  
 sehen  
 sein  
 sich beruhigen  
 sich bewegen  
 sich fühlen  
 sich interessieren für  
 sich nähern  
 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)****Zeitausdrücke (continued)**

Woche (f)

Wochenende (n)

**Uhrzeit**

Abend (m)

Armbanduhr (f)

(Es ist) halb acht / Viertel vor sieben / Viertel nach sieben

halbe Stunde (f)

Minute (f)

Mittag (m)

Mitternacht (f)

Morgen (m)

Nachmittag (m)

Sekunde (f)

Stunde (f)

Tag (m)

Uhr (f)

(um) ein Uhr, zwei Uhr

Viertelstunde (f)

**Wochentage**

Montag (m)

Dienstag (m)

Mittwoch (m)

Donnerstag (m)

Freitag (m)

Samstag, Sonnabend (m)

Sonntag (m)

**Monate**

Januar (m)

Februar (m)

März (m)

April (m)

Mai (m)

Juni (m)

Juli (m)

August (m)

**Monate (continued)**

September (m)

Oktober (m)

November (m)

Dezember (m)

**Jahreszeiten**

Frühling (m), Frühjahr (n)

Herbst (m)

Sommer (m)

Winter (m)

**Essen und Getränke – Mahlzeiten**

Abendessen (n)

Dessert (n)

Frühstück (n)

Hauptgericht (n)

Mahlzeit (f)

Mittagessen (n)

Nachspeise (f)

Nachtisch (m)

Picknick (n)

Vorspeise (f)

**Essen und Getränke – Nahrungsmittel (Obst und Gemüse)**

Apfelsine (f)

Aprikose (f)

Ananas (f)

Apfel (m)

Aubergine (f)

Banane (f)

Birne (f)

Blumenkohl (m)

Bohne (f)

Champignon (m)

Erdbeere (f)

Gemüse (n)

Gurke (f)

Himbeere (f)

**A Alltägliche Aktivitäten (continued)****Essen und Getränke – Nahrungsmittel (Obst und Gemüse) (continued)**

Karotte (f)

Kartoffel (f)

Kirsche (f)

Knoblauch (m)

Kohl (m)

Kokosnuss (f)

Mango (f)

Melone (f)

Möhre (f)

Obst (n)

Orange (f)

Paprika (f)

Pfirsich (m)

Pflaume (f)

Pilz (m)

Salat (m)

Tomate (f)

Traube (f)

(vegetarisches/veganes) Essen (n)

Wassermelone (f)

Zitrone (f)

Zwiebel (f)

**Essen und Getränke – Fleisch, Fisch und Meeresfrüchte**

Fisch (m)

Fleisch (n)

Hähnchen (n)

Hühnchen (n)

Lammfleisch (n)

Meeresfrüchte (pl)

Rindfleisch (n)

Schinken (m)

Schweinefleisch (n)

Wurst (f)

Würstchen (n)

**Essen und Getränke – Imbisse**

Bonbons (pl)

Chips (pl)

Eis (n)

Hamburger (m)

Imbiss (m)

Pizza (f)

Pommes (Frites) (pl)

Schokolade (f)

Snack (m)

Süßigkeiten (pl)

**Essen und Getränke – Getränke**

alkoholfreies Getränk (n)

Cola (f)

Erfrischungsgetränk (n)

Getränk (n)

Kaffee (m)

Limonade (f)

Milch (f)

Mineralwasser (n)

Saft (m)

Sprudelwasser (n)

stilles Wasser (n)

Tee (m)

**Essen und Getränke – andere Nahrungsmittel**

Brot (n)

Butter (f)

Butterbrot (n)

Ei (n)

Joghurt (m or n)

Käse (m)

Kuchen (m)

Marmelade (f)

Mehl (n)

Nudeln (pl)

Öl (n)

Pfeffer (m)

Reis (m)



**A Alltägliche Aktivitäten (continued)****Essen und Getränke – andere Nahrungsmittel (continued)**

Salat (m)

Salz (n)

Suppe (f)

