



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

French 3651 *Specification A* 2010

Material accompanying this Specification

- Specimen and Past Papers and Mark Schemes
- Reports on the Examination
- A Teacher's Guide

SPECIFICATION

This specification will be published annually on the AQA Website (<http://www.aqa.org.uk>). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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Background Information

1 The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies have revised their GCSE syllabuses for examination in 2003.

1.1 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, i.e. A* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

Citizenship

From 2002, students in England will be required to study Citizenship as a national curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

1.2 Changes to the Modern Foreign Languages Criteria

The main changes brought in for the revised GCSE Criteria for Modern Foreign Languages for the specifications for first examination in 2003 are as follows.

- Specifications must specify topic areas which must be consistent with the requirements for the National Curriculum orders for Modern Foreign Languages. The orders no longer require the study of five areas of experience for the full course and two areas of experience for the short course;
- Specifications must include the grammar and linguistic structures as set out in the subject criteria for French, German and Spanish. For other languages the grammar and structures are expected to be comparable with what is expected for French, German and Spanish;
- For each of AO2 (Speaking) and AO4 (Writing), at least 10% of the total marks for the subject must be allocated to knowledge and accurate application of the grammar and structures of the language presented in the specification;
- The use of dictionaries will not be permitted in any external assessment.

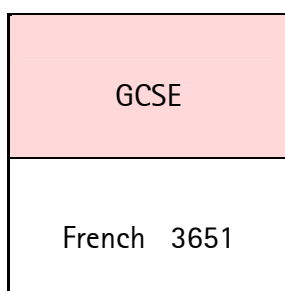
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Specification at a Glance

French

- This is one of three specifications in the subject offered by AQA, the others being a Modular Full Course specification and a Linear Short Course specification;
- There are two tiers of assessment: Foundation (G-C) and Higher (D-A*). Candidates may be entered for either Foundation or Higher in each skill.

GCSE French	
<p style="text-align: center;">Listening Test</p> <p>Foundation Tier 30 mins (+5 mins reading time) Non verbal and short answer questions</p> <p>Higher Tier 40 mins (+5 mins reading time) Mainly short and some longer answer questions</p>	
<p style="text-align: center;">Reading Test</p> <p>Foundation Tier 30 mins Non-verbal and short answer questions</p> <p>Higher Tier 50 mins Mainly short and some longer answer questions</p>	
EITHER	OR
<p>Writing Test</p> <p>Foundation Tier 40 mins A short list, a message and a letter</p> <p>Higher Tier 60 mins A letter and a descriptive/imaginative piece</p>	<p>Coursework</p> <p>Three pieces of work drawn from the bank of assignments in the specification</p>
AND	
<p style="text-align: center;">Speaking Test</p> <p>Foundation Tier 8-10 mins A role play, a presentation/discussion and a general conversation</p> <p>Higher Tier 10-12 mins A role play, a presentation/discussion and a general conversation</p>	



3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units	Examinations based on this specification are available in the June examination series only.
3.2 Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The Subject Code for entry to the GCSE award is 3651.</p>
3.3 Classification Codes	<p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.</p> <p>The classification code for this specification is 5650</p>
3.4 Private Candidates	<p>The specification is available to private candidates under certain circumstances. Private candidates should write to AQA for a copy of Supplementary Guidance for Private Candidates.</p>
3.5 Access Arrangements and Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document:</p> <p><i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills</i></p> <p>This document can be viewed via the AQA site (http://www.aqa.org.uk)</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.6 Language of Examinations	<p>All components will be provided in English. Assessment materials will not be provided in Welsh or Gaeilge.</p>

Scheme of Assessment

4

Introduction

4.1 National Criteria

This GCSE French Specification complies with the following:

- The GCSE Subject Criteria for Modern Foreign Languages;
- The GCSE, GCE and AEA Code of Practice April 2008;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 Rationale

In developing this specification to meet the needs of the revised National Curriculum, every effort has been made to build on the success of the GCSE and to maintain the philosophy of enabling candidates to show what they “know, understand and can do”.

Candidates who have followed this specification will be well prepared to use the language for practical communication and to continue with further study of the language.

All four skills are equally weighted and centres are offered a choice in the method used to assess writing skills between a written paper and coursework.

This specification forms part of a suite which includes short course provision and a modular route. The short course specification is based on Themes 1 and 3 of the subject content, but is in all other ways identical to the full course.

The linear and modular specifications share the same subject content in terms of topics, language tasks, communication strategies, vocabulary and the nationally-agreed grammar whilst offering centres the choice of following either a linear approach of teaching to a set of examinations at the end of the course, or a modular approach which includes staged assessment during the course. Additionally, where the same abilities are being assessed, the same criteria for assessment will be used in both linear and modular specifications.

By basing these two distinctive approaches on the same subject content AQA is responding to the needs of teachers by simplifying the burden of preparation and by facilitating the transfer of candidates between groups, as well as between centres, whilst preserving the essential differences of the two approaches to the teaching, learning and assessment of modern foreign languages.

-
- 4.3 Prior level of attainment and recommended prior learning** Whilst no prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification, the specification does build on the knowledge, skills and understanding acquired by candidates following the National Curriculum programme of study for Key Stage 3, including knowledge and understanding of the language, language skills, language learning skills and cultural awareness.
-
- 4.4 Progression** This qualification is a recognised part of the National Qualifications framework. As such, GCSE provides progression from Key Stage 3 to post-16 studies.
- It lays an appropriate foundation for further study of French or related subjects.
- In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

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Aims

A course based on this specification should encourage candidates to

- a. develop understanding of the spoken and written forms of French in a range of contexts;
- b. develop the ability to communicate effectively in French, through both the spoken and written word, using a range of vocabulary and structures;
- c. develop knowledge and understanding of the grammar of French, and the ability to apply it;
- d. apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- e. develop knowledge and understanding of countries and communities where French is spoken;
- f. develop positive attitudes to French learning;
- g. provide a suitable foundation for further study and/or practical use of French.

6

Assessment Objectives

6.1 Assessment objectives

The scheme of assessment will require candidates to demonstrate their ability to:

- a. understand and respond to spoken language;
 - b. communicate in speech, showing knowledge of, and applying accurately the grammar and structures prescribed in the specification;
 - c. understand and respond to written language;
 - d. communicate in writing, showing knowledge of, and applying accurately the grammar and structures prescribed in the specification.
-

6.2 Knowledge, skills and understanding

Candidates at Foundation Tier will be required to:

- a. listen and respond to different types of spoken language;
- b. express themselves in speech using a range of vocabulary, syntax and structures;
- c. read and respond to different types of written language, including texts from ICT-based sources;
- d. express themselves in writing using a range of vocabulary, syntax and structures;
- e. understand and apply the grammar of French, as detailed in the specification for Foundation Tier;
- f. respond to materials from countries and communities where French is spoken.

In addition, candidates at Higher Tier will be required to:

- g. listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
- h. speak at greater length, using a wider range of vocabulary and more complex syntax and structures;
- i. read and respond to longer and more complex written texts and including some unfamiliar material;
- j. write at greater length, using a wider range of vocabulary and more complex syntax and structures;
- k. understand and apply the grammar of French, as detailed in the specification for Higher Tier.

7

Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises 9 components.

Candidates may be entered for **either** Foundation **or** Higher in each skill, but **not** both. Candidates may be entered for **either** the terminal writing test (Foundation or Higher) **or** coursework, but **not** both.

Foundation Listening	30 minutes
25% of the marks	35 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Pauses are built into the recording to allow candidates to write their answers. The CD/tape must not be stopped after the test has started. Candidates' comprehension will be tested by a range of question types, normally requiring responses in French, or non-verbally. A limited number of questions may require responses in English, where this is a necessary part of the task. Candidates will be allowed to make notes during the test. Candidates will be given 5 minutes reading time at the beginning of the test, before the CD/tape is played, to give them time to read the questions. The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items and telephone messages will be required, together with some material which will be longer and include reference to past, present and future events and some unfamiliar language. Candidates will be expected to identify main points and extract details and points of view.

Higher Listening	40 minutes
25% of the marks	40 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Pauses are built into the recording to allow candidates to write their answers. The CD/tape must not be stopped after the test has started. Candidates' comprehension will be tested by a range of question types, normally requiring responses in French, or non-verbally. A limited number of questions may require responses in English, where this is a necessary part of the task. Candidates will be allowed to make notes during the test. Candidates will be given 5 minutes reading time at the beginning of the test, before the CD/tape is played, to give them time to read the questions. The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material. Candidates will be expected to understand discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, recognise opinions, attitudes and personal feelings, and to draw conclusions.

Foundation Reading	30 minutes
25% of the marks	35 marks

Only material which is appropriate to the written language will be used in the test. Candidates' comprehension will be tested by a range of question types, normally requiring responses in French, or non-verbally. A limited number of questions may require responses in English, where this is a necessary part of the task.

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and websites which will include reference to past, present and future events and some unfamiliar language. A number of questions will be set on the material to test candidates' ability to identify key points and extract specific details, points of view and the main message.

Higher Reading	50 minutes
25% of the marks	45 marks

Only material which is appropriate to the written language will be used in the test. Candidates' comprehension will be tested by a range of question types, normally requiring responses in French, or non-verbally. A limited number of questions may require responses in English, where this is a necessary part of the task.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and imaginative material including narrative. Candidates will be expected to use their knowledge of grammar and structure in demonstrating understanding of specific points and of gist/the main message. They will also be expected to recognise opinions, attitudes, personal feelings and to draw conclusions.

Foundation Writing	40 minutes
25% of the marks	42 marks

Candidates will be required to write in French

- a short list or to complete a form, which demonstrates their ability to write words or phrases;
- a message or other form of communication, e.g. writing a postcard, an email, the text for a poster, which demonstrates their ability to write phrases/short sentences and substitute words and set phrases;
- a letter, formal or informal, which demonstrates their ability to write on past, present and future events, expressing their personal opinions;
- Stimuli may be in French, visual, or English if appropriate or any combination of these. The tasks set in Questions 1 and 2 are likely to require approximately 40 words in total, in Question 3 approximately 90 words but, **provided the tasks set are completed, the number of words is not important.**

Higher Writing 60 minutes**25% of the marks 40 marks**

Candidates will be required to write in French

- a letter, formal or informal, which demonstrates their ability to write on past, present and future events, expressing their personal opinions;
- a text which demonstrates their ability to write descriptively or imaginatively, e.g. an article, a letter, publicity material;
- Stimuli may be in French, visual, or English if appropriate or any combination of these. Question 1 is likely to require approximately 90 words, Question 2 approximately 120 words but, **provided the tasks set are completed, the number of words is not important.**

Coursework**25% of the marks 60 marks**

- Candidates will be expected to carry out a number of coursework assignments from the list contained in the specification. The assignments are not specific to either Foundation or Higher Tier. Candidates will be required to submit three of these assignments, from three different Themes. At least one of the assignments must be conducted under controlled conditions in the centre. Detailed instructions and guidance for coursework appear in the specification.

Foundation Speaking 8-10 minutes**25% of the marks 36 marks**

Candidates will attend one session of between 8 and 10 minutes. This test will be conducted by the teacher, tape-recorded and marked by an AQA examiner.

The test will consist of three sections.

- **Role-playing** based on a stimulus, to be prepared by the candidate immediately before the test.
Candidates will carry out one role-playing situation (approximately 1 minute); 4 marks
- **Presentation and discussion**, both based on a stimulus provided by the candidate and prepared prior to the date of the test.
Candidates will be expected to speak for between 30 and 90 seconds and to answer questions on their presentation for a further 30 to 90 seconds (up to approximately 3 minutes in total); 12 marks
- **General conversation** on 2-3 of the topic areas in the list in section 7.2. Candidates aiming at Grade C will be expected to discuss past, present and future events, involving the use of different tenses and to express personal opinions (between 4 and 6 minutes). 20 marks

The candidate will be given approximately 10 minutes preparation time, during which he/she may make notes. The notes may be taken into the examination room.

A specified period will be timetabled for the Speaking Tests, during which centres will be free to test their candidates at any time.

Detailed instructions for the teacher-examiner will be issued prior to the examination. In order that teachers may prepare for the tests, the examination material may be opened up to three working days before the examination period.

Higher Speaking	10-12 minutes
25% of the marks	40 marks

Candidates will attend one session of between 10 and 12 minutes. This test will be conducted by the teacher, tape-recorded and marked by an AQA examiner.

The test will consist of three sections.

- **Role-playing** based on a stimulus, to be prepared by the candidate immediately before the test.

Candidates will carry out one role-playing situation (approximately 1 minute); 8 marks

- **Presentation and discussion**, both based on a stimulus provided by the candidate and prepared prior to the date of the test. Candidates will be expected to speak for between 30 and 90 seconds and to answer questions on their presentation for a further 30 to 90 seconds (up to approximately 3 minutes in total); 12 marks

- **General conversation** on 2-3 of the topic areas in the list in section 7.2. Candidates aiming at Grade C or above will be expected to discuss past, present and future events, involving the use of different tenses and to express personal opinions (between 6 and 8 minutes); 20 marks

The candidate will be given approximately 10 minutes preparation time, during which he/she may make notes. The notes may be taken into the examination room.

A specified period will be timetabled for the Speaking Tests, during which centres will be free to test their candidates at any time.

Detailed instructions for the teacher-examiner will be issued prior to the examination. In order that teachers may prepare for the tests, the examination material may be opened up to three working days before the examination period.

7.2 Topics for Conversation

The conversation topics on which each candidate will be tested will be taken from the list below, at least 2 of which must be covered in the conversation.

Topic	Scope
Personal Relationships	1A Self, Family and Friends
	4A Character and Personal Relationships
	4E Social Issues, Choices and Responsibilities
Tourism	2B Tourism
	2D Holiday Activities
The Environment	1C Home and Local Environment
	4B The Environment
Leisure	1B Interests and Hobbies
	3D Leisure
	3E Shopping
Home Life	1D Daily Routine
	3A Home Life
	3B Healthy Living
Education/Work	1E School and Future Plans
	3C Part-Time Jobs and Work Experience
	4C Education
	4D Careers and Future Plans

See page 25 for the full list of the Themes and Topics.

