

GCSE

Specification

French

**Full Course – for exams June 2010 onwards
and certification June 2011 onwards**

**Short Course – for exams June 2010 onwards
and certification June 2010 onwards**



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1 Introduction

1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24 hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose French?

- To develop language skills in a variety of contexts.
- Flexible, unitised structure allows students to maximise achievement.
- Choice of contexts and purposes for Writing and Speaking units.
- Listening and Reading assessments carry forward structure of existing specification, offering continuity for teachers.
- Embraces opportunities offered by new subject criteria to lessen the stress of assessment in Speaking.
- Builds on the KS3 study and prepares students for further study, eg. Short Course leading to Full Course; Full Course to AS; then AS to A2 etc.

1.3 How do I start using this specification?

Already using the existing AQA French specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**. Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter students. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website: **http://www.aqa.org.uk/admin/p_entries.php**

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

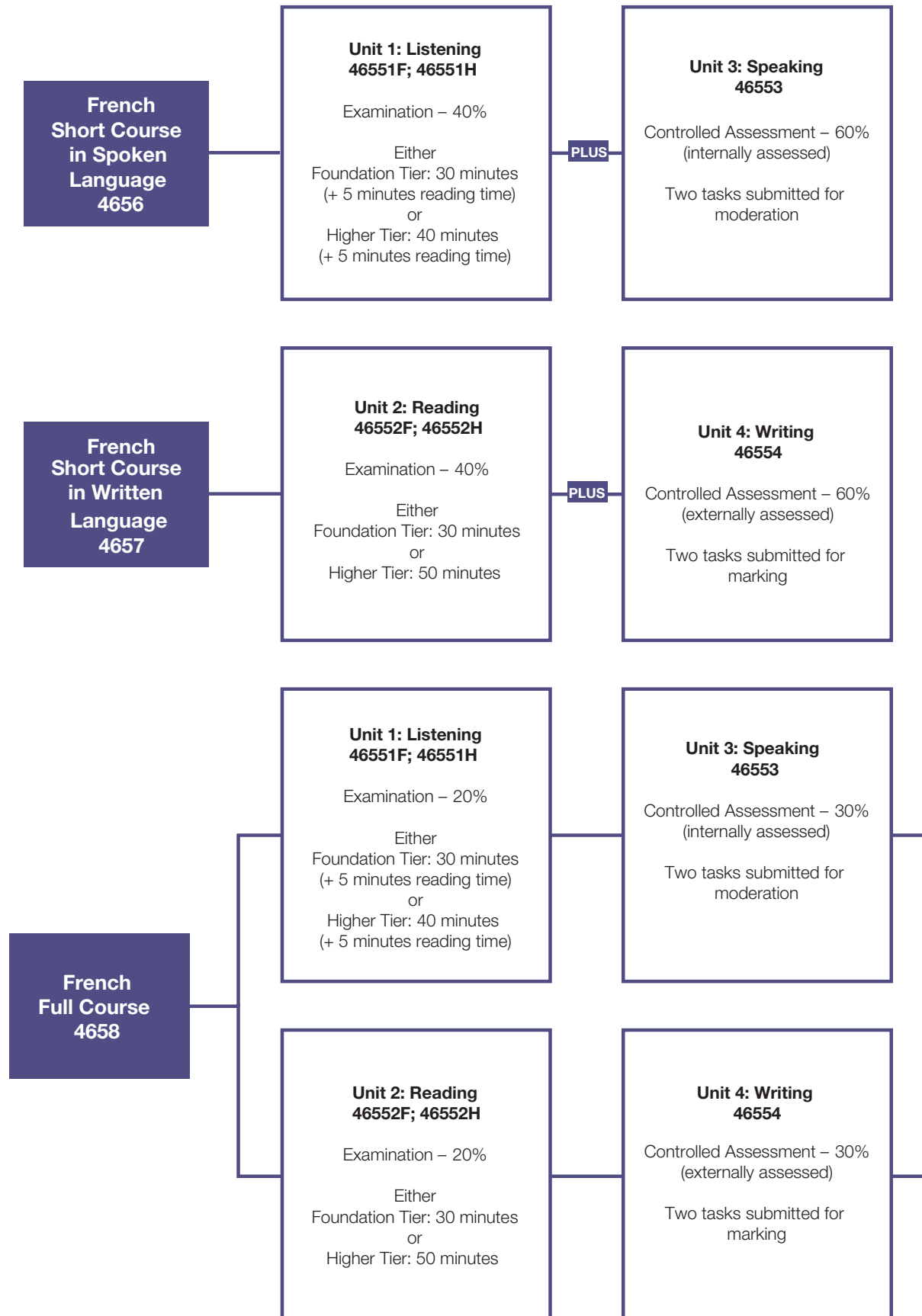
Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.php>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a Glance



Listening and Reading are tiered; candidates can enter for **either** Foundation **or** Higher Tier in any available series. Speaking and Writing are untiered.

3 Subject Content

3.1 Contexts and purposes

The Contexts and Purposes below apply to all four units, although for Speaking and Writing centres and/or students may choose a context or purpose of their own.

The purposes are presented according to the contexts and topics in which they may occur. It will be possible for students to carry out these purposes using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

The purposes are not defined by tier and all purposes should be seen as available, at differing levels of fulfilment, at both Foundation and Higher. Some purposes assume situations where requirements and responses are generally predictable and use familiar language. Other purposes 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. For all purposes, students 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 purposes are described with respect to individual contexts (eg Lifestyle) and within particular topics (eg Relationships and Choices). Purposes should be considered transferable, as appropriate, to any other context or topic.

Understand and provide information and opinions about these contexts relating to the student's own Lifestyle and that of other people, including people in countries/communities where French is spoken.

Lifestyle

Health

- Healthy and unhealthy lifestyles and their consequences

Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

Understand and provide information and opinions about these contexts relating to the student's own Leisure and that of other people, including people in countries/communities where French is spoken.

Leisure

Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

Holidays

- Plans, preferences, experiences
- What to see and getting around

Understand and provide information and opinions about these contexts relating to the student's own Home and Environment and that of other people, including people in countries/communities where French is spoken.

Home and Environment

Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

Understand and provide information and opinions about these contexts relating to the student's own Work and Education and that of other people, including people in countries/communities where French is spoken.

Work and Education

School/College and Future Plans

- What school/college is like
- Pressures and problems

Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

3.2 Unit 1: French listening 46551F; 46551H

Students can be entered for **either** Foundation **or** Higher, but not both.

20% of the marks

Foundation Tier 30 minutes 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. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording 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 may include reference to past, present and future events and some unfamiliar language. Students will be expected to identify main points and extract details and points of view.

The use of dictionaries will not be permitted.

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

The student'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.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

Higher Tier 40 minutes 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. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording 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. Students 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, draw conclusions and summarise what they have heard.

The use of dictionaries will not be permitted.

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

The student'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.

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.

3.3 Unit 2: French reading 46552F; 46552H

Students can be entered for **either** Foundation **or** Higher, but not both.