Toast (m)

Zucker (m)

**Essen und Getränke – Geschirr**

Besteck (n)

Bratpfanne (f)

Gabel (f)

Glas (n)

Kochtopf (m)

Löffel (m)

Messer (n)

Pfanne (f)

Schale (f)

Tasse (f)

Teller (m)

Untertasse (f)

**Essen und Getränke – häufig verwendete Adjektive**

frisch

gekocht

roh

salzig

scharf, pikant

süß

würzig

**Essen und Getränke – Verben und Ausdrücke**

Durst haben

durstig sein

eine Diät machen

essen

das Essen kochen/machen/zubereiten

frühstücken

grillen

Hunger haben

**Essen und Getränke – Verben und Ausdrücke (continued)**

satt sein

schneiden

trinken

zu Abend essen

zu Mittag essen

**Körper und Gesundheit – Körperteile**

Arm (m)

Auge (n)

Bart (m)

Bein (n)

Brust (f)

Finger (m)

(linker/rechter) Fuß (m)

Geschlecht (n)

Gesicht (n)

Hals (m)

Hand (f)

Haut (f)

Herz (n)

Knie (n)

Knöchel (m)

Knochen (m)

Kopf (m)

Körper (m)

Magen (m)

Mund (m)

Nase (f)

Ohr (n)

Rücken (m)

Schulter (f)

Schnäuzer (m)

Schnurrbart (m)

Stimme (f)

Zahn (m)

Zeh (m)

**A Alltägliche Aktivitäten (continued)****Körperteile – Verben und Ausdrücke**

atmen

berühren

ein Hörgerät tragen

eine Brille tragen

eine Glatze haben

riechen

sehen

tief einatmen

**Körperteile – Gesundheit und Krankheit**

Apotheke (f)

Arzttermin (m)

Arzt (m)

Gips (m)

Krankenpfleger (m)

Krankenschwester (f)

Medikament (n)

Pflaster (m + n)

Zahnarzt (m)

**Gesundheit und Krankheit – Verben und Ausdrücke**

eine Allergie gegen etwas haben

erkältet sein

eine Erkältung haben

Fieber haben

bei guter Gesundheit sein

die Grippe haben

hinfallen

in das Fitness-Studio gehen

Kopfschmerzen haben

eine Krankheit haben

krank sein

Magenschmerzen haben

Mir ist schlecht/übel.

müde sein

sauber

sich (das Bein/den Arm) brechen

sich (hin)legen

**Gesundheit und Krankheit – Verben und Ausdrücke (continued)**

sich (in den Finger) schneiden

sich verletzen

Sport treiben

trainieren

üben

(un)gesund sein

Zahnschmerzen haben

**Reisen und Verkehrsmittel**

Ausflug (m)

Auto (n)

Bahn (f)

Bahnsteig (m)

Besuch (m)

Boot (n)

Bus (m)

Bushaltestelle (f)

einfache Fahrkarte (f)

Fähre (f)

Fahrer (m)

Fahrgast (m)

Fahrrad (n)

Flug (m)

Flugzeug (n)

Gepäck (n)

Koffer (m)

Krankenwagen (m)

Landkarte (f)

Mofa (n)

Motorrad (n)

Passagier (m)

Rad (n)

Reise (f)

Richtung (f)

Rückfahrkarte (f)

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)

Familiename (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  
 sauber machen  
 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 Persönliches und soziales Leben (continued)****Zu Hause – Geräte (continued)**

Gas (n)  
 Geschirrspüler (m)  
 Grill (m)  
 Heizung (f)  
 Klimaanlage (f)  
 Klimatisierung (f)  
 Küchenherd (m)  
 Kühlschrank (m)  
 Ladegerät (n)  
 Lautsprecher (m)  
 Mikrowelle (f)  
 Ofen (m)  
 Radio (n)  
 Stecker (m), Steckdose (f)  
 Strom (m)  
 Telefon (n)  
 Tiefkühlschrank (m)  
 Waschmaschine (f)  
 Wecker (m)