7.3 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)				Overall Weighting of AOs (%)
	Listening	Reading	Speaking	*Writing/* [†] Course-work	
AO1 understand and respond to spoken language	25				25
AO2 communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification			25		25
AO3 understand and respond to written language		25			25
AO4 communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification				25	25
Overall Weighting of Units (%)	25	25	25	25	100

*one of the two options to be taken

[†]centre-assessed

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

7.4 Criteria for Assessment

The tests will be assessed according to the following criteria.

Listening & Reading

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

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

Where the response is in French, the appropriate mark(s) will be awarded if the candidate has satisfactorily communicated his or her understanding, even though the response may contain some errors. However, marks will not be awarded where errors in spelling, punctuation and grammar lead to a failure to communicate the required information without ambiguity.

Writing

The marks will be allocated in the following way.

Foundation	Communication	Quality of Language	Total
List	2		2
Message	12	8	20
Letter	8	12	20
Total	22	20	42

Higher	Communication	Quality of Language	Total
Letter	8	12	20
Question 2	8	12	20
Total	16	24	40

The following criteria will be used.

List Question – Communication

Marks	Degree of Communication
1	1-2 words correct, without ambiguity.
2	3-4 words correct, without ambiguity.

Message Question – Communication

For each of the six tasks, the following criteria will be used.

Marks	Degree of Communication
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed without ambiguity even if not totally correct.
6 x 2 = 12 marks	

Message Question – Quality of Language

A global mark of 8 will be awarded, according to the following criteria.

Marks	Quality of Language
0	Inaccuracy is almost always a barrier to communication.
1-2	Some of the messages are intelligible but the frequency of serious error makes communication difficult.
3-4	Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader.
5-6	Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.
7-8	Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.

Letter Question and Higher Question 2 – Communication

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Letter Question and Higher Tier Question 2 - Quality of Language

Range/Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.

Speaking

The marks will be allocated in the following way.

Foundation	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	4			4
Presentation & Discussion	4	4	4	12
Conversation	4	4	12	20
Total	12	8	16	36

Higher	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	4		4	8
Presentation & Discussion	4	4	4	12
Conversation	4	4	12	20
Total	12	8	20	40

The following criteria will be used for the Role-playing situations.

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error.
4 tasks x 4 = 16/2 = 8 marks	

The following criteria will be used for **Presentation, Discussion and General Conversation**.

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language

Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate French using a variety of tenses.

The marks for Presentation, Discussion and Conversation at both Foundation and Higher Tiers will be allocated and scaled as follows.

Presentation and Discussion
Communication (in Presentation and Discussion) 4 marks
Spontaneity and Fluency (in Discussion only) 4 marks
Quality of Language Range and Complexity – 6 marks Pronunciation and Accuracy – 6 marks Total – 12 marks/3 = 4 marks

General Conversation
Communication 4 marks
Spontaneity and Fluency 4 marks
Quality of Language Range and Complexity – 6 marks Pronunciation and Accuracy – 6 marks Total – 12 marks

Subject Content

8

Summary of Subject Content

Themes and Topics

The themes and topics on which the assessment material will be based, under the following theme titles:

My World

Holiday Time & Travel

Work & Lifestyle

The Young Person in Society

Language Tasks

The tasks which candidates will be expected to perform, grouped according to theme and topic.

Grammar and Linguistic Structures

The grammatical structures which candidates will be expected to demonstrate, grouped by tier.

Communication Strategies

Strategies to help candidates cope with unknown words.

Vocabulary

Common words for rubrics and instructions, general vocabulary, vocabulary for Foundation Tier, grouped by theme and an alphabetical vocabulary list.

A suggested vocabulary list for Higher Tier will be included in support material.

9

Themes and Topics

My World	1A Self, Family and Friends 1B Interests and Hobbies 1C Home and Local Environment 1D Daily Routine 1E School and Future Plans (up to age 18)
Holiday Time & Travel	2A Travel, Transport and Finding the Way 2B Tourism 2C Accommodation 2D Holiday Activities 2E Services
Work & Lifestyle	3A Home Life 3B Healthy Living 3C Part-Time Jobs and Work Experience 3D Leisure 3E Shopping
The Young Person in Society	4A Character and Personal Relationships 4B The Environment 4C Education 4D Careers and Future Plans (post age 18) 4E Social Issues, Choices and Responsibilities

10

Language Tasks

10.1 Relationship to topics

The language tasks are presented according to the themes and topics in which they may occur. It will be possible for candidates to achieve these tasks using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

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

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

The tasks are described with respect to individual themes, (e.g. My World) and within particular topics (e.g. Daily Routine). In a given situation, individual tasks listed under a number of different topic headings may be combined. Tasks should be considered transferable, as appropriate, to any other theme or topic.

10.2 Relationship to Skills

The way in which the tasks relate to the four skills is described below.

Listening

Candidates will be expected to understand

- others performing the tasks listed;
- announcements, instructions, requests, interviews, monologues and conversations between two or more people on the topics listed.

Speaking

Candidates will be expected

- to perform the tasks listed;
- to participate in a conversation on the topics listed.

Reading

Candidates will be expected to understand

- others performing the tasks listed where these could reasonably be expected to be communicated in writing;
- written material associated with, and on the subject of, the topics listed.

Writing

Candidates will be expected

- to perform the tasks listed where these could reasonably be expected to be communicated in writing;
- to write on the subject of the topics listed.

11

Theme 1 – My World

11.1 1A Self, Family and Friends

Exchange information about self, family, friends and pets: name, age & birthday, nationality, likes & dislikes, physical appearance, jobs

Spell out own name, street and town

Greet someone and respond to greetings

Ask how someone is and respond to similar enquiries

Make and understand informal introductions

Welcome and receive a visitor

Thank someone for hospitality

Exchange information about gender, marital status

Exchange opinions about and feelings towards members of family

11.2 1B Interests and Hobbies

State weekend and evening activities

Understand and respond to an invitation to participate

Exchange information about hobbies and interests (when, where, with whom, how often), opinions and preferences

11.3 1C Home and Local Environment

State own address

Exchange information about own house or flat, its location, details of rooms, garage, garden: location, colour, size, contents

Exchange information about having own room or sharing

Exchange information about travel into town and duration of journey

Give and seek description of your/other's town, neighbourhood and region: location, character, amenities, features of interest

Make comparisons between home country and French-speaking country or community: towns, regions, climate and geographical features

Exchange information and opinions about where you and others live, advantages and disadvantages of the local environment

11.4 1D Daily Routine

Exchange information about daily routine on weekdays and at weekends

Exchange information and opinions about meals at school and at home

11.5 1E School and Future Plans
(up to age 18)

Make requests and understand instructions in the classroom

Exchange details about school routine, travel to and from school, extra-curricular activities

Exchange information and opinions about your school: size, location, facilities

Exchange information and opinions about school subjects, school timetables, terms and holidays

Exchange information about future plans in the coming months

12

Theme 2 – Holiday Time & Travel

12.1 2A Travel, Transport and Finding the Way

Attract the attention of a passer-by

Exchange information about the location of a place and of facilities such as bus stops, toilets, platforms

Understand simple signs, announcements and notices in street, in shops, stores, supermarkets

Obtain and understand information from maps, street plans and timetables

Buy tickets, or a booklet of tickets specifying details: destination, single or return, class, day of travel

Exchange information about a journey including means of transport, directions, times of departure and arrival, cost, travel conditions, problems

12.2 2B Tourism

Ask for information about a region, town or area, including lists of hotels, restaurants

Describe weather conditions and give simple predictions

Exchange information about a holiday: where, with whom, how long, when

Exchange information and opinions about a particular holiday region, town or area, including what there is to do and see, excursions, visits

State preferences for different types of holiday

Exchange information about local customs, festivals, culinary specialities

12.3 2C Accommodation

Exchange information about the location of rooms in a house, hotel, etc. and where facilities are: restaurant, toilet, shower or bathroom, garage, lift

Exchange information about accommodation including availability, when, for how long, requirements, cost, acceptability, rules and regulations, mealtimes

Make and understand complaints about inadequate accommodation, problems with accommodation

12.4 2D Holiday Activities

Accept and decline offers of food and drink

Understand signs and announcements inside and outside restaurants and cafés

Exchange information and opinions about food, drink, cafés and restaurants, including reserving a table, ordering, paying

Make a complaint, giving reasons

Exchange information and opinions about holiday activities and interests, including tourist attractions and entertainments

12.5 2E Services

Exchange information about postal services, including sending and receiving letters, faxes, email, phone-calls

Exchange information about money transactions, including changing money and cheques

Exchange information about hiring things, such as bicycles, boats, sleeping bags: cost, conditions, location

Exchange information about a loss or theft, saying what has been lost, when and where it was lost or stolen and describing the item: what it is made of, size, colour, make, contents

Exchange information about how someone feels: well, ill, better, cold, hot, tired

Exchange information about consulting a doctor, dentist or chemist, including questions about common ailments and treatment

Exchange information about the location and basic details of an accident or breakdown, including calling the emergency services or garage

13

Theme 3 – Work & Lifestyle

13.1 3A Home Life

Exchange information and opinions about meals, mealtimes and eating habits

Exchange information about what you and others in the family do to help around the house

Offer and ask for help to do something around the house

Exchange information about important festivals

13.2 3B Healthy Living

Express preferences in food and drink

Exchange information about eating habits

Understand publicity and announcements about food

Exchange information about healthy meals and how to prepare them

Exchange information about healthy and unhealthy lifestyles

Exchange opinions about radio and TV broadcasts about food and health

13.3 3C Part-time Jobs and Work Experience

Exchange information about travel to place of work: times, means of transport, duration of journey

Make a telephone call and ask to speak to someone

Leave a simple telephone message: name, telephone number, time to call back

Exchange information and opinions about weekend jobs and work experience

Give information about the availability of suitable work

Make arrangements to contact and be contacted by phone, fax or email

13.4 3D Leisure

Exchange information and opinions about TV programmes, radio, music, performers, personalities

Exchange information about leisure facilities, including times and prices

Make arrangements to go out, including invitation, location, time

Understand publicity about leisure activities and public events

Exchange opinions about leisure activities and opportunities

Exchange information and preferences about events, such as theatre, films, dances

Exchange information and opinions about sporting events including watching and participating

Narrate the main features of a book, newspaper, television or radio programme, film or play

13.5 3E Shopping

Understand signs and announcements in and around shops and advertisements about shops and shopping including opening and closing times, special offers, discounts, sales

Exchange information about particular goods, including description, price, quantity, size, availability, acceptability, payment

Exchange information and opinions about shopping facilities in a town or area

Exchange information and opinions about shopping experiences and preferences

Say you will or will not buy something, giving the reason

Make a complaint about unsatisfactory goods, giving reasons, and ask for a refund or replacement

14

Theme 4 – The Young Person in Society

14.1 4A Character and Personal Relationships

Exchange information and opinions about:

- your and others' character and personality
- feelings and problems arising out of personal relationships with parents or friends or adults
- personal feelings towards others
- the qualities of a good friend or relationship
- the character and personality of famous people
- issues about marriage and children
- why parents or friends hold different views

14.2 4B The Environment

Exchange information and opinions about:

- types of housing in your area
- transport issues in your area, traffic congestion, public transport
- reasons for pollution such as lack of recycling, too much packaging, overuse of energy
- issues concerning conservation such as recycling, wildlife, energy sources
- factors which might lead to an ideal environment
- simple ways to improve the environment

14.3 4C Education

Exchange information and opinions about:

- types of school, further education and training
- reasons for choices of study and training
- issues at school or college such as rules, uniform, choice of subjects, teaching
- the benefits of school
- difficulties encountered in study
- ideas for improving study and social facilities at school
- the pressure for good results and completing work and its effects on relationships and social life

14.4 4D Careers and Future Plans
(post age 18)

Exchange information and opinions about:

- plans for the time after completion of formal education
- the advantages and disadvantages of different occupations: wages, working conditions, prospects
- long-term career plans and intentions
- working abroad
- future plans relating to marriage, family, children, home, holidays
- issues relating to pressures to earn money or to study
- the advantages and disadvantages of having a break before further study
- the pressure to follow expected career or study path versus your own personal preference

14.5 4E Social Issues, Choices
and Responsibilities

Exchange information and opinions about:

- seeking a job
- advertisements
- problems appropriate to age, experience and interests
- different family situations
- issues associated with equal opportunities: gender or race, at school or work
- issues associated with media pressure, peer pressure and parental pressure and expectations
- unemployment and the difficulties in finding a job
- problems arising from unemployment and/or financial difficulties
- issues concerning smoking, alcohol and drugs
- issues about the consequences of addictions

15

Grammar and Linguistic Structures

GCSE candidates will be expected to have acquired knowledge and understanding of French grammar during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

15.1 Foundation Tier

Nouns: gender
singular and plural forms

Articles: definite, indefinite and partitive, including use of *de* after negatives

Adjectives: agreement
position
comparative and superlative: regular
demonstrative (*ce, cet, cette, ces*)
indefinite (*chaque, quelque*)
possessive
interrogative (*quel, quelle*)

Adverbs: comparative and superlative: regular
interrogative (*comment, quand*)
adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)
common adverbial phrases

Quantifiers/Intensifiers (*très, assez, beaucoup, peu, trop*)

Pronouns: personal: all subject, including *on*
reflexive
relative: *qui*
relative: *que* (R)
object: direct (R) and indirect (R)
position and order of object pronouns (R)
disjunctive/emphatic
demonstrative (*ça, cela*)
indefinite (*quelqu'un*)
interrogative (*qui, que*)
use of *y, en* (R)

Verbs: regular and irregular forms of verbs, including reflexive verbs
all persons of the verb, singular and plural
negative forms
interrogative forms
modes of address: *tu, vous*
impersonal verbs (*il faut*)
verbs followed by an infinitive, with or without a preposition
tenses: present
perfect
imperfect: *avoir, être* and *faire*
other common verbs in the imperfect tense (R)
immediate future
future (R)
conditional: *vouloir* and *aimer*
pluperfect (R)
passive voice: present tense (R)
imperative
present participle (R)

Prepositions

Conjunctions

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

15.2 Higher Tier

All grammar and structures listed for Foundation Tier, plus:

Adjectives: comparative and superlative, including *meilleur, pire*

Adverbs: comparative and superlative, including *mieux, le mieux*

Pronouns: use of *y, en*
relative: *que*
relative: *lequel, auquel, dont* (R)
object, direct and indirect
position and order of object pronouns
demonstrative (*celui*)
possessive (*le mien*)

Verbs: dependent infinitives (*faire réparer*) (R)
tenses: future
imperfect
conditional
pluperfect
passive voice: future, imperfect and perfect tenses (R)
perfect infinitive
present participle, including use after *en*
subjunctive mood: present, in commonly used expressions (R)

Time: including use of *depuis* with imperfect tense

Communication Strategies

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

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

16.1 Strategies for Understanding

- a. **Ignoring words which are not needed for a successful completion of the task set.** Many texts contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the learner may not understand a point in one form of words and understand it fully in another.
Learners can be trained to read and listen in positive ways, seeking out in the text only the information they need to answer questions and to complete communication tasks and ignoring the rest.
- b. **Using the visual and verbal context.** The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the type-face and any related pictures. This is why texts are presented in the examination in their original format as much as possible.
When reading and listening, pupils can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word *mancienne* could, after some appropriate practice be expected to understand from the following context that it is some sort of tree: *Il s'est assis sous une mancienne: dans ses branches, un oiseau chantait.*
- c. **Making use of grammatical markers and categories.** Learners will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns or verbs, the ways verbs change to form tenses, word order and other such features which will help them to recognise to which category (verb, noun, adjective, etc.) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.
- d. **Making use of the social and cultural context.** Another aid to correct inferencing is for the pupils to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of the words, that represent these occurrences. This is one reason why it is important for a French course to develop knowledge and understanding of countries and communities where French is spoken (Aim 5e of the Specification).