20% of the marks

Foundation Tier 30 minutes 35 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

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 web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

The use of dictionaries will not be permitted.

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

The student'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 read.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

Higher Tier 50 minutes 45 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

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. Students 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 points of view, attitudes and emotions and to draw conclusions.

The use of dictionaries will not be permitted.

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

The student'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 read.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

3.4 Unit 3: French speaking 46553

30% of the marks

60 marks

Assessment Criteria Per Task

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

Both tasks will be in the form of a dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation. The work of individual students may be informed by working with others but they must provide an individual response.

Where model answers are published, students must not reproduce any sections of continuous prose provided in such answers. Whilst students may use individual sentences from model answers, they must not reproduce several consecutive sentences from such answers in their own response. A student's response must not be identical to that of another student in the centre or to any published model answer. Students must not submit the same task for Speaking and Writing.

	Marks
Communication	10
Range and Accuracy of Language	10
Pronunciation and Intonation	5
Interaction and Fluency	5
TOTAL	30

3

Marks	Communication
9–10	Very Good Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.
7–8	Good A good amount of information and points of view are conveyed and regularly developed.
5–6	Sufficient A reasonable amount of information and points of view are conveyed and sometimes developed.
3–4	Limited Some simple information and opinions are conveyed. Few responses are developed.
1–2	Poor Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed. A zero score.

Marks	Range and Accuracy of Language
9–10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors usually appear in more complex structures.
7–8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5–6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3–4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1–2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of credit.

Marks	Pronunciation and Intonation
5	Consistently good accent and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

Marks	Interaction and Fluency
5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range and Accuracy of Language, Pronunciation and Intonation, Interaction and Fluency must not be more than one band higher than the mark awarded for Communication. (See tables below).
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

Communication	Marks for each of Pronunciation and Intonation and Interaction and Fluency	Marks for Range and Accuracy of Language
0	0	0
1–2	1–2	1–4
3–4	1–3	1–6
5–6	1–4	1–8
7–8	1–5	1–10
9–10	1–5	1–10

Controlled Assessment Tasks

See Appendix E for exemplar tasks.

Task Setting – Limited Control

Students are required to complete two tasks of equal weighting. Teachers may use the exemplar tasks provided in Appendix E of this specification, may use an adapted version of these exemplar tasks or may devise tasks which meet students' individual learning needs or interests.

Adapting Exemplar Tasks

Teachers may adapt the exemplars in the following ways.

Exemplar A (i) – the task must be an interview. It could be adapted to be an interview with, for example, a celebrity. Please see Appendix E, Exemplar A (ii).

Exemplar B (i) – the task must be a conversation. The exemplar is drawn from the context 'Leisure'. It could be adapted to be a conversation drawn from a different context, eg a special occasion celebrated in the home from 'Home and Environment', or from a different aspect of the 'Leisure' context, eg Holidays. It could be drawn from outside the range of contexts listed in the specification. Please see Appendix E, Exemplar B (ii).

Controlled assessment advisers will be available to provide guidance to centres.

Devising Tasks

Teachers may choose to devise their own tasks. When devising their own tasks, teachers must ensure that students aiming to achieve grades C and above use a variety of structures which may relate to past and future events and express points of view, present

information and show ability to deal with some unpredictable elements. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, to narrate events, producing extended sequences of speech. For students aiming to achieve grade F, teachers must ensure that tasks offer the opportunity to take part in simple conversations, present simple information and express opinion.

Controlled assessment advisers will be available to provide guidance to centres.

Teacher-devised tasks do not need to be drawn from the range of contexts listed in the specification.

General

Centres must submit different tasks every two years. This applies to the use of AQA exemplar tasks, adapted exemplar tasks and teacher-devised tasks.

Centres must submit different tasks for Speaking and Writing.

Task Taking – Medium Control

All three stages below must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others, eg in conversational groups but students must provide an individual response.

Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task. There is no time limit for this stage. Students may make use of reference materials and resources

of all kinds including course books, dictionaries and internet resources as part of these teaching and learning activities.

The teacher's involvement is not limited at this stage.

Stage Two

This stage begins when students are given the task. The teacher should discuss the task with the students, including the kind of language they might need and how to use their preparatory work. There must be no other support from the teacher. Students may have access to reference materials including dictionaries, course books and internet resources. This research can be carried out outside the classroom.

Further guidance is provided in the Controlled Assessment Handbook.

Stage Three

This stage is when students produce the final version.

Duration – Each task should last between 4 and 6 minutes.

Further guidance is provided in the Controlled Assessment Handbook.

Task Marking – Medium Control

Teachers must mark the controlled assessment tasks using the assessment criteria provided in this specification.

Centres will be required to record an adequate sample of tasks to provide sufficient evidence for moderation. Further guidance is provided in the Controlled Assessment Handbook.

3.5 Unit 4: French writing 46554

30% of the marks

60 marks

The tasks will be marked by AQA. Students must complete all work independently. Students must have access to dictionaries while writing up their final version under supervision.

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

Assessment Criteria

Content	
Marks	Criteria
13–15	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10–12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7–9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4–6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1–3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range of Language	
Marks	Criteria
9–10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7–8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5–6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3–4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1–2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

Accuracy	
Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below).
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Marks for Range of Language	Marks for Accuracy
0	0	0
1–3	1–4	1–2
4–6	1–6	1–3
7–9	1–8	1–4
10–12	1–10	1–5
13–15	1–10	1–5

Controlled Assessment Tasks

See Appendix F for exemplar tasks.

Task Setting – Limited Control

Students are required to complete two different types of task to ensure that they use language for different purposes. Teachers may use the exemplar tasks provided in Appendix F of this specification, may use an adapted version of these exemplar tasks or may devise tasks which meet students' individual learning needs or interests. The tasks are equally weighted.

Adapting Exemplar Tasks

Teachers may adapt exemplar tasks in the following ways.

Exemplar Task 1

'My life as a celebrity' could be adapted to 'My life as a teenager' or 'My ideal day' as a blog for a web page. Suggested content for 'A day in my life' could be:

- introduce yourself
- how your day starts
- what you drink and eat
- the people you meet during the day
- how does your day end

Exemplar Task 3

'Holidays – a chance to win 2 weeks in the sun' could be adapted to be 'An account of a special occasion' produced for a family web page. Suggested content for 'An account of a special occasion' could be:

- reason for the celebration
- where it took place
- the people involved and what you think about them
- what you had to eat and drink
- what else happened
- best memory of the day and why

Controlled assessment advisers will be available to provide guidance to centres.

Devising Tasks

Centres may choose to devise their own tasks. When devising their own tasks, teachers must ensure that students aiming to achieve grades C and above include a variety of structures which may include different tenses or time frames and express points of view as well as communicate information. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, producing a variety of vocabulary, structures and verb tenses. For students aiming to achieve grade F, teachers must ensure that tasks offer the opportunity to express simple opinions using simple sentences and usually convey the main points.

Controlled assessment advisers will be available to provide guidance to centres.