**Geräte – Verben und Ausdrücke**

anrufen  
 anschalten  
 aufmachen  
 ausschalten  
 kaputtmachen  
 öffnen  
 schieben/ziehen  
 schließen  
 telefonieren  
 zumachen

**Farben**

blau  
 braun  
 dunkel  
 gelb  
 golden  
 grau  
 grün

**Farben (continued)**

hell  
 lila  
 orange  
 orangefarbig  
 purpur  
 rosa  
 rot  
 schwarz  
 silbern  
 violett  
 weiß

**Kleidung und Accessoires**

Armbanduhr (f)  
 Badeanzug (m)  
 Badehose (f)  
 Bluse (f)  
 Brille (f)  
 Brieftasche (f)  
 Geldbeutel (m)  
 Gürtel (m)  
 Halskette (f)  
 Handschuhe (m, pl)  
 Hemd (n)  
 Hose (f)  
 Hut (m)  
 Jacke (f)  
 Jeans (f)  
 Kleid (n)  
 Kleidung (f)  
 Kostüm (n)  
 Krawatte (f)  
 kurze Hose (f)  
 Mantel (m)  
 Mode (f)  
 Mütze (f)  
 Ohrring (m)  
 Paar (n)  
 Pullover (m)  
 Portemonnaie (n)  
 Regenmantel (m)

**B Persönliches und soziales Leben (continued)****Kleidung und Accessoires (continued)**

Regenschirm (m)

Ring (m)

Rock (m)

Rucksack (m)

Sandalen (f, pl)

Schal (m)

Schmuck (m)

Schuhe (m, pl)

Socken (f, pl)

Sonnenbrille (f)

Stiefel (m)

Tasche (f)

Turnschuhe (m, pl)

Uniform (f)

**Kleidung und Accessoires – Verben und Ausdrücke**

Das ist zu weit/eng.

(Die Hose) ist bequem.

(Diese Farbe) steht dir gut.

Es passt/passt nicht.

locker

probieren

sich anziehen

sich ausziehen

sich umziehen

Welche Größe?

**Freizeit – Freizeitbeschäftigungen**

angeln

fernsehen

einen (romantischen) Film sehen

eine Komödie sehen

auf ein Konzert gehen

einen Krimi sehen

auf ein Musikfest gehen

(klassische/Pop-/Rock-) Musik hören

Musik über Kopfhörer hören

ins Theater gehen

**Freizeit – Hobbys**

Flöte spielen

Geige spielen

Gitarre spielen

Klarinette spielen

Klavier spielen

klettern

malen

Schlagzeug spielen

singen

Trompete spielen

zeichnen

**Freizeit – Sport**

Ausrüstung (f)

Badminton (n)

Ball (m)

Basketball (m)

Fan (m)

Fußball (m)

Fußballplatz (m)

Golf (n)

Golfplatz (m)

Gymnastik (f)

Hockey (n)

Joga (n)

joggen

laufen

Leichtathletik (f)

Mannschaft (f)

Medaille (f)

Preis (m)

Rad fahren

radeln

Rugby (n)

Schach (m)

Schläger (m)

Schlittschuh laufen

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), Friseuse (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

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## 5 What else you need to know

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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 such as the Cambridge Lower Secondary programme or equivalent national educational framework.

#### Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' 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. 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*.

#### 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 German (0525)
- 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.



## 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 an 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 and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking.

Marks achieved in Paper 3 Speaking cannot be carried forward to future series. See the regulations for carry forward set out 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.

## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

## Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make ‘reasonable adjustments’ for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

### Important:

- Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
  - candidates are not allowed to use voice-activated software to dictate their written work
  - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
  - candidates are not allowed to use human readers.

Please note that we are unable to provide Braille papers for this syllabus.

## After the exam

### Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. ‘Ungraded’ means that the candidate’s performance did not meet the standard required for grade 1. ‘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).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 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.

- 2 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.

The outcomes 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 (9–1) German will be published after the first assessment of the syllabus in 2022.

## Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 1, published September 2022.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

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



**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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