Work along these lines would probably help candidates who have listened to a recording of a French-speaking person buying two cinema tickets for 46 francs to avoid saying that she paid 4.6 francs or 46 centimes.

- e. **Using common patterns with French.** Knowledge of the following patterns of word formation in French **will be assumed**. **Candidates will be expected to be able to make use of** these patterns in both directions: so, using the second bullet below, acknowledge of “haut” should permit understanding of “hauteur”;
- *re* prefix (e.g. *commencer* – *recommencer*; *faire* – *refaire*);
 - the *eur* ending applied to verbs (e.g. *employer* – *employeur*) and applied to adjectives (e.g. *grand*, *grandeur*, etc.);
 - *ette* ending (e.g. *maison* – *maisonnette*; *tarte* – *tartelette*; *fille* – *fillette*);
 - *able* ending (e.g. *laver* – *lavable*; *manger* – *mangeable*);
 - *aine* ending (e.g. *quinze* – *quinzaine*; *cent* – *centaine*; *douze* – *douzaine*);
 - *té* ending (e.g. *bon* – *bonté*; *beau* – *beauté*);
 - *ier* ending (e.g. *épicerie* – *épicier*; *police* – *policier*; *ferme* – *fermier*);
 - *in* prefix (e.g. *actif* – *inactif*; *connu* – *inconnu*; *cassable* – *incassable*);
 - *ion* and *ation* endings (e.g. *réparer* – *réparation*; *inventer* – *invention*).

16.2 Strategies Specifically for Reading and Understanding

- f. **Using cognates and near-cognates.** There are, of course, a few *faux amis* (e.g. *expérimenté*, *sensible*, *large*) which make it necessary to use this strategy with care and in collaboration with strategy (b) above. However, for each *faux ami* there are very many *bons amis* of which anglophone learners of French can, with practice, make good use. These fall into two main categories:
- **Cognates:** there are very many words which have the same form, and essentially the same meaning, in French and in English (e.g. *innocent*, *justice*, *muscle*, *rectangle*). When such words occur in a context and the learners can be expected to understand them in English, they will be expected also to understand them in French;
 - **Near-cognates:** learners will be expected to understand words which meet the criteria in the previous paragraph, but which differ slightly in their written form in French usually by the addition of one or more accents and/or the repetition of a letter (e.g. *création*, *hygiène*, *mâle*, *littérature*);

g. **Using common patterns between French and English.** There are thousands of words in French which, although neither cognates nor near-cognates, can be easily understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, **candidates will be expected to understand them:**

- The French word adds an “e” (e.g. *branche, liquide, signe, vaste*);
- The English word adds an “e” (e.g. *futur, masculin, paradis, pur*);
- Words which end with “e”, “é” or “e” in French and with “y” in English. (e.g. *beauté, liberté, mystère, armée*);
- Words which end with “i” or “ie” in French and with “y” in English (e.g. *économie, parti, tragédie*);
- Words which end with *aire* in French and with “ar” or “ary” in English (e.g. *grammaire, militaire, populaire*);
- Words which end with *el* in French and with *al* in English (e.g. *individuel, officiel*);
- French adverbs ending with *ment* which end with “ly” in English (e.g. *complètement, généralement, spécialement*);
- Verbs which add “r” or “er” in the infinitive in French (e.g. *admirer, confirmer, inspecter*);
- Verbs which end with *er* in French and with “ate” in English (e.g. *assassiner, cultiver, décorer*);
- Words where “o” or “u” in English is replaced by *ou* in French (e.g. *approuver, gouvernement, mouvement, bouddhiste*);
- Words where a “d” is added in English (e.g. *aventure, avance, juge*);
- Present participles in *ant* in French and “ing” in English (e.g. *dégoûtant, commençant, nageant*) providing the infinitive of the verb is a listed word;
- Words which end with *e* or *eux* in French and with “ous” in English (e.g. *énorme, précieux, religieux*);
- Words which end with *que* in French and with “c”, “ck”, “ch”, “k”, or “cal” in English (e.g. *automatique, attaque, physique, risque, époque*);
- Words which end with *f* in French and with “ve” in English (e.g. *actif, adjectif, possessif*);
- Words which end with *eur* in French and with “our”, “or” or “er” in English (e.g. *boxeur, empereur, vigueur*);
- Words which end with *e* or *re* in French and with “er” in English (e.g. *ministre, ordre, interprète*);
- Words which end with *e* in French and with “a” in English (e.g. *drame, propagande*);
- Words where “u” in English is replaced by *o* in French (e.g. *fonction, prononciation*);

- Words where “oun” in English is replaced by *on* in French (e.g. *annoncer, prononcer*);
- Words which have a circumflex accent in French and an “s” in English (e.g. *forêt, honnête, intérêt, tempête*);
- Words where *dé* in French is replaced by “dis” in English (e.g. *décourager, dégoûter*);
- Words where *é* or *es* in French is replaced by “s” in English (e.g. *espace, éponge*).

16.3 Strategies Specifically for Listening and Understanding

It is expected that strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context. Words which LOOK the same in two languages usually SOUND quite different. Also, in French, there are many sound features which are not word-based (e.g. elision: whether or not "e" is sounded: stress: intonation) and which thus make the application of some of the strategies for understanding unknown words more difficult. In particular, it must be remembered that grammatical markers in the spoken language are often quite different from those in the written one. The most obvious are the plural forms:

Nouns and adjectives frequently have no plural forms: plurality is shown by a change in the pronunciation of the article or some other related word:

le grand pont – les grands ponts;

Verbs either have no plural form at all:

il donne/ils donnent: il chantait/ils chantaient

or add a consonant:

il vend/ils vendent: il finit/ils finissent.

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

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

Ignoring words which are not needed for a successful completion of the task set;

Using the (visual and) verbal context;

Making use of the social and cultural context;

Using common patterns within French.

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

h. Near-cognates

Strictly speaking there are no French words which sound exactly like their English equivalents. There are a few near-cognates which are, however, relatively easily recognised. They are often words imported from other languages, e.g. whisky, ski.

- i. Other words which in reading cause no problem can be unrecognisable in speech e.g. *specialisation* has seven distinct syllables in French and five in English, it has five specific pronunciation differences in French and a complete change of stress pattern. Therefore the only unlisted words candidates will be expected to understand are those of one or two syllables in French which have only one obviously predominant meaning and to which one or more of the following communicative strategies can be applied.
- The sound [i] will always involve a French *i*, which in English may be a diphthong, e.g. pipe, mine;
 - The sound [a] will always involve a French *a* which in English may be diphthong, e.g. nation;
 - The termination [œr] is always *eur* which may be English -or or -er, e.g. *acteur*;
 - The termination [sĩ] is always *-tion* or *-sion* and therefore English [ʃɛn], e.g. nation, passion;
 - The termination [if] in French is *-if* and in English is often “-ive” e.g. *actif*;
 - The termination [ik] in French is *-ique* and *ic* and in English is often “-ic” or “-ical” e.g. *physique*;
 - The intervocalic [ʒ] is usually the English [dʒ] e.g. *juger, magique*;
 - The initial [ʃ] is usually the English ch. e.g. *chapelle, charme*.

In addition candidates will be expected to hear

- the termination [mɑ̃] which can be added to many of the adjectives in the lists to form the adverb. e.g. *complètement*;
- the termination [ɑ̃] which can be added to the stem of listed verbs to give the present participle e.g. *mangeant, gémissant*.

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

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

16.4 Strategies for Production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies in order to get meaning across in spite of their imperfect command of the language. In the light of Aim 5b of the specification, 'develop the ability to communicate effectively in French, through both the spoken and written word, using a range of vocabulary and structures', candidates who use communication strategies which help them successfully to express themselves will be given credit.

Individual candidates may fail to learn, or forget language items required by some test items, or they may wish to attempt to go beyond the demands of the specification in completing the task set.

In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal. The non-verbal strategies described below are clearly of limited value in the speaking tests of this examination which are recorded on tape; they may, however, prove useful to the learner.

Non Verbal Strategies

- a. **Pointing and demonstration**, accompanied by some appropriate language (e.g. “*Comme ça ...*” “*Qu'est-ce que c'est?*” “*Ça fait mal ici*”).
- b. **Expression and gesture**, accompanied where appropriate with sounds (e.g. ‘Oh!’ which, with appropriate intonation, facial expression and gestures can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).
- c. **Mime**, which again can be accompanied by appropriate sounds and language, and can sometimes help communication to be maintained when it might otherwise break down (e.g.) “*Je peux vous aider?*” with a suitable mime if one has forgotten words such as “*balayer*” and “*essayer*”. This strategy has obvious limitations in an speaking test which is recorded and assessed on the basis of the recording.
- d. **Drawing** can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (e.g. ☺ or ☹; or a diagram showing how to get from one point (e.g. a station) to another (e.g. a home)

Verbal Strategies

- a. **Using a word which refers to a similar item** to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (e.g. “*montre*” for “*horloge*”, “*tasse*” for “*verre*”, “*fleur*” for “*rose*” or “*prêter*” for “*louer*”. This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.
- b. **Description of physical properties** to refer to something of which the name has been forgotten (e.g. “*c'est rond*” ... “*le fruit jaune*”... “*l'objet qu'on voit sur la table*”). The physical properties refer, for example, to colour, size, material, position and shape. Again, the use of this strategy in an examination would be assessed according to its communicative effectiveness.
- c. **Requests for help** can include requests for translation (e.g. “*Comment dit-on 'chair' en français ...?*” “*Qu'est-ce que cela veut dire en anglais?*”) and questions which make no reference to English (e.g. “*Comment s'appelle ce machin-là?*” ... “*Ça s'écrit comment?*”). Use of this strategy in the examination will not allow candidates to be given full credit. However, it is clearly preferable to use such requests for help than for communication to collapse and its use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the candidate and carrying out the tasks set.

- d. **Simplification**, when a learner avoids the use of a form of which he/she is unsure (e.g. *“il faut que je m’en aille”* .. *“je viendrai s’il fait beau”*) by using a form which he/she finds simpler, (e.g. *“Je dois partir”* ... *“Je viens s’il fait beau”*).

When such simple forms are used correctly and appropriately they will be awarded high marks. Correct and appropriate use of more complex forms will also be rewarded.

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in pupils failing to make full use of their capabilities.

- e. **Paraphrase**, where the learner uses words and messages in acceptable French, avoiding the use of words which he/she has forgotten (e.g. *“Elle n’est pas mariée”* for *“Elle est célibataire”* *“C’est comme un ...”* *“C’est le contraire de ...”* *“C’est une sorte de ...”* *“Je voudrais une tranche de cette viande-là ...”*).

When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an examination would be assessed accordingly.

- f. **Reference to specific features** (e.g. *“L’animal aux longues oreilles ...”* *“La jeune fille qui porte des lunettes ...”*). This strategy is often quite effective and effective use would be assessed accordingly in an examination.
- g. **Reference to the function of an object** and the actions that can be performed with it (e.g. *“l’objet qu’on utilise pour ouvrir une bouteille”*). This is a commonly used strategy which is usually effective in communicative terms.

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or French words. This strategy usually produces words which do not exist in French or which, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and candidates would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the learner ignores or abandons a topic because of inability to deal with it. Use of this strategy in the examination will not allow the candidate to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the learner's repertoire.

It is, therefore, a strategy which should be discouraged, as a basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour. Approaches which lay more stress on correctness than on communication will tend to encourage the use of avoidance strategies.

Appropriate use of the dictionary will help learners to tackle particular difficulties and help avoid the need to resort to avoidance.

The evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively. The development of such strategies cannot, therefore, be seen as encouragement not to develop linguistic knowledge as much as possible! Strategic competence is not a substitute for vocabulary learning, for example, but a useful supplement. Indeed, all language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed.

Vocabulary

Candidates will be expected to understand words which have the same or very similar form in the language as in English, provided that such words have essentially the same meaning in both languages.

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

The minimum core Vocabulary List for Foundation Tier is primarily intended as a guide for teachers to assist in planning of schemes of work.

The assessment tasks at Foundation Tier will be based on the minimum core Vocabulary List, but candidates should also expect to encounter some unfamiliar vocabulary.

The Vocabulary List consists of the following components:

Rubrics and Instructions;

General Vocabulary;

Vocabulary by Themes;

Alphabetical Vocabulary.

17.1 Rubrics and Instructions

Rubrics and instructions will normally be drawn from the following list.