Teacher-devised tasks do not need to be drawn from the range of contexts listed in the specification.

General

Centres must submit different tasks every two years. This applies to the use of AQA exemplar tasks, adapted exemplar tasks and teacher-devised tasks.

Centres must submit different tasks for Speaking and Writing.

Task Taking – High Control

Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task.

There is no time limit for this stage. Students may make use of reference materials of all kinds including course books, dictionaries and internet resources. The teacher's involvement is not limited at Stage One.

Stage Two

This stage begins when students are given the task. This stage must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others but students must provide an individual response. Where model answers are published, students must not reproduce any sections of continuous prose provided in such answers. Whilst students may use individual sentences from model answers, they must not reproduce several consecutive sentences from such answers in their own response. A student's response must not be identical to that of another student in the centre or to any published model answer. During Stage Two, students may have access to reference materials including dictionaries, course books and internet resources. This research can be carried out outside the classroom.

Further guidance is provided in the Controlled Assessment Handbook.

Stage Three

This stage is when students produce the final version.

Students must spend no more than 60 minutes, per task, on writing the final version. This must be completed in one single assessment session.

Students aiming at grades G–D should produce 200–350 words across the two tasks;

Students aiming at grades C–A* should produce 400–600 words across the two tasks.

Students must be in the direct sight of the supervisor at all times when writing up the final version.

Further guidance is provided in the Controlled Assessment Handbook.

Task Marking – High Level of Control

The awarding body marks the controlled assessment.

3.6 Grammar

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

French (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 and *meilleur*
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 subjects, including *on*
reflexive

relative: *qui*

relative: *que* (R)

object: direct (R) and indirect (R)

position and order of object pronouns

disjunctive/emphatic

demonstrative (*ça, cela*)

indefinite (*quelqu'un*)

interrogative (*qui, que*)

use of *y, en* (R)

Verbs:

regular and irregular 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

tense: 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

Prepositions:

Conjunctions:

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

French (Higher tier)

All grammar and structures listed for foundation tier, as well as:

Adjectives:

comparative and superlative, including *meilleur, pire*

Adverbs:

comparative and superlative, including *mieux, le mieux*

Pronouns:

use of *y, en*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

demonstrative (*celui*) (R)

possessive (*le mien*) (R)

Verbs:

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

3.7 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).

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 (Section 4.1 of this specification).
- 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*; *filles* – *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*).
- 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*, *juger*);
 - 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*, *dégouter*);
 - Words where *é* or *es* in French is replaced by “s” in English (e.g. *espace*, *éponge*).
- 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 [siç] is always *-tion* or *-sion* and therefore English [ʃən], 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. *judge, magique*;
- The initial [ʃ] is usually the English ch. e.g. *chapelle, charme*.

In addition candidates will be expected to hear

- the termination [mã] which can be added to many of the adjectives in the lists to form the adverb. e.g. *complètement*;
- the termination [ã] 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 the Aims in Section 4.1 of this specification.

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. 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; 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 “*essuyer*”. 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.

3.8 Vocabulary

The minimum core Vocabulary Lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The Listening and Reading assessment tasks at Foundation Tier will be based on the Foundation List and the General Vocabulary List; students should also expect to encounter some unfamiliar vocabulary, but they will not be tested on it.

The Listening and Reading assessment tasks at Higher Tier will be based on the Foundation and Higher Lists and the General Vocabulary List; in addition students should also expect to encounter some unfamiliar vocabulary, and may be tested on it, provided that it can be accessed through communication strategies.

Vocabulary listed in the Grammar Section can also be tested but it is not listed in the minimum core Vocabulary Lists.

Students will be expected to understand words which have the same or very similar form in the language as in the English, provided that such words have essentially the same meaning in both languages. Such words are not listed in the minimum core Vocabulary Lists.

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

Students may use the minimum core Vocabulary Lists for their Speaking and Writing Controlled Assessment tasks, or they may prefer to choose vocabulary that suits their own contexts and purposes.

General Vocabulary

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

Comparisons

Comparative and superlative of adjectives

plus moins
plus que moins que
bon meilleur le meilleur
mauvais pire le pire

Comparison and superlative of adverbs

bien mieux le mieux
mal plus mal le plus mal
beaucoup plus le plus
peu moins le moins

Conjunctions and Connectives

à cause de
à part
ainsi
alors
aussi
car
cependant
c'est-à-dire
comme
d'un côté/de l'autre côté
donc
ensuite
évidemment
et
mais
même si
ou
parce que

par contre
par exemple
pendant que
pourtant
puis
puisque
quand
sans doute
si
y compris

Prepositions

à
à côté de
à travers
au bord de
au bout de
au-dessous de
au-dessus de
au fond de
au lieu de
au milieu de
autour de
avec
contre
dans
de
depuis
derrière
devant
en
en dehors de
en face de
entre

jusqu'à
malgré
parmi
pour
près de
sans
selon
sous
sur
vers

Negatives

ne...jamais
ne...pas
ne...personne
ne...plus
ne...que
ne...rien
ni...ni
pas encore

The Numbers

1–1000 + million

Alphabet and accents

Students are expected to know the letters of the alphabet and appropriate accents.

Ordinal numbers

Premier/première – dixième

Other number expressions

dizaine
douzaine
nombre de

Asking questions

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

Common Questions

A quelle heure ?
 Ça s'écrit comment ?
 C'est combien ?
 C'est quelle date ?
 C'est quel jour ?
 De quelle couleur ?
 D'où ?
 Où ça ?
 Où est ?
 Pour combien de temps ?
 Que veut dire ?
 Quelle heure est-il ?

Greetings and Exclamations

à bientôt
 à demain
 à tout à l'heure
 allô
 amitiés
 au revoir
 au secours
 bien sûr
 bienvenue !
 bonjour
 bon anniversaire
 bon appétit
 bon voyage
 bonne année
 bonne chance
 bonne idée
 bonne nuit
 bonnes vacances
 bonsoir
 bravo
 ça va(?)
 d'accord
 de rien

désolé
 excusez-moi
 félicitations
 joyeux Noël
 meilleurs voeux
 merci
 non
 oui
 pardon
 quel dommage
 salut
 santé !
 s'il te/vous plaît

Opinions

à mon avis
 absolument
 affreux
 agréable
 aimer
 amusant
 barbant
 bien
 bien entendu
 bon
 ça dépend
 ça m'énerve
 ça me fait rire
 ça me plaît
 ça m'est égal
 ça ne me dit rien
 ça suffit
 casse-pieds
 cher
 chouette
 comique
 comme ci comme ça
 compliqué
 content
 croire
 d'accord
 désagréable
 désirer
 détester
 difficile
 dire
 drôle
 embêtant
 en général
 enchanté
 ennuyeux
 espérer
 étonné

facile
 faible
 fantastique
 formidable
 franchement
 généralement
 génial
 grave
 habile
 intéressant
 (s') intéresser à
 inutile
 incroyable
 inquiet
 joyeux
 marrant
 marre (en avoir)
 mauvais
 merveilleux
 mignon
 moche
 moderne
 (moi) non plus
 nouveau
 nul
 optimiste
 passionnant
 peine la
 penser
 pessimiste
 peut-être
 populaire
 positif/positive
 pratique
 préférer
 promettre
 regretter
 ridicule
 rigolo
 sage
 sembler
 sensass
 simple
 splendide
 stupide
 supporter
 superbe
 utile
 vouloir
 zut !