Choisissez la bonne réponse dans la liste;

Cochez la bonne phrase/la case;

Complétez... en français;

Décrivez...;

Ecoutez/lisez l'exemple;

Ecrivez environ ...mots;

Ecrivez... une phrase/les détails/la bonne lettre/une lettre (A,B,C ou D)...dans le bon ordre;

Expliquez...;

Faites correspondre...;

Faites une liste... en français;

Identifiez les phrases correctes. Ecrivez **P** (positive), **N** (négative) ou **P+N** (positive et négative);

Indiquez si les phrases sont vraies(**V**) ou fausses(**F**) ou si on ne sait pas (**?**);

Lisez... le texte/la lettre/les phrases suivantes;
Mettez...(e.g. les illustrations) dans le bon ordre;
Mentionnez;
Notez...;
Regardez cette publicité/ces illustrations;
Remplissez la grille en français;
Répondez aux questions en français;
Soulignez...;
Trouvez la bonne réponse;
Utilisez les mots dans la liste ci-dessous.

17.2 General Vocabulary

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

1. Existential	se passer	partout
(a) Existence, non-existence	(e) Demonstration	près , tout
à l'étranger	ça	près de
être	ce/cette/ces	proche
être situé	cela	(c) Motion
il n'y a pas	voici	aller
il y a	voilà	arriver
la forêt		descendre
ne...jamais	2. Space	entrer
ne...pas	(a) Location	monter
ne...personne	à	partir
ne...plus	à côté de	quitter
ne...rien	au bord de	rentrer
se trouver	au bout de	retourner
(b) Presence, absence	au fond de	revenir
absent	au milieu de	sortir
avec	autour de	tomber
encore	contre	tourner
ici	dans	traverser
là	de l'autre coté	venir
non	dedans	(d) Direction
oui	dehors	nord, sud, est, ouest
présent	derrière	à droite
sans	devant	à gauche
(c) Availability, non-availability	en	tout droit
avoir	en bas	toutes directions
avoir besoin de	en haut	+ see 2(a)
il me faut	en face de	(e) Origin
il me reste	entre	de
impossible	jusqu'à (as far as)	d'où
ne pas avoir	là-bas	de quelle direction?
peut-être	partout	(f) Motion with person or thing
possible	sous	accompagner
(d) Occurrence, non-occurrence	sur	apporter
avoir lieu	vers	conduire
par chance	y	emmener
pas encore	(b) Distance	mettre
	à ...mètres d'ici etc.	prendre + transport
	à quelle distance?	
	loin de	
	par ici/par là	

rouler	seasons:	lendemain
suivre	printemps, été, automne, hiver	maintenant
		matin
	an	moment, en ce moment
(g) Places	année	nuit
	congé	pendant
banlieue	fête	récemment
campagne	jour	récent
centre	jour férié	soir
centre-ville	mois	soirée
chez	Noël	tard
côte	Nouvel An	tôt
en ville	Pâques	
mer	quinze jours	(d) Length of time
montagne	rentrée (scolaire)	
pays	saison	combien de temps?
quartier	semaine	durer
région	vacances	jusqu'à (until)
village	week-end	longtemps
ville		temps (time)
	(b) Clock	
(h) Dimensions	Numbers 1-60	(e) Frequency
		d'habitude
bas	(à) quelle heure...?	de temps en temps
court	à 9 heures etc.	encore une fois
étroit	demie	fois
grand	environ	en général
gros	heure	généralement
haut	il est...heure(s)	le lundi etc.
large	midi	normalement
long	minuit	parfois
mince	minute	quelquefois
moyen	moins	seul (only)
petit	quart	seulement
	quelle heure est-il?	souvent
3. Time	vers (about)	toujours
	(c) Point in time	tous les jours
(a) Calendar		toutes les ... minutes
c'est le premier/le deux...	après-demain	(f) Sequence
c'est quel jour?	après-midi	
quelle est la date?	aujourd'hui	alors
	avant	après
days:	avant-hier	d'abord
lundi, mardi, mercredi, jeudi,	bientôt	enfin
vendredi, samedi, dimanche	ce matin	ensuite
	de bonne heure	et
months:	demain	plus tard
janvier, février, mars, avril, mai,	en train de	puis
juin, juillet, août, septembre,	hier	
octobre, novembre, décembre	instant, dans un instant	

(g) Imminence

à bientôt
à demain
à l'avance
à l'heure
à lundi etc.
à tout à l'heure
en retard
sur le point de
tout de suite

(h) Rapidity

à toute vitesse
cent kilomètres à l'heure etc.
lent
lentement
rapide
rapidement
soudain
vite

(i) Contemporaneousness

en même temps
pendant que

(j) Begin, continue and end

(s)'arrêter
à partir de
commencer
continuer
début
fin
finir
terminer

(k) Change and permanence

changer
devenir
rester

4. Qualities and Characteristics

(a) Size

centimètre
combien?

comment?
kilomètre
mesurer (...mètres)
mètre
peser (...kilos)
pointure
taille

+ see 2h

(b) Age

adolescent
adulte
âge
âgé
aîné
ancien
avoir ...ans
bébé
cadet
jeune
moderne

né le..
neuf (new)
nouveau
vieux

(c) Appearance

avoir l'air
beau
dur
joli
laid
plein
propre
sale
sec
sembler
sévère
strict
vide

(d) Quantity

assez
beaucoup
boîte
bouteille
chaque
douzaine

encore du/de la etc.
gramme
kilo
litre
morceau
paquet
pas mal de
peu
plein de(lots of)
plus
plusieurs
pot
presque
quelques
rare
rien
tout
tranche
très
trop
un peu
un/une/des
unique

(e) Shape

carré
rond

(f) Temperature

climat
degré
faire, avoir, être + chaud, froid
météo
température

(g) Quality

abominable
affreux
agréable
aimable
amusant
bavard
bien
bon
célèbre
chouette
comique
compliqué
confortable

dangereux
drôle
excellent
faible
fantastique
fort
frais/fraîche
génial
gentil
important
inutile
joyeux
mauvais
meilleur
mieux
nul
pauvre
pire
pénible
pratique
riche
simple
typique
utile

(h) Access

complet
fermé
fermer
interdit
libre
occupé
ouvert
ouvrir

(i) Value

argent,....de poche
bien/mal payé
billet, billet de...francs
(banknote)
bon marché
centime
cher
coûter
euro
franc
gratuit
livre sterling
monnaie
pièce (coin) e.g. pièce
de...franc(s)

prix, ...fixe, ...réduit
réduction
salaire
soldes

(j) Correctness

avoir raison
avoir tort
correct
corriger
devoir
erreur
exact
exactement
faute
faux
il faut
juste
nécessaire
obligatoire
parfait
vrai

(k) Nationality

nationalities:

allemand
américain
anglais
Autriche
autrichien
belge
britannique
canadien
Danemark
écossais
espagnol
finlandais
français
gallois
grec
Grèce
hollandais
irlandais
italien
Norvège
portugais
Suède
suisse

countries and continents:

Afrique
Allemagne
Amérique
Angleterre
Autriche
Belgique
Canada
Ecosse
Espagne
Etats-Unis
Europe
Finlande
France
Grande-Bretagne
Grèce
Hollande
Irlande
Italie
Pays de Galles
Portugal
Royaume-Uni
Suisse

+ Geographical locations:

Douvres
Edimbourg
Londres
Manche
Méditerranée

(l) Facility

aider
difficile
difficulté
essayer (de)
facile
pouvoir
problème

(m) Interest

animé
avec plaisir
barbant
bof!
bonne idée
bravo
ça dépend
ça me fait rire

ça ne me dit rien
 ça ne va pas
 ça va
 d'accord
 enchanté
 ennuyeux
 entendu
 extra
 favori
 formidable
 intéressant
 intéresser, s' à
 j'en ai marre
 je veux bien
 magnifique
 moche
 passion
 passionnant
 plaire
 s'il vous plaît
 super

(n) Emotion

adorer
 aimer
 avoir de la chance
 avoir peur
 content
 désolé
 détester
 dommage
 énerver
 mon Dieu
 passionner
 plaire
 préférer
 s'excuser
 triste
 zut

(o) Strength

aller bien/mieux (to be well/better)
 comme ci comme ça
 être en forme
 faible
 fatigué
 fort (strong)
 malade
 nul

pauvre
 riche
 sain
 santé

(p) Materials

bois
 papier
 plastique
 verre

(q) Taste and smell

délicieux
 goût
 goûter (to taste)
 odeur
 parfum (flavour)
 sentir,bon/mauvais
 sucré

(r) Colour

de quelle couleur?
 blanc
 bleu
 blond
 brun
 clair
 foncé
 gris
 jaune
 marron
 noir
 orange
 rose
 rouge
 roux
 vert
 violet

(s) Personal characteristics

casse-pieds
 égoïste
 équilibré
 fatigant
 généreux
 heureux
 idiot
 impatient

impoli
 intelligent
 malheureux
 (mal)honnête
 méchant
 optimiste
 paresseux
 patient
 personnalité
 pessimiste
 plein de vie
 poli
 sportif
 sympa
 timide
 travailleur

(t) Audibility

bruit
 calme
 écouter
 entendre
 fort (loud)
 répéter
 silence

(u) Degree, manner

surtout
 vraiment
 + see 4d

5. Mental Notions**(a) Senses**

avoir faim
 avoir soif
 regarder
 revoir
 toucher
 voir
 vue (sight)

(b) Communication

(s')appeler
 bavarder
 comprendre
 demander

dire
discuter
écrire
langue
lettre
mot
parler
raconter
répondre
sourire
téléphoner
voix

(c) Expression

avoir envie
désirer
espérer
savoir
vouloir

(d) Reflection

à mon avis
choisir
choix
croire
décider
opinion
oublier
penser
rappel
souvenir

6. Relations

(a) Logical

aussi
c'est-à-dire
car (for)
cependant
comme
donc
mais
ni
non plus
ou
parce que
pourquoi
si

(b) Actions

acheter
s'amuser
apprendre
s'asseoir
boire
chercher
comparer
se coucher
danser
dormir
envoyer
étudier
faire
fumer
gagner
inviter
jouer
(se) laver
(se) lever
lire
louer
manger
marcher (walk; work)
nager
passer le temps à
payer
perdre
porter
pousser
préparer
prêter
se promener
recevoir
refuser
rencontrer
réserver
se réveiller
signer
tirer
travailler
trouver
utiliser
vendre
visiter
voyager

(c) Question words

combien
comment

est-ce que
où
pourquoi
qu'est-ce que
qu'est-ce que c'est
quand
que
quel/quelle
qui
quoi

(d) Indefinites

aucun
chose
gens
on
pas grand-chose
personne
quelqu'un
quelque chose
sorte

(e) Referring to the Future

à l'avenir
pour
prochain e.g. l'été prochain, la
semaine prochaine

+ Future tense
aller + infinitive

je voudrais + infinitive
Present tense + future time
reference
+ see 3c General Notions

(f) Referring to the Present

Present tense
+ see 3c General Notions

(g) Referring to the Past

c'était
ça fait 2 ans que j'habite ici etc.
dans le passé
déjà
depuis
dernier e.g. samedi dernier,
l'année dernière etc.
il y a + time (...ago)

il y avait	(i) Similarity and difference	aussi...que moins...que plus...que + regular comparatives
+ Past tenses + see 3c general Notions	à part autre avantage contraire différence différent être pour/contre inconvenient même par contre sauf	Numbers 1-1000 + million cinquième etc.
(h) Ownership (c'est) à moi etc. avoir		Letters of the alphabet
+ possessive adjectives & pronouns		Pronouns: see Grammar Section 15.1

17.3 Vocabulary List – Topic Based

Vocabulary listed under a particular topic should be considered transferable, as appropriate to any other topic.

Items of vocabulary may be listed in more than one Theme.

Theme 1 My World

1A Self, Family and Friends

agent de police	célibataire	frère
ami	chat	gant
amitiés	châtain	garçon
animal	chauffeur	garçon de café
anniversaire	cheval	grand-mère
au revoir	cheveux	grands-parents
avenue	chien	grand-père
barbe	chômage	habiter
beau-frère	chômeur	hamster
beau-père	cochon d'Inde	homme
belle-mère	coiffeur	hospitalité
belle-sœur	copain/copine	hôtesse de l'air
bien sûr	correspondant	infirmier/infirmière
bienvenue	cousin	informaticien
bon anniversaire	demi-frère	ingénieur
bon voyage	demi-sœur	invitation
bon week-end	dentiste	lapin
bonjour	directeur	lunettes
bonne année	divorcé	madame
bonne chance	emploi	mademoiselle
bonne fête	employé (de banque etc.)	maman
bonne nuit	enfant	mari
bonsoir	épaule	marié
boucher	épicier	médecin
boulangier	facteur	membre(s) de la famille
boulevard	famille	merci
bureau	femme	mère
ça va?	fermier	métier
caissier	filles	monsieur
	fil	mort

naissance
 nom
 oiseau
 oncle
 papa
 parents
 père
 pleurer
 poisson
 prénom
 présenter
 professeur
 profession
 propriétaire
 remercier
 rire
 rue
 sac à main
 salut
 sans travail
 secrétaire
 séjour
 séparé
 serveur
 sœur
 souris
 tante
 travailler comme/chez/dans
 vendeur
 visage
 visite
 voisin
 yeux

1B Interests and Hobbies

alpinisme
 athlétisme
 baladeur
 bande dessinée
 basket
 boules
 boum
 camping: faire du camping
 cartes
 cassette
 CD
 cinéma
 club
 concert
 concours
 courir
 course
 cyclisme

disco (thèque)
 disque; disque compact
 échecs
 empêcher
 entraînement
 équipe
 équitation
 film
 foot
 football
 frapper
 golf
 groupe
 guitare
 gymnastique
 handball
 hockey
 jeu
 jeu-vidéo
 judo
 lecture
 loisir
 match
 membre
 montrer
 musique (pop/classique/rock)
 natation
 occasion
 on se retrouve à quelle heure?
 orchestre
 ordinateur
 parc
 partie
 passe-temps
 patin à glace
 patin à roulettes
 patin à voile
 patiner
 patinoire
 pêche (fishing)
 photo
 piano
 ping-pong
 piscine
 planche à roulettes
 portable
 prêt
 promenade
 radio
 randonnée
 rendez-vous
 roman
 rugby

sauter
 se baigner
 s'entraîner
 se reposer
 si on allait ...?
 skate
 ski
 ski nautique
 sport
 stade
 télévision
 tennis
 terrain
 théâtre; faire du théâtre
 vélo
 voile
 volley

1C Home and Local Environment

à pied
 adresse
 appartement
 arbre
 armoire
 arrêt d'autobus
 auto
 autobus
 balcon (balcony)
 bâtiment
 bord
 bruit
 bureau des objets trouvés
 bus
 canapé
 car (coach)
 cathédrale
 cave
 chaîne-stéréo
 chaise
 chambre
 champ
 château
 chauffage central
 code postal
 collège/C.E.S
 congestionnement
 cuisine
 cuisinière électrique/à gaz
 déménager
 distractions
 domicile
 douche

école, école primaire
 église
 endroit
 escalier
 espaces
 étage
 fauteuil
 fenêtre
 ferme
 fleur
 four (à micro-ondes)
 frigo
 garage
 gare
 gare routière
 gazon
 habitant
 hi-fi
 historique
 hôtel de ville
 immeuble
 industriel
 jardin
 lampe
 lavabo
 lave-vaisselle
 lit
 machine à laver
 magasin
 mairie
 maison
 métro
 meuble
 miroir
 monument
 moquette
 mouton
 mur
 musée
 (en) panne
 partager
 pelouse
 pièce (room)
 placard
 place
 plage
 plante
 pollué
 pont
 port
 porte
 poster

recycler
 réveil
 rez-de-chaussée
 rideau
 rivière
 route
 salle à manger
 salle de bains
 salle de séjour
 salon
 SNCF
 station
 stationnement
 stationner
 table
 tapis
 téléphone
 toilettes
 train
 trajet
 vache
 verts
 vivre
 voiture
 vue (view)
 WC

1D Daily Routine

affaires
 aller au lit
 (s')approcher
 argent
 argent de poche
 bain
 biscuit
 café
 café-crème
 cantine
 céréales
 chips
 cours; avoir cours à
 croissant
 déjeuner
 (se) dépêcher
 dessert
 devoirs
 dîner
 eau
 frites
 fruit
 gâteau
 goûter (tea)

heure du déjeuner
 jus de fruit, d'orange etc.
 lait
 pain (... grillé)
 petit déjeuner
 potage
 récréation
 repas
 rôti
 sandwich
 se baigner
 se brosser (les dents/les cheveux)
 se doucher
 (s')habiller
 se peigner
 soupe
 thé
 toast
 uniforme
 vaisselle
 vêtements
 viande

1E School and Future Plans

(up to age 18)

allemand
 ambiance
 anglais
 appel
 apprenti(e)
 apprentissage
 art dramatique
 atelier
 avenir
 bac(calauréat)
 bibliothèque
 bic
 biologie
 ça s'écrit comment?
 cahier
 centre sportif
 chimie
 classe (= year)
 collègue
 comment dit-on...en français?
 copier
 cour
 cours
 crayon
 de rien
 décrire
 demi-pensionnaire

dessin	je n'ai pas de...	projet
dessiner	je ne sais pas	que veut dire... en anglais?
dialogue	je peux avoir ...?	récréation/récré
discipline	laboratoire	règle (ruler)
échange	leçon	règlement
éducation physique/EPS	livre	religion
élève	lycée	résultat
emploi du temps	maths	retenue
enseignement	matière	salle de classe
en sixième etc.	métier	sciences
épeler	mi-temps	sciences naturelles
épreuve	mi-trimestre	scolaire; journée scolaire
espagnol	mixte	sondage
étude	note (mark)	stylo
étudier	option	tableau
examen	page, c'est quelle ...?	technologie
faire attention	partenaire; travailler avec	travail
français	un/une partenaire	travaux manuels/EMT
géo	passer un examen (to take an	trimestre
géographie	exam)	tu es en quelle classe?
gomme	pause-déjeuner	tu peux me prêter...?
histoire	petit emploi	tu veux m'aider?
histoire géo	physique	
informatique	poser des questions	
instruction civique	privé	

Theme 2 Holiday Time & Travel

2A Travel, Transport and Finding the Way

aéroport	direct
aller-retour	direction
aller simple	embouteillage
arrivée	entrée (way in)
automobiliste	essence
autoroute, la A6 etc.	excusez-moi
bagages	feux, feu rouge
billet	frein
buffet	fumeur, non-fumeur
carnet	gendarme
carrefour	guichet
carte (map)	hôpital
circulation	horaire
classe	ligne
coin	moteur
composter	pardon
conducteur	permis (de conduire)
consigne (automatique)	piéton
défense de	plan (de la ville)
départ	police-secours
département	portière
destination	public
	quai
	renseignements

réservation
retour
rond-point
roue
Route Nationale, la N7 etc.
salle d'attente
sortie
sortie de secours
station-service
ticket
transports en commun.
valable
vérifier
voie
voyageur
+see 1c

2B Tourism

à l'étranger
agence de voyages
avion
bateau
camping; faire du camping
caravane

caisse	genou	pâtisserie (cake shop)
carte postale	gorge	pharmacie
casser	grand magasin	pharmacien
ceinture de sécurité	grave	police
centre commercial	grippe	poste
charcuterie	heurter	pourboire
chèque de voyage	hypermarché	raccrochez
cirque	incendie	retirez (la télécarte)
composez le numéro	introduisez (la télécarte/une	rhume
comprimés	pièce de ...franc(s)	sac de couchage
confiserie	jambe	sapeurs-pompiers
corps	lettre	sirop
cou	librairie	supermarché
couper	location	syndicat d'initiative
décrochez	main	tabac, bureau de ...
dent	mal au cœur	télécarte
dépliant	marché	tête
docteur	médicament	timbre (à ...francs)
doigt	mettre à la poste	trousse de premiers secours
dos	nez	ventre
enrhumé	nombre	vomir
entrée (entrance charge)	objets (trouvés)	VTT
épicerie	office de tourisme	
estomac	œil/yeux	
excursion	oreille	
fièvre	paquet (parcel)	
	pastilles	

Theme 3 Work & Lifestyle

3A Home Life

chanter
courses
débarrasser
jardinage
ménage
nettoyer
passer l'aspirateur
poubelle
ranger
religieux
spécial
vaisselle

+ see 1A, 1B, 1D

3B Healthy Living

abricot
ananas
baguette
banane
beurre

bière
bifteck
bœuf
boisson
bon appétit
bonbon
carotte
cerise
champignon
chocolat
chocolat chaud
chou
chou-fleur
cidre
citron
coca (cola)
confiture
crème
crêpe
eau minérale
farine
feu

(en) forme
fraise
framboise
fromage
fruits de mer
glace
gras
hamburger
haricot vert
huile
jambon
légume
limonade
montre
moutarde
nourriture
œuf
oignon
omelette
parfum
pâté
pâtes

pêche	organiser	place (seat)
petits pois	patron	policier
pizza	photocopie	programme
plat	rappeler	proposer
plat principal	répondeur	publicité
poire	salaire	raison
poivre	stage	regretter
pomme	taxi	salle
pomme de terre	téléphone portable	séance
porc	tout le monde	série
poulet	usine	sous-titré
raisin	varié	spectacle
riz		surprise
salade	+ see 1A,1 B, 1C, 1D, 1E	syndicat d'initiative
sauce		touriste
saucisse	3D Leisure	vedette
saucisson	à part	version française/original
sel	accepter	
spaghettis	acteur/actrice	+ see 1A, 1B, 2E
spécialité	attendre	
steak	bal	3E Shopping
sucre	balcon (circle)	achat
tomate	brochure	alimentation
vanille	bureau de renseignements	anorak
veau	certainement	appareil-photo
végétarien	chanson	ascenseur
vin	chanteur/euse	banque
vinaigre	cirque	baskets
vitamine	de science-fiction	blouson
yaourt	dépliant	boucherie
	dessin animé le	boulangerie
	documentaire	boutique
	drôle	cadeau
	émission	caisse
3C Part-Time Jobs and Work Experience	entrée (entrance charge)	carte de crédit
à l'appareil	étudiant	casquette
allô	excursion	centre commercial
baby-sitting	feuilleton	chapeau
client	film:	charcuterie
connaître	comique	chaussette
de la part de qui	d'amour	chaussure
distribuer	d'aventures	chemise
économies	d'épouvante	confiserie
emploi	d'horreur	coton
job	de science-fiction	cravate
journal	il s'agit de	cuir
laisser	informations	dépenser
livrer	liste	enveloppe
machine	malheureusement	épicerie
message	office de tourisme	grand magasin
métier	pièce d'identité	hypermarché
numéro de téléphone	pièce de théâtre	imper(méable)

jean	paire	sac
jogging	pantalon	shopping
jupe	parapluie	short
laine	parfum (perfume)	sous-sol
librairie	parfumerie	supermarché
magazine	pâtisserie (cake shop)	sweat-shirt
maillot; ... de bain	pharmacie	tabac, bureau de ...
manteau	pique-nique	trou
marchand	portefeuille	T-shirt
marché	porte-monnaie	veste
mode	pull(over)	
montre	pyjama	+ see 1C, 1D, 2E, 3B
mouchoir	rayon	
offre	robe	

Theme 4 The Young Person in Society

4A Character and Personal Relationships

amour
bête
critiquer
dispute
permission
petit(e) ami(e)
rapports
réaction
s'entendre avec
sage
se disputer
sens de l'humour
+ see 1A, 3D

4B The Environment

camion
centre de recyclage
circulation
cité
danger
déchets
embouteillage
environnement
espace
fumée
gaz
H.L.M.
heure d'affluence
jeter
local
logement
maison individuelle
maison jumelée
monde
par terre

pollué
pollution
recycler
studio
transports en commun
trottoir
zone piétonne

+ see 1C, 1D, 1E, 2A, 2C

4C Education Issues

affaires de sport
à la mode
apprenti(e)
apprentissage
attaquer
bac(calauréat)
bijouterie (jewellery)
causer
chic
démodé
discipline
encourager
formation, ...continue;
...professionnelle
garder
graffiti
lycée technique
maquillage
note (mark)
option
privé
protection
protéger
règle (rule)
résultat

retenue
sécurité
vandalisme
violence

+ see 1D, 1E

4D Careers and Future Plans

avenir l' (m)
commerce
en plein air
fac
faire dans la vie
marketing
responsabilité
tourisme
université

+ see 1A, 1E, 2B, 3C, 3D, 4C

4E Social Issues, Choices and Responsibilities

alcool
annonce
cancer
cigarette
drogue
drogué
habitude
image
maladie
offre d'emploi
s'habituer
tabac (tobacco)

+ see 1A, 1C, 3C, 3D, 3E, 4A, 4B, 4C, 4D

17.4 Alphabetical Vocabulary List

A	aller	asseoir, s'...
à	aller bien/mieux (to be well/better)	assez
à bientôt		assiette l' (f)
à côté (de)	aller retour l' (m)	athlétisme l' (m)
à demain	aller simple l' (m)	attaquer
à droite	allô	attendre
à gauche	alpinisme l' (m)	attention l' (f); faire attention
à l'appareil	alors	au bord de
à l'avance	ambulance l' (f)	au bout de
à l'avenir	américain	au fond de
à l'étranger	Amérique l' (f)	au milieu de
à l'heure	ami l' (m); amie l' (f)	au revoir
à ...kilomètres/ mètres/minutes	amicalement	au secours
à la mode	amitiés les (f)	auberge de jeunesse l' (f)
à moi etc.	amour l' (m); film d'...	aucun
à part	amusant	aujourd'hui
à partir de	amuser, s'...	aussi
à pied	an l' (m)	aussi...que
à toute à l'heure	ananas l' (m)	auto l' (f)
à toute vitesse	ancien	autobus l' (m)
abricot l' (m)	anglais	automne l' (m)
absent	Angleterre l' (f)	automobiliste l' (m/f)
accepter	animal l' (m)	autoroute l' (f), la A 6 etc.
accompagner	animé	autour de
achat l' (m)	année l' (f)	autre
acheter	anniversaire l' (m)	Autriche l' (f)
acteur l' (m)	annonce l' (f)	autrichien/autrichienne
actrice l' (f)	anorak l' (m)	(en) avance
addition l' (f)	août	avant
adolescent l' (m)	appareil-photo l' (m)	avantage l' (m)
adorer	appartement l' (m)	avant-hier
adresse l' (f)	appel l' (m)	avec
adulte l' (mf)	appeler s'...	avec plaisir
aéroport l' (m)	appétit l' (m)	avenir l' (m)
affaires les (f)	apporter	aventure l' (f) ; film d'aventures
affreux	apprendre	avenue l' (f)
Afrique l' (f)	apprenti l' (m), apprentie l' (f)	avion l' (m)
âge l' (m)	apprentissage l' (m)	avis l' (m)
agence de voyages l' (f)	après	avoir; avoir lieu
âgé	après-demain	avril
agent de police l' (m)	après-midi l' (m/f)	
agréable	(s')approcher	B
aider	arbre l' (m)	baby-sitting le; faire du baby-sitting
aimable	argent, ...de poche l' (m)	bac(calauréat) le
aimer	armoire l' (f)	bagages les (m)
ainé	arrêt, ... d'autobus l' (m)	baguette la
air l' (m); avoir l'air	arrêter; s'arrêter	baigner, se...
alcool l' (m)	arrhes les (f)	bain le
alimentation l' (f)	arrivée l' (f)	bal le
Allemagne l' (f)	arriver	balcon le (balcony; circle)
allemand	art dramatique l' (m)	balle la
	ascenseur l' (m)	

ballon le	bon	cadeau le
banane la	bon anniversaire	cadet
bande dessinée la	bon appétit	café le (coffee; café)
banlieue la	bon marché	café-crème le
banque la	bon voyage	cahier le
bar le	bon week-end	caisse la
barbant	bonbon le	caissier le
barbe la	bonjour	calme
bas	bonne année	camion le
basket le (basketball)	bonne chance	campagne la
baskets les (m/f) (trainers)	bonne fête	camping le; faire du camping
bateau le	bonne idée	Canada le
bâtiment le	bonne nuit	canadien
bavard	bonsoir	canapé le
bavarder	bord le; bord de la mer	cancer le
beau;	bouche la	cantine la
faire beau	boucher le	car (for)
beaucoup	boucherie la	car le (coach)
beau-frère le	boulangier le	caravane la
beau-père le	boulangerie la	carnet le
bébé le	boules les (f)	carotte la
belge	boulevard le	carré
Belgique la	boum la	carrefour le
belle-mère la	bouteille la	carte la (card; map; menu)
belle-sœur la	boutique la	carte de crédit la
besoin le; avoir besoin de	bras le	carte postale la
bête	bravo	case la
beurre le	britannique	casquette
bibliothèque la	brochure la	casse-pieds
bic le	brosse à dents la	casser
bien	brouillard le; faire du brouillard	cassette la
bien sûr	bruit le	cathédrale la
bien payé	brun	causer
bientôt	buffet le	cave la
bienvenue la	bureau le	CD le
bière la	bureau de change le	ce/cette/ces
bifteck le	bureau de renseignements le	ceinture de sécurité la
bijouterie la (jewellery)	bureau des objets trouvés le	cela
billet le (ticket; banknote)	bureau de tabac le	célèbre
biologie la	bus le	célibataire
biscuit le		centime le
blanc	C	centimètre le
blessé	C.E.S. le	centre le
bleu	c'est-à-dire	centre commercial le
blond	c'est quoi?	centre de recyclage le
blouson le	c'était	centre sportif le
bœuf le	ça	centre-ville le
bof!	ça dépend	cependant
boire	ça me fait rire	céréales les (f)
bois le; en...	ça ne me dit rien	cerise la
boisson la	ça ne va pas	certainement
boîte la	ça s'écrit comment?	chaîne-stéréo la
boîte aux lettres la	ça va	chaise la
bol le	cabine téléphonique la	chambre la; ...de libre;