Expressions of time**Days of the week**

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Seasons

printemps
été
automne
hiver

Months of the year

janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

The Clock

demi
environ
heure
midi
minuit
minute
moins
quart
seconde

Other time expressions

à la fois
à l'avenir
à l'heure
à temps partiel
an
année
après
après-demain
après-midi
aujourd'hui
auparavant
avant
avant-hier

bientôt
d'abord
dans une minute
d'habitude
de bonne heure
début
demain
dernier
de temps en temps
déjà
de nouveau
en attendant
en avance
en retard
en train de (être...)
en même temps
encore une fois
enfin
fin
hier
il y a
jour
journée
lendemain
longtemps
maintenant
matin
mois
moment (en ce moment)
normalement
nuit
parfois
passé
pendant
plus tard
presque
prochain
quelquefois
rarement
récemment
semaine
seulement
siècle
soir
soudain
souvent
suivant
sur le point de (être...)
tard
tôt
toujours
tous les jours

tout à coup
tout de suite
vite
week-end

Location and distance

à droite
à gauche
banlieue
centre-ville
campagne
chez
de chaque côté
de l'autre côté
en bas
en haut
est
ici
kilomètre
là
là-bas
loin de
nord
nulle part
ouest
par
partout
quelque part
situé
sud
tout droit
tout près
toutes directions
ville

Colour

blanc
bleu
blond
brun
clair
foncé
gris
jaune
marron
noir
pourpre
rose
rouge
roux
vert

Weights and measures

assez
bas

beaucoup
 boîte
 bouteille
 centimètre
 court
 demi
 encore de
 étroit
 gramme
 grand
 gros
 haut
 kilo
 large
 litre
 maigre
 mesurer
 mètre
 mince
 moitié
 morceau
 moyen
 nombre
 paquet
 pas mal de
 peser
 petit
 peu
 plein de
 pointure
 rien
 suffisamment
 taille
 tranche
 très
 trop

Shape

carré
 hauteur
 rond

Weather

averse
 briller
 brouillard
 chaleur
 chaud
 ciel
 climat
 couvert
 degré
 doux
 éclair

éclaircie
 ensoleillé
 faire beau
 faire mauvais
 froid
 geler
 glace
 humide
 météo
 mouillé
 neige
 neiger
 nuage
 nuageux
 ombre
 orage
 orageux
 pleuvoir
 pluie
 sec
 soleil
 température
 tempête
 temps
 tonnerre
 tremper
 vent

Access

complet
 entrée libre
 fermé
 fermer
 interdit
 occupé
 ouvert
 ouvrir
 sortie

Correctness

avoir raison
 avoir tort
 corriger
 erreur
 faute
 faux
 il (me) faut
 juste
 nécessaire
 obligatoire
 parfait
 sûr
 se tromper
 vrai

Materials

argent = silver
 béton
 bois
 brique
 carton
 coton
 cuir
 fer
 laine
 métal
 or
 papier
 plastique
 soie
 verre

Common abbreviations

CDI centre de documentation et d'information le
 CES collège d'enseignement secondaire le
 EMT éducation manuelle et technique l'(f)
 EPS éducation physique et sportive l'(f)
 HLM habitation à loyer modéré l'(f)
 SAMU service d'aide médicale d'urgence le
 SDF sans domicile fixe le
 SNCF société nationale des chemins de fer français la
 TGV train à grande vitesse le
 TVA taxe sur la valeur ajoutée la
 VTT vélo tout terrain le

Foundation Tier**LIFESTYLE****Health**

abricot l'(m)
 aider
 alcool l'(m)
 alimentation l'(f)
 aller bien/mieux (s') arrêter
 baguette la
 banane la
 beurre le
 bière la
 bifteck le
 biscuit le
 bœuf le
 boire

bol le
 bonbon le
 café le
 carotte la
 céréales les (f)
 cerise la
 champignon le
 chips les (m)
 chocolat le
 chocolat chaud le
 chose la
 chou le
 chou-fleur le
 cidre le
 citron le
 coca le
 cœur le
 comprimé le
 confiture la
 couteau le
 crème la (solaire)
 crêpe la
 croissant le
 cuillère la
 cuisine la
 dangereux
 déjeuner le
 délicieux
 dîner le
 drogue la
 se droguer
 eau l'(f)
 eau minérale l'(f)
 eau potable/non potable l'(f)
 en bonne forme
 en bonne santé
 envie l'(f) (avoir envie de)
 équilibré
 faim la
 fatigant
 fatigué
 fort
 fourchette la
 frais
 fraise la
 framboise la
 frites les (f)
 fromage le
 fruits de mer les (m)
 fumer
 fumeur/non fumeur le
 gâteau le

goût le
 goûter
 gras
 habitude l'(f)
 haricot vert le
 hôpital l'(m)
 hors-d'œuvre l'(m)
 huile l'(f)
 (s') inquiéter
 jambon le
 jus le (de fruit/d'orange)
 lait le
 légume le
 limonade la
 liste la
 mal (avoir mal)
 malade
 maladie la
 manger
 médecin le
 médicament le
 nourriture la
 obésité l'(f)
 odeur l'(f)
 œuf l'(m)
 ordinaire
 pain le
 paresseux
 pâté le
 pâtes les (f)
 pêche la = peach
 petit déjeuner le
 petits pois les (m)
 peur la
 plein
 poire la
 poisson le
 poivre le
 pomme la
 pomme de terre la
 porc le
 poulet le
 prendre
 raisin le
 régime le
 (se) relaxer
 repas le
 rester
 riz le
 rôti
 sain
 salade la

sans
 santé la
 saucisse la
 saucisson le
 sauf
 saumon le
 sel le
 (se) sentir
 soif la
 soupe la
 spaghettis les (m)
 spécialité la
 sucré
 sucre le
 surtout
 tabac le
 tarte la
 thé le
 tomate la
 tomber
 tousser
 truite la
 vanille la
 végétarien
 verre le
 viande la
 vide
 vin le
 vitamine la
 vivre
 yaourt le