...double, de famille;	climat le	cou le
...pour une personne	club le	coucher, se...
champ le	coca (cola) le	couleur la
champignon le	cocher	couloir le
chance la; avoir de la chance	cochon d'Inde le	couper
changer	code postal le	cour la
chanson la	cœur le	courir
chanter	coiffeur le	cours le
chanteur le	coin le	courses les (f); faire les courses
chanteuse la	collège le	court
chapeau le	colline la	cousin le
chaque	combien	couteau le
charcuterie la	comique; film...	coûter
chat le	commander	cravate la
châtain	comme	crayon le
château le	comme ci comme ça	crème la
chaud; avoir...; faire...	commencer	crêpe la
chauffage central le	comment	critiquer
chauffeur le	comment dit-on...en français?	croire
chaussette la	commerce le	croissant le
chaussure la	commissariat le	croque-monsieur le
chemise la	comparer	crudités les (f)
chèque de voyage le	complet	cuiller/cuillère la
cher	compléter	cuir le
chercher	compliqué	cuisine la
cheval le	composer	cuisinière la
cheveux les (m)	composter	cyclisme le
chez	comprendre	
chic	comprimés les (m)	D
chien le	compris, non...	d'abord
chimie la	concert le	d'accord
chips les (m)	concours le	d'habitude
chocolat le	conducteur le	d'où
chocolat chaud le	conduire	danger le
choisir	confirmer	dangereux
choix le	confiserie la	dans
chômage le	confiture la	dans le bon ordre
chose la	confortable	danser
chou le	congé le	date la
chouette	connaître	de
chou-fleur le	consigne (automatique) la	de bonne heure
cidre le	content	de l'autre coté
ciel le	continuer	de la part de qui?
cigarette la	contre	de rien
cinéma le	contraire le	de temps en temps
(en) cinquième	copain le	débarrasser
circulation la	copine la	début le
cirque le	copier	décembre
cité la	corps le	déchets les (m)
citron le	correct	décider
clair	correspondant le	décrire
classe la	corriger	décrocher
clé la/clef	côte la	dedans
client le	coton le	défense de

degré le	discipline la	emplacement l' (m)
déhors	disco(thèque) la	emploi l' (m)
déjà	discuter	emploi du temps l' (m)
déjeuner (to have lunch)	dispute la	employé l' (m)
déjeuner le (lunch)	disputer, se...	en
délicieux	disque le; ...compact	en bas
demain	distance la	en face de
demander	distribuer	en général
déménager	divorcé	en haut
demi	docteur le	en même temps
demi-frère le	documentaire le	en plein air
demi-pension la	doigt le	en retard
demi-pensionnaire le/la	domicile le	en sixième (etc.)
demi-sœur la	dommage le	en train de
démodé	donc	en ville
dent la	donner	enchanté
dentifrice le	dormir	encore
dentiste le	dortoir le	encore du/de la...
départ le	dos le	encore une fois
département le	douane la	encourager
(se) dépêcher	douche la	endroit l' (m)
dépenser	Douvres	enfant l' (m/f)
dépliant le	douzaine la	enfin
depuis	drapeau	ennuyeux
dernier	drogue la	enrhumé
derrière	drogué	enseignement l' (m)
descendre	droit	ensoleillé
désirer	droite la; à droite	ensuite
désolé	drôle	entendre; s'...
dessert le	dur	entendu
dessin le	durer	entre
dessin animé le		entrée l' (f)(way in; entrance charge)
dessiner	E	entrer
destination la	eau l' (f)	enveloppe l' (f)
détail le	eau minérale l' (f)	envie l' (f); avoir envie (de)
détester	échange l' (m)	environ
deuxième	échecs les (m)	environnement l' (m)
devant	école l' (f), primaire	envoyer
		épaule l' (f)
devenir	économies les (f); faire des économies	épeler
devoir	écossais	épicerie l' (f)
devoirs les (m)	Ecosse l'(f)	épicier l' (m)
dialogue le	écouter	épouvante l' (f)
différence la	écrire; s'...	épreuve l' (f)
différent	Edimbourg	équilibré
difficile	éducation physique/EPS l' (f)	équipe l' (f)
difficulté la	église l' (f)	équitation l' (f)
dimanche	électrique	erreur l' (f)
dîner (to have dinner)	élève l' (m/f)	escalier l' (m)
dîner le (dinner)	embouteillage l' (m)	espace l' (m)
dire	émission l' (f)	Espagne l' (f)
direct	emmener	espagnol
directeur le	empêcher	espérer
direction la		

essayer (de)	feuilleton le	gâteau le
essence l' (f)	feux les (m);	gauche, à gauche
est l' (m)	février	gaz le
est-ce que?	fièvre la	geler
estomac l' (m)	fille la	gendarme le
et	film le	généralement
étage l' (m)	fils le	génial
Etats-Unis les (m)	fin la	genou le
été l' (m)	finir	gens les (m)
étranger l' (m)	Finlande (la)	gentil
être	finlandais	géographie la
étroit	fleur la	gîte le
étude l' (f)	fois la	glace la
étudiant l' (m)	foncé	golf le
étudier	foot le	gomme la
euro l' (m)	football le	gorge la
Europe l' (f)	formation la, ...continue; ... professionnelle	goût le
exact	forme la; être en forme	goûter le (tea)
exactement	formidable	goûter (to taste)
examen l' (m)	fort (loud; strong)	graffiti les (m)
excellent	four le, ...à micro-ondes	gramme le
excursion l' (f)	fourchette la	grand
excuser, s'...	frais/fraîche	grand magasin le
exemple l' (m); par ...	fraise la	Grande-Bretagne la
expliquer	framboise la	grandes vacances les (f)
extra	franc le	grand-mère la
F	français	grands-parents les
fac la	France la	grand-père le
facile	frapper	gras
facteur le	frein le	gratuit
faible	frère le	grave
faim la; avoir faim	frigo le	grec
faire	frites les (f)	Grèce la
faire correspondre...	froid; avoir...; faire...	grille la
famille la	fromage le	grippe la
fantastique	fruit le	gris
farine la	fruits de mer les (m)	gros
fatigant	fumée la	groupe le
fatigué	fumer	guichet le
faute la	fumeur, non-fumeur	guitare la
fauteuil le	G	gymnastique la
faux	gagner	H
favori	gallois	H.L.M. le
femme la	gant le	habitant l' (m)
fenêtre la	garage le	habiter
férié, jour ...	garçon le	habitude l' (f)
ferme la	garçon de café le	habiter, s'...
fermé	garçon! (waiter!)	hamburger le
fermer	garder	hamster le
fermier le	gare la	haricot vert le
fête la	gare routière la	handball le
feu le	garer	haut
feu rouge le		heure l' (f)

heure d'affluence l' (f)
 heure du déjeuner l' (f)
 heureux
 hier
 hi-fi la
 histoire l' (f)
 historique
 hiver l' (m)
 hockey le
 hollandais
 Hollande la
 homme l' (m)
 hôpital l' (m)
 horaire l' (m)
 horreur l' (f); film d'...
 hors-d'œuvre inv. (m)
 hospitalité l' (f)
 hôtel l' (m)
 hôtel de ville l' (m)
 hôtesse de l'air l' (f)
 huile l' (f)
 hypermarché l' (m)

I

ici
 idée l' (f)
 identifier
 idiot
 île l' (f)
 il faut
 il me faut
 il me reste
 il n'y a pas
 il s'agit de
 il y a
 il y a + time (...ago)
 il y avait
 illustration l' (f)
 image l' (f)
 immeuble l' (m)
 impatient
 imper(méable) l' (m)
 impoli
 important
 impossible
 incendie l' (m)
 inconvenient l' (m)
 indiquer
 individuel
 industriel
 infirmier l' (m)
 infirmière l' (f)
 informations les (f)
 informatique l' (f)

ingénieur l' (m)
 instruction civique l' (f)
 instant l' (m)
 intelligent
 interdit
 intéressant
 intéresser, s'... à
 introduire
 inutile
 invitation l' (f)
 inviter
 irlandais
 Irlande l' (f)
 Italie l' (f)
 italien

J

j'en ai marre
 jamais
 jambe la
 jambon le
 janvier
 jardin le
 jardinage le
 jaune
 je ne sais pas
 je veux bien
 jean le
 jeter
 jeu le
 jeudi
 jeune
 jeu-vidéo le
 job le
 jogging le
 joli
 jouer; jouer à/jouer de
 jour le
 journal le
 journée la
 joyeux
 judo le
 juillet
 juin
 jumelé
 jupe la
 jus le, ...de fruit, ...d'orange
 jusqu'à (as far as; until)
 juste

K

kilo le
 kilomètre le

L

là
 là-bas
 laboratoire le
 lac le
 laine la
 laisser
 lait le
 lampe la
 langue la
 lapin le
 large
 lavabo le
 laver; se laver
 lave-vaisselle le
 leçon la
 lecture la
 légume le
 lendemain le
 lent
 lentement
 lettre la
 lever; se lever
 librairie la
 libre
 ligne la
 limonade la
 lire
 liste la
 lit le; faire le lit
 litre le
 lieu le; avoir lieu
 livre le
 livre sterling la
 livrer
 local le
 location la
 logement le
 loger
 loin de
 loisir le
 Londres
 long
 longtemps
 louer
 lundi
 lunettes les (f); ...de soleil
 lycée le, technique

M

machine la
 machine à laver la
 madame
 mademoiselle

mademoiselle! (waitress!)	métier le	né le..
magasin le	mètre le	ne...jamais
magazine le	métro le	ne...pas
magnifique	mettre	ne...personne
mai	mettre à la poste	ne...plus
maillot le; ...de bain	mettre dans le bon ordre	ne...rien
main la	meuble le	nécessaire
maintenant	midi	négatif/négative
mairie la	mieux	neige la
mais	million le	neiger
maison la	mince	nettoyer
mal: avoir mal	minuit	neuf (new)
mal payé	minute la	nez le
malade	miroir le	ni
maladie la	mi-trimestre la	Noël
malheureusement	mixte	noir
malheureux	moche	nom le
maman la	mode la	nombre le
Manche la	moderne	non
manger	moins, au moins	non plus
manteau le	moins...que	nord le
maquillage le	mois le	normalement
marchand le	moment le; en ce moment	note la (mark)
marché le	mon Dieu	noter
marcher (walk; work)	monde le	nourriture la
mardi	monnaie la	nouveau
mari le	monsieur	Nouvel An le
marié	montagne la	novembre
marketing le	monter	nuage le
marron	montre la	nuit la
mars	montrer	nul
match le	monument le	numéro le
maths les ((f))	moquette la	numéro de téléphone le
matière la	morceau le	
matin le	mort	O
mauvais; faire mauvais	moteur le	objets (trouvés) les (m)
mécanicien le	mot le	obligatoire
méchant	mouchoir le	occasion l' (f)
médecin le	moutarde la	occupé
médicament le	mouton le	octobre
Méditerranée la	moyen	odeur l' (f)
meilleur	mur le	œil l' (m)
membre le	musée le	œuf l' (m)
même	musique la;...pop/ classique/rock	office de tourisme l' (m)
ménage le; faire le ménage		offre l' (f) ; ... d'emploi
menu le; menu à ...francs, ...à prix fixe	N	oignon l' (m)
mer la	N7 la	oiseau l' (m)
merci	nager	omelette l' (f)
mercredi	naissance la	on
mère la	natation la	on se retrouve à quelle heure?
message le	nationalité la	oncle l' (m)
mesurer	nautique	opinion l' (f)
météo la	ne	optimiste
		option l' (f)

orange l' (f) (fruit orange)	passer; se...	piéton
orange (colour orange)	passer un examen (to take an exam)	pique-nique le
orangina l' (m)	passer l'aspirateur	piscine la
orchestre l' (m)	passer le temps à	pizza la
ordinateur l' (m)	passé-temps le	placard le
oreille l' (f)	passion la	place la (square; room, space; seat)
organiser	passionnant	plage la
ou	pastilles les (f)	plaire
où	pâté le	plan le;de la ville
oublier	pâtes les (f)	planche à voile la
ouest l' (m)	patient	plante la
oui	patinoire la	plastique le; en...
ouvert	pâtisserie la (pastry; cake shop)	plat le; ...du jour, ...principal
ouvrir	patron le	plein
P	pauvre	plein de vie
page la	payer	plein de (lots of)
pain le; grillé	pays le	pleurer
paire la	Pays de Galles le	pleuvoir
(en) panne	péage le	pluie la
pantalon le	pêche la (fishing; peach)	plus
papa le	peinture la	plus tard
papier le; en...	pelouse la	plus...que
Pâques	pendant	plusieurs
paquet le (packet; parcel)	pendant que	pluvieux
par	pénible	poche la
par chance	penser	pointure la
par contre	pension complète la	poire la
par ici	perdre	poisson le
par là	père le	poivre le
par terre	permis (de conduire) le	poli
parapluie le	permission la	police la
parc le	personnalité la	police-secours
parce que	personne la	policier le
pardon	peser	pollué
parents les (m)	pessimiste	pollution la
paresseux	petit	pomme la
parfait	petit déjeuner le	pomme de terre la
parfois	petit ami le/petite amie la	pont le
parfum le (flavour; perfume)	petits pois les (m)	porc le
parfumerie la	peu	port le
parking le	peur la; avoir peur	portable le
parler	peut-être	porte la
partager	pharmacie la	portefeuille le (m)
partenaire le/la	pharmacien/ne le/la	porte-monnaie le (m)
partie la	photo la	porter
partir	photocopie la	portière la
partout	phrase la	portugais
pas	physique la	Portugal le
pas encore	piano le	poser des questions
pas grand-chose	pièce la (coin; room)	positif
pas mal de	pièce d'identité la	possible
passé le	pièce de théâtre la	poste la
passport le	pied le; à ...	poster le

pot le
 potable/non potable
 potage le
 poubelle la
 poulet le
 pour
 pourboire le
 pour commencer
 pourquoi
 pousser
 pouvoir
 pratique
 préférer
 premier
 prendre
 prénom le
 préparer
 près , tout
 près de
 présent
 présenter
 presque
 prêt
 prêter
 prévisions les (f)
 printemps le
 privé
 prix le; ...fixe
 problème le
 prochain
 proche
 professeur le
 profession la
 programme le
 projet le
 promenade la; faire une...
 promener, se...
 proposer
 propre
 propriétaire le/la
 protection la
 protéger
 public
 publicité la
 puis
 pull(over) le
 pyjama le

Q

quai le
 quand
 quart
 quartier le
 quatrième; en...

qu'est-ce que
 qu'est-ce que c'est
 que
 queue la
 que veut dire... en anglais?
 quel/quelle
 quelqu'un
 quelque chose
 quelque(s)
 quelquefois
 question la
 qui
 quinze jours
 quitter
 quoi

R

raccrocher
 raconter
 radio la
 raisin le
 raison la; avoir raison
 randonnée la
 ranger
 rapide
 rapidement
 rappel le
 rappeler
 rapports les (m)
 rare
 rayon le
 réaction la
 récemment
 récent
 recevoir
 recommander
 récréation la
 recycler
 réduction la
 réduit
 refuser
 regarder
 région la
 règle la (ruler; rule)
 regretter
 religieux
 religion la
 remercier
 remplir
 rencontrer, se...
 rendez-vous le
 renseignements les (m)
 rentrée la
 rentrer

repas le
 répéter
 répondre le
 répondre
 réponse la
 reposer, se...
 réservation la
 réserver
 responsabilité la
 restaurant le
 rester
 résultat le
 retard le
 retenue la
 retirer
 retour le
 retourner
 réveil le
 réveiller, se...
 revenir
 revoir
 rez-de-chaussée le
 rhume le
 riche
 rideau le
 rien
 rire
 rivière la
 riz le
 robe la
 rock le
 roman le
 rond
 rond-point le
 rose
 rôti
 rouge
 roue la
 rouler
 route la
 Route Nationale la (la RN7etc.)
 roux
 Royaume-Uni le
 rue la
 rugby le

S

s'il vous plaît
 sable le
 sac le
 sac à main le
 sac de couchage le
 sage
 sain

saison la	s'habiller	Suisse la
salade la	shopping le	suivant
salaire le	short le	suivre
sale	si	super
salle la	signer	supermarché le
salle à manger la	silence le	sur
salle d'attente la	simple	sur le point de
salle de bains la	sirop le	surprise la
salle de classe la	situé	surtout
salle de séjour la	sixième; en...	sweat-shirt le
salon le	ski le; faire du ski	sympa
salut	SNCF la	syndicat d'initiative le
samedi	sœur la	
sandwich le	soif la; avoir soif	T
sans	soir le	tabac le (tobacconist's; tobacco)
sans travail	soirée la	table la
santé la	soldes les (m)	tableau le
sapeurs-pompiers les (m)	soleil le; faire du soleil	taille la
sauce la	sondage le	tante la
saucisse la	sorte la	tapis le
saucisson le	sortie la	tard
sauf	sortie de secours la	tasse la
sauter	sortir	taxi le
savoir	soudain	technologie la
savon le	soupe la	télocarte la
science-fiction la; film de...	sourire	téléphone le; ...portable
sciences les (f)	souris la	téléphoner
scolaire	souligner	télévision la
séance la	sous	température la
se baigner	sous-sol le	temps le (time; weather)
se brosser (les dents/les cheveux)	sous-titré	tennis le
sec	souvenir le	tente la
seconde la; en...	souvent	terminer
secrétaire le/la	spaghettis les (m)	terrain le
secours le	spécial	tête la
sécurité la	spécialité la	texte le
séjour le	spectacle le	thé le
sel le	sport le; faire du sport	théâtre le; faire du théâtre
semaine la	sportif	ticket le
sembler	sports d'hiver les (m)	timbre le
sens de l'humour le	stade le	timide
sentir, ...bon/mauvais; se	stage le	tirer
sentir	station la	toilettes les (f)
séparé	stationnement le	toast le
septembre	stationner	tomate la
série la	station-service la	tomber
serveur le	steak le	tonalité la
service le	strict	tort le; avoir tort
serviette la	studio le	tôt
servir	stylo le	toucher
seul (only)	sucre le	toujours
seulement	sucré	tourisme le
sévère	sud le	touriste le/la
	suisse	

tourner	V	visiter
tous les jours	vacances les (f)	vitamine la
tout	vache la	vite
tout de suite	vaisselle la; faire la vaisselle	vivre
tout droit	valable	voici
tout le monde	valise la	voie la
toutes directions	vandalisme le	voilà
toutes les ... minutes	vanille la	voile la
train le	varié	voir, se voir
trajet le	vedette la	voisin
tranche la	veau le	voiture la
transports en commun les (m)	végétarien	voix la
travail le	vélo le	vol le (flight)
travailler	vendeur le	volley le
travailleur	vendre	vomir
traverser	vendredi	vouloir; vouloir bien
très	venir	voyage le
trimestre le	vent le; faire du vent	voyager
triste	ventre le	voyageur le
troisième	vérifier	vrai
trop	verre le; en...	vraiment
trottoir le	vers (about; towards)	VTT le
trou le	version française/originale la	vue la (sight; view)
trousse de premiers secours la	vert	
trouver; se trouver	veste la	W
T-shirt le	vêtements les (m)	WC le
typique	viande la	week-end le
	vide	
U	vie la	Y
un peu	vieux	y
un/une/des	village le	y
uniforme l' (m)	ville la	aourt le
unique	vin le	yeux les
université l' (f)	vinaigre le	
usine l' (f)	violence la	Z
utile	violet	zéro
utiliser	visage le	zone la; ... piétonne
	visite la	zut

Key Skills and Other Issues

18

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

18.1 Introduction

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

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA website (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for French can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Information Technology*, *Improving own Learning and Performance*, *Working with Others* and *Problem Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. Opportunities for developing and generating evidence of attainment in the Key Skill of *Application of Number* are not readily available in this specification.

18.2 Key Skills Opportunities in French

The nature of French makes it an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills of *Communication*, *Information Technology*, *Working with Others* and *Improving own Learning and Performance* and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the four Key Skills units at Levels 1 and 2, in the Themes making up the subject content of this specification. The degree of opportunity in any one Theme will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
C1.1 Take part in discussions	✓	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
C2.1a Contribute to discussions	✓	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓	✓

N.B. QCA have indicated that evidence for the internal assessment component for the Key Skill of Communication must be presented in English, Welsh or Irish.

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
IT1.1 Find, explore and develop information	✓	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
IT2.1 Search for and select information	✓	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓	✓

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
WO2.1 Plan work and confirm working arrangements	✓	✓	✓	✓
WO2.2 Work cooperatively towards achieving identified objectives	✓	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓	✓

Problem Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
PS1.1 Confirm understanding of given problems	✓	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓	✓

Problem Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓	✓

18.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teacher's Guide.

19

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

19.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

As the specification for French is set within contemporary European and world contexts, it offers candidates ample opportunities to explore and understand a wide range of spiritual, moral and cultural issues.

Through the study of the themes and topics in French, candidates are able to explore the human condition in general, and to evaluate their own relationship within a specific linguistic community in particular.

The content of the specification similarly encourages understanding of moral issues; courses based on this specification will encourage candidates' recognition and sympathetic awareness of others' beliefs and values.

As every language is an embodiment of the culture which it represents, it is virtually impossible to study French without being constantly exposed to the culturally specific context of its linguistic communities. Throughout the course, candidates will be encouraged to form opinions within the appropriate cultural context.

19.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. As French is a European Community language the European dimension is clearly covered in every aspect of the specification.

19.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "*Environmental Responsibility: An Agenda for Further and Higher Education*" 1993 in preparing this specification and associated specimen papers. The Subject Content for this specification incorporates environmental issues and therefore contributes to candidates' environmental education.

19.4 Citizenship

Through the study of the themes and topics in the specification, particularly those in Theme 4, *The Young Person in Society*, candidates will be encouraged to develop their knowledge and understanding of rights and responsibilities within the context.

19.5 Avoidance of Bias

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

19.6 ICT

Candidates can be offered opportunities to use ICT when studying French in a number of ways, for example

Accessing and/or downloading material in French on the internet;

- Producing word-processed material in French for coursework, or as practice material for the writing test. It should be noted, however, that the use of translation software is not permitted in coursework;

- Receiving and/or sending email via links with France or a French-speaking country.

These opportunities can be related to any of the themes, e.g.:

- Accessing information from websites about particular towns/regions (Theme 1), magazines, TV/radio stations (Theme 3);
- exchanging information via email links with a school/college (Theme 1), work place (Themes 3 and 4) in the country;
- accessing information from the websites of bus and rail companies, hotels/campsites, post offices (Theme 2), shops (Theme 3) in the country;
- creating a poster/menu/advertisement/article in the target language using word-processing or desk top publishing facility (Themes 1, 2, 3 and 4);
- researching job opportunities in the country via the internet (Themes 3 and 4).

Further ideas can be found in the support material accompanying this specification.

Centre-Assessed Component

20

Nature of the Centre-Assessed Component

Coursework is available as an alternative to the end of course Writing Test. Candidates are required to submit three assignments written in the target language:

- drawn **only** from the prescribed list of assignments in Sections 21.3 and 21.4 of the specification and covering three **different** Themes;
- of approximately 250-300 words in total for Foundation and approximately 400-500 words in total for Higher.

All of the assignments can be offered at either Foundation or Higher Tier. Differentiation is by outcome, not by task.

21

Guidance on Setting the Centre-Assessed Component

21.1 Requirements

The assignments **must** be chosen from the following lists only. The titles are prescriptive and cannot be changed in any way. The bullet points given under the titles are, however, only suggestions as to how the assignments may be planned. Teachers and candidates are free to plan the assignments as they wish, in accordance with AQA's instructions and guidance.

For the award of Grade C and above, candidates must demonstrate the ability to refer to past, present and future events (involving the use of different tenses) and to express personal opinions. Although no specific guidance is given regarding styles of writing, it should be noted that many of the assignments lend themselves to different approaches, e.g. formal/informal letter; interview; factual account; description; discursive essay; diary entries; information sent as email.

21.2 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

21.3 Assignment Titles

Theme 1 – My World

1.1 Profile of a famous person or group of people

- Description of, for example, a person from the target-language country, a football team, a singer or band, or other individual or group;
- Physical description and personal details;
- What the person or group is famous for;
- Past successes;
- Future prospects;
- Your opinion of the person or group, with reasons.

1.2 My favourite leisure activity

- Description of a hobby or leisure activity, for example shopping, sport, TV or films;
- How you came to start the activity;
- When, where and with whom you practise the activity;
- Requirements, for example equipment, training, costs, travel;
- Why you enjoy the activity;
- Whether you would recommend it to other young people, with reasons;
- Whether you expect to continue the activity in the future, why, why not?

1.3 Advertising my local area

- Description of the area;
- Brief introduction to the history of the area;
- Possible future developments planned for the area;
- How to get there;
- Accommodation;
- Recreational possibilities (e.g. sport; culture; eating out; entertainment);
- Why visitors should visit the area;
- Interviews with, or comments from, recent visitors.

1.4 An excursion for a group of foreign visitors in my local area

- Could be a future event or description after the event;
- A day in your area;
- Meeting place, time, itinerary, refreshments;
- Description of places visited, with reasons for your choice;

- Meal or refreshment arrangements;
- Why the excursion will (continue to) be successful.

1.5 Advertising my school/college

- A description of the school/college, e.g.;
- as an 'alternative' prospectus, written from the students' point of view;
- as a contribution to a school website, aimed at target language browsers;
- A brief history of the school/college, including for example: when it opened, changes to buildings, numbers of staff and students;
- Facilities (e.g. types of classrooms, sports, etc.);
- Subjects studied, length of day and lessons;
- Uniform;
- Any special features or strengths of the school/college;
- Why students/parents should choose your school/college.

1.6 My ideal school uniform

- Description of a new uniform or an existing one;
- The advantages of the uniform;
- Comparison with previous uniform or those worn in other schools;
- Comparison with the dress code in schools in the target-language country.

1.7 The school/college of the future

- **Either** your ideal school/college **or** a projection of how things might be;
- Brief introduction, showing how your school/college has changed since you were there (e.g. buildings; use of ICT; tests; uniform; meals);
- Physical lay-out and facilities;
- Subjects to be studied;
- Length of day;
- Use of new technology: teachers or machines?;
- The advantages and disadvantages.

Theme 2 – Holiday Time & Travel

2.1 Travelling from the UK to target-language country/community

- Could be presented very simplistically, using bar charts and visuals;
- Travel possibilities 20 years ago;
- Research various possibilities and describe the various means of transport, including costs, advantages and disadvantages;
- How you see the future;
- Could be a checklist of advice for an exchange partner about to return home, from the UK.