Relationship and Choices

adresse l'(f)
 adulte l'(m/f)
 âge l'(m)
 aimable
 aîné
 ami/e l'(m/f)
 amical
 amour l'(m)
 anniversaire l'(m)
 annonce l'(f)
 (s') appeler
 attendre
 avoir... ans
 barbe la
 battre
 bavard
 bavarder
 beau/belle
 beau-frère le
 beau-père le

bébé le
 belle-mère la
 belle-sœur la
 bête
 bouclé
 carte d'identité la
 célèbre
 chat le
 cher
 cheval le
 cheveux les (m)
 chien le
 chômage le
 cochon d'Inde le
 connaître
 contribuer
 copain le
 copine la
 critiquer
 dame la
 date de naissance la
 demi-frère le
 demi-sœur la
 (se) disputer
 divorcé
 écrire
 égoïste
 enfant l'(m/f)
 (s') entendre
 fâché
 famille la
 femme la
 fille la
 fils le
 frère le
 garçon le
 gens les (m)
 gentil
 grand-mère la
 grand-père le
 grands-parents les (m)
 (s') habituer à
 hésiter
 heureux
 homme l'(m)
 identité l'(f)
 il s'agit de
 jeune
 joli
 lapin le
 lieu le
 loger

lunettes les (f) (de soleil)
 madame
 mademoiselle
 malheureux
 maman la
 mari le
 marié
 (se) marier
 méchant
 mère la
 monsieur
 mort la
 naissance la
 nationalité la
 né
 nez le
 nom le (de famille)
 oiseau l'(m)
 oncle l'(m)
 papa le
 parents les (m)
 partenaire le/la (idéal(e))
 passeport le
 pauvre
 pénible
 père le
 personnalité la
 personne la
 personnes défavorisées les (f)
 petit ami le
 petite amie la
 pleurer
 poisson rouge le
 poli
 porter
 prénom le
 rapports les (m)
 refuser
 religieux
 remercier
 rendez-vous le
 respecter
 responsabilité la
 riche
 rire
 sans travail
 sécurité la
 sens de l'humour le
 séparé
 seul
 signer
 sœur la

sondage le
 sourire
 souris la
 sympa
 tante la
 timide
 tranquille
 triste
 vandalisme le
 vérité la
 vieux
 visage le
 voisin le

LEISURE

Free Time and the Media

accompagner
 achat l' (m)
 acheter
 aller
 (s') amuser
 à l'appareil (m)
 appel l'(m)
 argent l' (m) (de poche)
 avantage l'(m)
 ballon le
 bande dessinée la
 banque la
 basket le
 besoin le (avoir...de)
 bijouterie la
 billet le
 blouson le
 bon marché
 boucherie la
 boucle d'oreille la
 boulangerie la
 boules les (f)
 boutique la
 cadeau le
 caisse la
 carte de crédit la
 ceinture la
 centre commercial le
 centre de sport le
 chanson la
 chanter
 chanteur le
 chanteuse la
 chapeau le
 charcuterie la
 chaussette la

chaussure la	groupe le	pâtisserie la
chemise la	guitare la	pêche la = fishing
choisir	gymnastique la	pièce la = play
choix le	hypermarché l'(m)	pique-nique le
cinéma le	idée l'(f)	piscine la
clavier le	imper(méable) l'(m)	planche à voile la
client le	inconvenient l'(m)	poche la
cliquer	jean le	portable le
coiffeur le	jeu le (de cartes/de société)	portefeuille le
coiffeuse la	jeu vidéo le	porte-monnaie le
coin le	jouer	poste la
comédie la	jouet le	pousser
concours le	journal le	prix le
confiserie la	jupe la	(se) promener
couleur la	laisser	publicité la
courir	lecteur DVD le	pull le
cravate la	lecteur MP3 le	pyjama le
cyclisme le	lecture la	rayon le
danser	librairie la	recevoir
démodé	libre	réduit
dépenser	lire	réduction la
désavantage le	livre sterling la	regarder
dessin animé le	magasin le	remplir
disque le (compact)	maillot de bain le	(se) rencontrer
documentaire le	maison de la presse la	rentrer
donner	manteau le	retourner
échanger	maquillage le	risque le
écran l'(m)	marchand le (de fruits et de légumes)	robe la
émission l'(f) (jeunesse/musicale/sportive)	marché le	rouge à lèvres le
ensemble	membre le	sac le (à main)
entrée l'(f)	mettre de l'argent à côté	sandale la
envoyer	mode la (à la mode)	sauter
épicerie l'(f)	monnaie la	séance la
équipe l'(f)	montre la	série la
équitation l'(f)	musique la (classique/pop/rap/rock)	shampooing le
essayer	nager	short le
faire des économies	natation la	site le (aller sur un site)
faire les courses	numéro le (de téléphone)	skate le
faire les magasins	orchestre l'(m)	ski nautique le (faire du...)
fana le/la (être fana de)	ordinateur l' (m)	soldes les (m)
favori	paire la	sortie la
feuilleton le	pantalon le	sortir
film d'aventures le	parapluie le	sous-titré
film d'horreur le	parfum le	spectateur le
film de guerre le	parfumerie la	sportif
film de science-fiction le	passé-temps le	sports d'hiver les (m)
film policier le	patin à roulettes le	sports nautiques les (m)
film romantique le	patinage le	stade le
gagner	patiner	supermarché le
gant le	patinoire la	surf le (de neige)
gratuit		surfer
		surprise-partie la

sweat (shirt) le	boisson la	feux rouges les (m)
taper	bord (de la mer) le	gare la
technologie la	(se) bronzer	gare routière la
télé(vision) la	bureau des renseignements le	(se) garer
temps libre le	camion le	gîte le
texto le	Canada le/canadien	Grande-Bretagne la/britannique
théâtre le	car le	guichet le
tirer	caravane la	horaire l'(m)
toucher	carnet le	hôtel l'(m)
valeur la	carrefour le	Inde l'(f)/indien
vedette la	carte la	Irlande l'(f) (du Nord)/irlandais
vendre	carte postale la	Italie l'(f)/italien
venir	casser	Japon le/japonais
version la (originale/française)	chambre la (double/de famille/pour une personne/à deux lits)	lac le
veste la	château le	lavabo le
vêtements les (m)	chauffeur le	lentement
vitrine la	chercher	ligne la
voile la	Chine la/chinois	location la (de voitures)
voir	classe la	logement le
volley le	colonie de vacances la	loisir le
VTT le	commander	Londres
Holidays	composter	louer
addition l'(f)	compris	Manche la
aéroport l'(m)	conduire	marcher
Afrique l' (f)/africain	confirmer	Maroc le/marocain
agence de voyages l' (f)	confort le	Méditerranée la
air l'(m) (en plein)	consigne la	même
Algérie l'(f)/algérien	côte la	menu le (à prix fixe/touristique)
Allemagne l'(f)/allemand	coûter	mer la
aller retour l'(m)	demi-pension la	(se) mettre en route
aller simple l'(m)	départ le	mixte
Alpes les	différence la	mobylette la
Amérique l'(f)/américain	différent	monde le
Angleterre l'(f)/anglais	dortoir le	moto la
(s') approcher	douane la	office de tourisme l'(m)
arrivée l'(f)	douche la	partager
ascenseur l'(m)	Douvres	partir
assiette l' (f)	drapeau le	passager le
Atlantique l'(m)	durer	passant le
auberge de jeunesse l'(f)	Ecosse l'(f)/écossais	pays le
Australie l'(f)/australien	Edimbourg	Pays de Galles le/gallois
auto l'(f)	employé(e) l'(m/f)	péage le
autobus l'(m)	encore	pension complète la
autoroute l' (f)	endroit l'(m)	permis le (de conduire)
aventure l'(f)	entrée l'(f)	pièce d'identité la
avion l'(m)	Espagne l'(f)/espagnol	piéd le (à...)
bagages les (m)	essence l'(f)	piéton le
(se) baigner	Etats-Unis les (m)	piste la
bain le	étoile l'(f)	plage la
balcon le	étranger l'(m) (à...)	plan de ville le
bateau le	expliquer	plat le (du jour/principal)
Belgique la/belge		

Pologne la/polonais
 Portugal le/portugais
 pourboire le
 pressé
 prêt
 projet le
 promenade la (faire une promenade)
 quai le
 quitter
 randonnée la
 rapide
 recommander
 région la
 renseignements les (m)
 réservation la
 réserver
 retour le
 revenir
 rond-point le
 rue la
 sable le
 sac de couchage le
 saison la
 salle d'attente la
 salle de bains la
 savon le
 séjour le
 sens interdit
 sens unique
 service compris le
 servir
 sortie la (...de secours)
 spectacle le
 station service la
 stationner
 Suisse la/suisse
 suivre
 supplément le
 syndicat d'initiative le
 tarif le (réduit)
 tasse la
 tente la
 tourisme le
 touriste le/la
 tourner
 Tunisie la/tunisien
 vacances les (f)
 valise la
 véhicule le
 visite la (guidée)
 visiter

voiture la
 vol le = flight
 voler = fly
 voyage le
 voyager
 voyageur le
 vraiment
 vue la (de mer)

HOME AND ENVIRONMENT

Home and Local Area

appartement l'(m)
 arbre l'(m)
 armoire l'(f)
 arrêt l'(m) (d'autobus)
 (s') asseoir
 bâtiment le
 bibliothèque la
 boîte de nuit la
 boum la
 bowling le
 bruit le
 bureau le
 calme
 cathédrale la
 cave la
 chaise la
 champ le
 clé la
 club des jeunes le
 code postal le
 colline la
 commissariat le
 confortable
 (se) coucher
 couloir le
 cuisinière la
 déménager
 descendre
 dormir
 église l'(f)
 entrer
 escalier l'(m)
 espace l'(m)
 étage l'(m)
 faire du babysitting
 faire du jardinage
 faire le ménage
 faire la vaisselle
 fenêtre la
 ferme la
 fête la

feu le
 fleur la
 four le (à micro-ondes)
 frigo le
 garder
 habitant l'(m)
 habiter
 historique
 hôtel de ville l'(m)
 île l'(f)
 immeuble l'(m)
 industrie l'(f)
 industriel
 jardin le
 jardin publique le
 lampe la
 lave-vaisselle le
 (se) laver
 laver la voiture
 se lever
 lit le
 mairie la
 maison la (individuelle/jumelée)
 mariage le
 métro le
 mettre
 meuble le
 miroir le
 montagne la
 monter
 montrer
 mur le
 musée le
 nettoyer
 Noël
 Nouvel An le
 Pâques
 parc le
 parking le
 pelouse la
 pièce la = room
 placard le
 place la
 plafond le
 plante la
 pont le
 porte la (d'entrée)
 privé
 quartier le
 réveil le
 (se) réveiller
 rez-de-chaussée le

rideau le
 rivière la
 Saint-Valentin la
 salle à manger la
 salle de séjour la
 salon le
 serviette la
 sous-sol le
 tableau le
 tapis le
 téléphone le
 téléphoner
 terrain le (de camping/de sport)
 terrasse la
 toit le
 trottoir le
 (se) trouver
 usine l'(f)
 vache la
 vestibule le
 vie la

Environment

boîte la (en carton)
 centre de recyclage le
 circulation la
 cultiver
 déchets les (m)
 environnement l'(m)
 jeter
 pétrole le
 piste cyclable la
 pollué
 poubelle la
 problème le
 propre
 protéger
 recyclable
 recycler
 sac en plastique le
 sale
 sans plomb
 sauver
 transports en commun les (m)
 zone la (piétonne)

WORK AND EDUCATION

School/college and future plans

affaires les (f)
 apprendre
 apprenti/e l'(m/f)
 apprentissage l'(m)
 bac le

biologie la
 cahier le
 calculatrice la
 carrière la
 chimie la
 collège le
 commencer
 comprendre
 copier
 cour la
 cours le
 crayon le
 défense de
 demander
 dessin le
 dessiner
 détail le
 détester
 devoir
 devoirs les (m)
 dictionnaire le
 difficile
 difficulté la
 directeur le
 directrice la
 discuter
 droit le
 échange l'(m)
 école l'(f) (primaire/secondaire)
 écouter
 élève l'(m/f)
 emploi du temps l'(m)
 en première
 en seconde
 en sixième
 en terminale
 encourager
 études les (f)
 étudiant l'(m)
 étudier
 examen l'(m)
 exemple l' (m)
 facile
 faire attention
 finir
 français le
 géographie la
 histoire l'(f)
 informatique l'(f)
 inquiet
 instituteur l'(m)
 institutrice l'(f)

laboratoire le
 langue la
 leçon la
 livre le
 lycée le (technique)
 math(s) les (f)
 mathématiques les (f)
 matière la
 mot le
 note la
 organiser
 oublier
 parler
 passer
 pause la
 penser
 perdre
 photocopie la
 physique la
 poser
 pouvoir
 préparer
 professeur le
 récréation la
 règle la
 règlement le
 rentrée la
 répéter
 répondre
 réponse la
 résultat le
 réviser
 salle de classe la
 savoir
 scolaire
 stylo le
 tableau le (blanc interactif)
 travailler
 travailleur
 trimestre le
 uniforme l'(m)
 université l'(f)
 utiliser
 vocabulaire le

Current and Future Jobs

acteur l'(m)
 actrice l'(f)
 avenir l'(m)
 bien payé
 boîte aux lettres la
 boucher le

boulanger le
 boulot le
 caissier le
 caissière la
 candidat le
 certainement
 certificat le
 chef le
 collègue le/la
 conférence la
 décider
 devenir
 distribuer
 docteur le
 électricien l' (m)
 emploi l'(m)
 entreprise l'(f)
 enveloppe l'(f)
 épicier l'(m)
 facteur le
 fermier le
 formulaire le
 hôtesse de l'air l' (f)
 infirmier l' (m)
 infirmière l' (f)
 ingénieur l' (m)
 lettre la
 livrer
 mal payé
 mécanicien le
 musicien le
 paquet le
 patron le
 plombier le
 policier le
 programmeur le
 propriétaire le/la
 (se) rappeler
 rêve le
 salaire le
 secrétaire le/la
 serveur le
 serveuse la
 stage le (en entreprise)
 technicien le
 timbre le
 travail le
 varié
 vendeur le
 vendeuse la