2.2 Account of a holiday

- Could relate to a holiday in UK or abroad, including target-language country/community;
- Travel to area;
- Description of area, attractions, etc.;
- Accommodation;
- Activities undertaken;
- Personal impressions (if appropriate in comparison to life in the UK), including if you would like to return to the area again;
- Could be written as an account of how you spend/spent a school holiday in your area.

2.3 Account of an exchange visit

- Feelings before visit;
- Travel to area;
- Description of area, attractions, etc.;
- Exchange partners' home and family;
- Activities undertaken;
- Personal impressions, in comparison to UK (e.g. food; daily routine; school; cost of living);
- Explain why you would (not) like to take part in another exchange visit.

2.4 My dream holiday

- Reasons for choice of destination, with reference to previous holidays;
- Travel;
- Description of area, attractions, etc.;
- Accommodation;
- Activities;

- Why it will be so good;
- Could be an account of an actual dream.

2.5 Planning a holiday in the target-language country/community

- How/why the holiday came to be planned;
- For whom the holiday is intended (e.g. self, family, group of friends);
- Requirements and interests of the party (e.g. culture, sun, cost, sport, accommodation);
- The itinerary;
- Why the holiday will fully match their needs;
- Other destinations considered and why they were rejected.

2.6 Travelling to school, work or college

- Could be targeted at a new exchange partner;
- Transport you have used in the past, with advantages/disadvantages;
- How you travel now, including advantages/disadvantages;
- Consideration of special features in your town/area e.g. weather conditions, pollution, rush-hour traffic; traffic-free zones;
- How you would like to travel and why;
- Your ideal transport policy for your town/area considering e.g. parking; environmental factors.

Theme 3 – Work & Lifestyle

3.1 Planning a meal for family/friends

- How the meal came to be planned (e.g. picnic; celebration with friends; surprise birthday gift; typical UK meal for target-language guest);
- People involved;
- Food preferences;
- Cost, where foods can be bought; problems?;
- Meal itself, including any special features (e.g. location; music; theme);
- Why it will be successful;
- Could be an account of planning which went wrong.

3.2 A special occasion

- Account of an event of personal importance (e.g. a birthday; a wedding; a new job; moving house; a carnival);
- Where? when?;
- Description of people involved;
- Personal impressions, including why you would or would not like to repeat the experience;
- Where/when/what usually happens;
- Why it is special and if/how you think it will be celebrated in the future.

3.3 Am I fit and healthy?

- Current and previous eating habits;
- Current and previous exercise habits;
- Things preventing you from keeping fit;
- How you can improve your life-style to make yourself more healthy (e.g. smoking; drinking; addictions; sleep; exercise; diet) with reasons;
- A planned sporting activity.

3.4 My work experience

- How the experience was organised;
- Duration;
- Work undertaken;
- Staff and relations with them;
- Personal impressions, including whether you would want to work in such an organisation in the future.

3.5 My part-time job

- How you got the job;
- Why you do the job;
- Description of the job;
- Hours and pay;
- Staff and relations with them;
- Personal impressions, including whether you would want to work in such an organisation in the future.

3.6 Review of an article/book/film/play/TV programme

- Can relate to an English or target-language source;
- Can relate to a target-language graded reader or TV series directed at foreign language learners;
- Story-line;
- Characters/setting/particularly interesting features;
- Author/producer/actors, etc. where appropriate;
- Your opinion, including whether you would like to read/see other similar articles/films etc.?
- Would you recommend the article, etc.; to whom; why (not)?

3.7 Imaginative response to a song/poem/film/play/TV program

- Can relate to an English or target-language source;
- Brief summary of what happened;
- Could involve what happens next; letter from a character in the song, etc. to a friend; conversation between two of the characters in the film, etc.; why you would like to be a particular character.

3.8 A day that went wrong

- Brief introduction to a normal day;
- Account, highlighting the problems faced (e.g. lack of money; transport problems; relations with others);
- Overall feelings/reactions to the day, with reference to the future.

3.9 Publicising a shopping or leisure facility

- Could be a leaflet or website entry or other advertisement for a leisure facility, e.g.: a sports centre, a football ground, a shopping centre, a cinema complex, a restaurant;
- Information and details of activities offered, prices, times;
- When the facility was opened;
- Special features and advantages;
- A particular event to be held;
- Future developments e.g. new attractions;
- Why people should use the facility.

Theme 4 – The Young Person in Society

4.1 Am I an optimist or a pessimist?

- A particular event (e.g. planning a party); feelings before the event; events turning out unexpectedly, how this shows you are an optimist/pessimist, how will you change this in the future;
- How you see your future life, with references to your previous experiences and current situation work, family, leisure, money;
- How you view life in the 21st century;
- Life in the 20th century;
- Anxieties about e.g. crime, unemployment, the environment;
- Hopes for/excitement about e.g. new technology; possibilities of working abroad.

4.2 Publicising a social or environmental issue

- Could be a simple advertisement to promote a campaign or event, for example, anti-smoking, anti-litter, helping old people;
- When and where;
- Request for volunteers;
- What has happened to make the issue so important;
- Current problems;
- How people should respond to these;
- Could start from personal experience of a particular problem to draw wider conclusions.

4.3 Letter to a newspaper on a social or environmental issue

- Could be letter on an issue such as:
 - drugs; tobacco; youth unemployment; crime; cruelty to animals;
- Why your own personal experiences in the past have alerted you to the issue;
- The current situation, with personal opinions;
- What you personally are going to do;
- How you would like others to respond;
- Could be in response to a local issue, etc.

4.4 My ideal future job

- Could be an imaginative, amusing, totally unrealistic job (e.g. high pay, few hours, no responsibilities), could relate to the work of a pop star, a world leader, etc.;
- Could be serious account of future aspirations, taking into account past experiences, current strengths, how your ideas about the ideal job have changed as you have got older, travel, responsibilities, job satisfaction, salary, helping others.

4.5 An imaginary or factual interview with someone to find out about his/her job

- The person and his/her role;
- How he/she got the job;
- Qualifications/further training he/she has had or would like to have;
- The hours worked, the responsibilities involved, the person's opinion of the job;
- His/her future plans.

4.6 "I've won...!"

- What you have won
 - e.g. a race, a competition, a lottery;
- How you found out you had won;
- Feelings when you learned you had won;
- What you did immediately afterwards;
- What will change as a result of your win;
- Any problems or responsibilities arising.

4.7 Letter to a problem page

- A real or imaginative (possibly humorous) problem concerning, e.g.: appearance; money; work and studies; health;
- What has happened to cause the problem;
- The current situation;
- Who is involved;
- Why you need help;
- How you see the future.

21.4 Replacement Titles

As replacements for any of the titles in Section 21.3, candidates may offer as assignments (the Theme must be stated in both cases on the Candidate Record Form):

A survey

This may be submitted under any of the Themes, in the form of an opinion poll conducted amongst peers or adults, presented graphically with a written analysis of the results. This can be on any topic of interest to the candidate but should focus on the content of the chosen Theme.

E.g. (Theme 2) What is your favourite means of transport and why?

For and Against

This may be submitted under any of the Themes, but if a survey is also submitted this should be taken from a different Theme from that used for the survey. The assignment should set out the arguments for and against a particular issue. It could be written in the form of a letter, an interview between people holding different views or a discursive essay, giving a personal conclusion. Possible titles could include:

- (Theme 1) For and against living in the town or country
- (Theme 2) For and against camping or staying in a hotel
- (Theme 3) For and against different occupations
- (Theme 4) For and against the lottery

Care is needed to ensure that replacement titles are allocated to separate Themes and that the assignments submitted are from three separate Themes.

21.5 Choosing the assignments

Candidates should:

- decide on a chosen Theme and then select a specific assignment within that area;
- ensure that the choice of assignment is realistic and that source material is readily available if needed;
- make their choice in consultation with their teacher.

Teachers should:

- consider ways in which the coursework can be integrated with the rest of the French language course;
- consider class size and the materials available when planning the work of the group and guiding individual candidates in their choice of assignment.
- ensure that the three assignments to be submitted for each candidate are taken from three **different** Themes. It should be noted that failure to meet this requirement may result in penalties being applied. Further advice should be sought from the relevant Subject Officer.

It is not a requirement that all candidates in a teaching group should work on different assignments, with different source material. The exact pattern of work within centres will depend on the size of teaching groups, the number of teachers and the amount of source material which is available.

21.6 Sources

Depending on the interests of the candidate and the level at which he/she is working and the approach of the teacher, the following types of source material could be appropriate

- books on aspects of life, society and institutions in French-speaking countries;
- articles from French newspapers and magazines;
- documentary material;
- radio broadcasts in French;
- television programmes;
- feature and documentary film including video recordings;
- personal interviews made during exchange/holiday visits;
- books compiled for the study of French language, life and culture;
- Websites.

Candidates do not need access to all these sources in order to present work of high quality. It is important, however, for candidates to ensure that adequate source material is available where required by the particular choice of assignment.

21.7 Preparing and Producing the Assignments

Having chosen an assignment and studied whatever source material is required, the candidate should

- allocate an appropriate amount of time (in class, in private study and at home) to preparing and planning the assignment;
- make notes (using source material, if appropriate);
- select from and organise the notes;
- submit a first draft to the teacher;
- receive back from the teacher the draft accompanied by an AQA comments sheet;
- write the final piece of work **totally independently** using any source material, the notes, the first draft and the comments sheet;
- submit the piece of work and the comments sheet to the teacher.

Although the teacher will have discussed with the candidate the choice of assignment, any source material, and the plan, teachers **must not comment on or correct any language produced by the candidate once the candidate has begun to write the work to be submitted, other than by using the AQA comments sheet.**

The comments sheet may only be used to comment on a first draft. Teachers may not comment further on or correct any language produced by the candidate once the first draft has been handed back to the candidate with a completed comments sheet.

The use of translation software is not permitted.

Assessment Criteria

22.1 Introduction

The teacher will assess each piece of work according to the detailed assessment criteria given below. In applying these criteria, teachers should note that the same standards of assessment should apply at whatever stage of the course the work is produced.

22.2 Criteria

Criteria are provided for the assessment of communication and quality of language.

Where a candidate is unable to complete a task without assistance the amount of assistance given must be taken into account in the marking of both communication and quality of language. The mark must reflect the candidate's contribution to the completion of the task. In particular, if candidates are supplied with a template whereby they only have to insert appropriate vocabulary items in order to complete a task, then the mark awarded will be at best in the 1 – 2 mark band both for communication and quality of language.

The following criteria will be used:

Communication

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Quality of Language

Range/Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.

22.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. The exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

Supervision and Authentication

23.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

At least ONE of the assignments must be produced in class time under controlled conditions. If a draft of this piece is produced, this can be done under non-controlled conditions. The candidate may have access to the same range of resources as with all other pieces of coursework. These resources must be declared. The teacher can give feedback on this draft using the Coursework Comments Sheet. The final piece of work must be completed **without** reference to the draft, comments sheet or any other resource except a bilingual dictionary. When this piece of work is submitted for moderation, it must be accompanied by the comments sheet **and** the draft piece of work, if one was produced. It must be stressed that there is no compulsion to produce a draft version, and teachers may prefer their students to produce just the actual piece of work under controlled conditions.

23.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

Any further information about the award of individual marks which may be of assistance to the moderator should also be included on the Candidate Record Form.

23.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

23.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

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Standardisation

24.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

24.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Administrative Procedures

25.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in Section 22. The marks and supporting information must be recorded in accordance with the instructions in Section 22. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

The following should accompany the sample of work

- Centre Declaration Sheet (one per centre);
- Candidate Record Form, fully completed, including bibliography (one per candidate);
- Coursework Comments Sheet (one per assignment);
- Written stimulus materials relating directly to the assignments submitted (one copy per centre, if the same material has been used with all candidates).

25.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

25.3 Factors affecting Individual Candidates

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

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

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

25.4 Retaining Evidence and Re-Using Marks

The centre must retain the work of all candidates, with the Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

Moderation

26.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

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

26.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

27

Grading, Shelf-Life and Re-Sits

27.1 Qualification Titles

The qualification based on this specification has the following title:
AQA General Certificate of Secondary Education in French.

27.2 Grading System

The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

In each skill area candidates must be entered for either the Foundation tier or the Higher tier. It is not necessary for a candidate to be entered for the same tier in all four skill areas.

The result for each skill area is converted to a mark on a uniform mark scale. The ranges of uniform marks corresponding to each grade within a skill area are as follows.

A*	80-90
A	70-79
B	60-69
C	50-59
D	40-49
E	30-39
F	20-29
G	10-19

Candidates entered for a skill area at the Higher tier are eligible for all scores in the range 0-90. However, because of the way in which the Higher tier grade E 'safety net' boundary is determined, uniform marks may decrease rapidly below the raw mark grade D boundary.

Candidates entered for a skill area at the Foundation tier are eligible for scores in the range 0-59.

Candidates' uniform marks for the four skill areas are added together to give a total uniform mark on a scale of 0-360. The ranges of uniform marks corresponding to each subject grade are as follows.

A*	320-360
A	280-319
B	240-279
C	200-239
D	160-199
E	120-159
F	80-119
G	40-79

Candidates who obtain a total uniform mark less than 40 will be unclassified.

The award of a particular grade does not depend on the tier of entry for any of the skill areas, provided that the appropriate number of uniform marks have been accumulated.

27.3 Re-Sits

Individual components may not be retaken, but candidates may retake the whole qualification more than once.

27.4 Minimum Requirements

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

27.5 Carrying Forward of Centre-Assessed Marks

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

27.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the current *GCSE, GCE and AEA Code of Practice April 2008* and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Grade C Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.

Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade F Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Candidates write short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

B

Record Forms

Candidate Record Forms and Centre Declaration Sheets are available on the AQA website in the Administration area. They can be access via the following link http://www.aqa.org.uk/admin/p_course.php

C

Coursework Comments Sheet

Coursework Comments Sheets are available on the AQA website in the Administration area. They can be accessed via the following link http://www.aqa.org.uk/admin/p_course.php

D

Overlaps with other Qualifications

There is a significant overlap with all qualifications at Level 2 of the Qualifications Framework in this subject.