Higher Tier

LIFESTYLE

Health

à la carte
 à peine
 à point
 accro
 activité physique l'(f)
 agneau l'(m)
 ail l' (m)
 alcoolique
 alcoolisé
 alcoolisme l' (m)
 alimentation saine l'(f)
 amer
 ananas l'(m)
 apéritif l'(m)
 avertir
 bien cuit
 canard le
 casse-croûte le
 casserole la
 concombre le
 côtelette la
 crevette la
 crise cardiaque la
 cru
 crudités les (f)
 dégoûtant
 dégustation la
 désintoxiquer
 (se) détendre
 douleur la
 (s') entraîner
 épais
 épicé
 épuiser
 escargot l'(m)
 faire la grasse matinée
 farine la
 foie le
 gâcher
 hors d'haleine
 huître l'(f)
 ivre
 laitue la
 matières grasses les (f)
 mener
 noix la
 oignon l'(m)
 ouvre-boîte l'(m)

pamplemousse le
 piquant
 piquêre la
 poumon le
 prune la
 renoncer
 reprendre connaissance
 respirer
 revendeur le
 saignant
 salé
 sauvegarder
 savoureux
 sommeil le (avoir sommeil)
 tabagisme le
 tire-bouchon le
 toxicomane le/la
 tuer
 veau le
 veine la
 vinaigre le
 voler = steal

Relationship and Choices

actif
 ado l' (m/f)
 agresser
 alliance l'(f)
 animé
 attaque l'(f)
 bague la
 baiser
 bande la
 bonheur le
 brutaliser
 cacher
 caractère le
 célibataire le
 chrétien
 compréhensif
 compter sur
 consacrer
 conseil le
 coupable
 de mauvaise humeur
 (se) débrouiller
 déçu
 déprimé
 déranger
 dette la
 douter
 droits de l'homme les (m)

effrayant
 égal
 égalité l'(f)
 élégant
 enlèvement l' (m)
 ennui l'(m)
 enquête l'(f)
 envahir
 épouser
 espoir l'(m)
 esprit l'(m)
 étonnant
 étrange
 éviter
 exclus les (m/f)
 | exprès
 féliciter
 fêter
 fiançailles les (f)
 fiancé
 fier
 fou
 | gater
 gêner
 humilier
 illégal
 immigré l'(m)
 inconnu
 jaloux
 jeunesse la
 jugement le
 juif
 jumeau le
 jumelle la
 laid
 libertés civiques les (f)
 lutter
 maigre
 maladroit
 manifestation la
 menacer
 (se) mettre en colère
 monoparental
 moral le
 mosquée la
 mourir
 musulman
 naïtre
 nerveux
 neveu le
 nièce la
 noces les (f)

nostalgie la
 organisation caritative l'(f)
 pauvreté la
 petite-fille la
 petit-fils le
 (se) plaindre
 plaie
 plaisir le
 racaille la
 racisme le
 raide
 réaliser
 reconnaissant
 réfléchir
 réfugié le
 retraite la (à la retraite)
 rêver
 sans ressources
 sans-abri les (m/f)
 sentiment le
 (se) séparer
 sida le
 surveiller
 témoin le
 tomber amoureux de
 travail bénévole le
 veuf le
 veuve la
 vif
 vol le = theft
 voyou le
LEISURE
Free Time and the Media
 actualités les (f)
 alpinisme l'(m)
 annuler
 anonyme
 antenne l'(f)
 bijou le
 blogueur le
 boîte aux lettres électronique la (blé)
 bouton le
 caméscope le
 canoë kayak le
 chaîne la
 chariot le
 chemisier le
 commencement le
 commerçant le
 comptoir le
 console de jeu la

contrôler
 courrier électronique le
 course la
 cybercafé le
 déchirer
 dérouler (en bas/en haut)
 deviner
 distractions les (f)
 distributeur automatique le
 écharpe l'(f)
 échecs les (m)
 écran tactile l'(m)
 effacer
 emballer
 emprunter
 (s') ennuyer
 enregistrer
 escalade l'(f)
 être remboursé
 événement l'(m)
 faire du lèche-vitrine
 fermeture la (annuelle)
 feu d'artifice le
 feuilleter
 fléchettes les (f)
 fleuriste le/la
 genre le
 grande surface la
 | grille de sécurité la
 gymnase le
 icône l'(f)
 imprimer
 jour férié le
 lancer
 libre-service le
 lien le
 lourd
 magnétoscope le
 marquer (un but)
 mettre en ligne
 mi-temps la
 moniteur le
 mots croisés les (m)
 musculation la (faire de la
 musculation)
 page d'accueil la
 pédagogique
 piercing le (à l'oreille)
 pile la
 planche de surf la
 platine laser la
 plongée sous-marine la

poissonnerie la
 poste de travail le
 prise la
 pull à capuche le
 quotidien
 réclame la (en réclame)
 reçu le
 rembourser
 remplacer
 remporter (un prix)
 réseau le
 reste le
 réunion la
 sommet le
 suggérer
 tatouage le
 télécharger
 téléspectateur le
 tournée la
 traitement de texte le

Holidays

aire de repos l'(f)
 atterrir
 avis l'(m)
 bistro le
 bloc sanitaire le
 brasserie la
 casque le
 chambre d'hôte la
 chemin de fer le
 climatisation la
 correspondance la
 croisière la
 décoller
 déviation la
 diriger
 doubler
 en provenance de
 état l'(m)
 frontière la
 indiquer
 loyer le
 manquer
 marée la
 niveau le
 panneau le
 paraître
 parc d'attractions le
 passage à niveau le
 paysage le
 perte la

ralentir
 remarquer
 routier le
 station balnéaire la
 station de ski la
 tour la
 trajet le
 traversée la

HOME AND ENVIRONMENT

Home and Local Area

allumer
 appuyer
 arrondissement l'(m)
 baptême le
 bricolage le
 bruyant
 concierge le/la
 couverture la
 couvrir
 donner sur
 dur
 échelle l'(f)
 entouré
 espaces verts les (m)
 étagère l'(f)
 éteindre
 fauteuil le
 feuille la
 fontaine la
 forêt la
 grenier le
 haie la
 herbe l'(f)
 horloge l'(f)
 inondation l'(f)
 jardin zoologique le
 jour de l'an le
 jumelé
 lits superposés les (m)
 moquette la
 palais le
 pittoresque
 ranger
 robinet le
 Saint-Sylvestre la
 sans intérêt
 spacieux
 terre la
 tiroir le
 Toussaint la
 volet le

Environment

augmenter
 charbon le
 consommation la (modérée)
 construire
 couche d'ozone la
 croire
 déboisement le
 détritiques les (m)
 détruire
 disparaître
 effet de serre l'(m)
 emballage l'(m)
 embouteillage l'(m)
 endommager
 espèce l'(f)
 gaz carbonique le
 gaz d'échappement le
 guerre la
 heures d'affluence les (f)
 incendie l'(m)
 lumière la
 mondial
 ordures les (f)
 paix la
 produire
 ramasser
 réchauffement de la terre le
 renouvelable
 surpeuplé
 tremblement de terre le
 trou d'ozone le
 vague la

WORK AND EDUCATION

School/College and Future Plans

bien équipé
 car de ramassage le
 confiance la
 connaissance la
 couramment
 diplôme le
 doué
 échouer
 empêcher
 enseigner
 enthousiasme l'(m)
 explication l'(f)
 faculté la
 frapper
 incivilités les (m)

instruction civique l'(f)
 instruction religieuse l'(f)
 langues vivantes les (f)
 licence la
 mal équipé
 maternelle la
 mentir
 permettre
 progrès les (m)
 redoubler
 retenue la
 réussir
 salle d'informatique la
 salle des professeurs la
 souci le
 surchargé
 tâche la
 (se) taire
 thème le
 traduire
 troisième âge le
 utiliser
 victime la

Current and Future Jobs

améliorer
 annuaire l'(m)
 assurer
 auteur l'(m)
 avertissement l'(m)
 avocat l'(m)
 cadre le
 comptable le
 contrat le
 cours professionnel le
 demande d'emploi la
 écrivain l'(m)
 enrichissant
 entretien l'(m)
 épreuve l'(f)
 femme de ménage la
 foire d'exposition la
 homme au foyer l'(m)
 informaticien l'(m)
 interprète l'(m/f)
 jardinier le
 licencier
 loi la
 maçon le
 mannequin le
 offre d'emploi l'(f)
 ouvrier l'(m)
 programme de formation le

soigner
 soin le
 vétérinaire le/la

Alphabetical Vocabulary List – Foundation

A

à
 à bientôt
 à cause de
 à côté de
 à demain
 à droite
 à gauche
 à l'appareil
 à l'avenir
 à l'étranger
 à l'heure
 à mon avis
 à part
 à partir de
 à peu près
 à pied
 à quelle heure ?
 à toute à l'heure
 à vrai dire
 abricot l'(m)
 absolument
 accompagner
 achat l' (m)
 acheter
 acteur l' (m)
 actrice l' (f)
 addition l' (f)
 adresse l' (f)
 adulte l' (m/f)
 aéroport l' (m)
 affaires les (f)
 affreux
 africain
 Afrique l'(f)
 âge l' (m)
 âgé
 agence de voyages l' (f)
 agent de police l' (m)
 agréable
 aider
 aimable
 aimer
 aîné
 ainsi
 alcool l' (m)
 Algérie l'(f)

algérien
 alimentation l' (f)
 Allemagne l'(f)
 allemand
 aller
 aller bien/mieux
 aller retour l' (m)
 aller simple l' (m)
 aller sur un site
 allô
 Alpes les
 alors
 américain
 Amérique l'(f)
 ami l' (m)
 amie l' (f)
 amical
 amitiés les (f)
 amour l' (m)
 amusant
 (s') amuser
 an l' (m)
 anglais
 Angleterre l'(f)
 animé
 année l' (f)
 anniversaire l' (m)
 annonce l' (f)
 août
 appartement l' (m)
 appel l' (m)
 (s') appeler
 appétit l' (m)
 apprendre
 apprenti/e l' (m/f)
 apprentissage l' (m)
 après
 après-demain
 après-midi l' (m/f)
 (s') approcher
 arbre l' (m)
 argent l' (m) (de poche)
 armoire l' (f)
 arrêt l'(m) (d'autobus)
 (s') arrêter
 arrivée l' (f)
 ascenseur l' (m)
 (s') asseoir
 assez
 assiette l' (f)
 Atlantique l'(m)
 attendre

au bord de
 au bout de
 au fond de
 au milieu de
 au moins
 au revoir
 au secours
 auberge de jeunesse l'(f)
 aujourd'hui
 auparavant
 aussi
 Australie l'(f)
 australien
 auto l' (f)
 autobus l' (m)
 automne l' (m)
 autoroute l'(f)
 autour de
 autre
 avant
 avantage l' (m)
 avant-hier
 avec
 avec plaisir
 avenir l' (m)
 aventure l' (f)
 avion l' (m)
 avoir
 avril

B

bac le
 bagages les (m)
 baguette la
 (se) baigner
 bain le
 balcon le
 ballon le
 banane la
 bande dessinée la
 banque la
 barbant
 barbe la
 bas
 basket le
 bateau le
 bâtiment le
 battre
 bavard
 bavarder
 beau
 beaucoup

beau-frère le
 beau-père le
 bébé le
 belge
 Belgique la
 belle-mère la
 belle-sœur la
 besoin le (avoir ... de)
 bête
 béton le
 beurre le
 bibliothèque la
 bien
 bien sûr
 bien payé
 bientôt
 bienvenue !
 bière la
 bifteck le
 bijouterie la
 billet le
 biologie la
 biscuit le
 blanc
 bleu
 blond
 blouson le
 bœuf le
 boire
 bois le
 boisson la
 boîte la (en carton)
 boîte aux lettres la
 boîte de nuit la
 bol le
 bon
 bon anniversaire
 bon appétit
 bon marché
 bon voyage
 bonbon le
 bonjour
 bonne année
 bonne chance
 bonne fête
 bonne idée
 bonne nuit
 bonnes vacances
 bonsoir
 bord (de la mer) le
 boucher le
 boucherie la

bouclé
 boucle d'oreille la
 boulanger le
 boulangerie la
 boules les (f)
 boulot le
 boum la
 bouteille la
 boutique la
 bowling le
 bravo
 brique la
 britannique
 (se) bronzer
 brouillard le
 bruit le
 brun
 bureau le
 bureau des renseignements le

C

ça
 ça dépend
 ça m'énerve
 ça s'écrit comment ?
 ça va (?)
 cadeau le
 café le
 cahier le
 caisse la
 caissier le
 caissière la
 calculatrice la
 calme
 camion le
 campagne la
 Canada le
 canadien
 candidat le
 car
 car le
 caravane la
 carnet le
 carotte la
 carrefour le
 carrière la
 carte la
 carte la (de crédit/bancaire/
 d'identité)
 carte postale la
 carton le
 casse-pieds
 casser

cathédrale la	choisir	confort
cave la	choix le	confortable
ceinture la	chômage le	connaître
célèbre	chose la	consigne la
centimètre le	chou le	content
centre commercial le	chou-fleur le	contre
centre de recyclage le	chouette	contribuer
centre de sport le	cidre le	copain le
centre-ville le	ciel le	copine la
cependant	cinéma le	copier
céréales les (f)	circulation la	corriger
cerise la	citron le	côte la
certainement	clair	coton le
certificat le	classe la	(se) coucher
CES le	clavier le	couleur la (de quelle couleur?)
c'est combien ?	clé la	couloir le
c'est dommage	client le	cour la
c'est quel jour ?	cliquer	courir
c'est quelle date ?	climat le	cours le
c'est-à-dire	club des jeunes le	court
chaise la	coca le	couteau le
chambre la (double/de famille/pour une personne/à deux lits)	cochon d'Inde le	coûter
champ le	code postal le	cravate la
champignon le	cœur le	crayon le
chance la	coiffeur le	crème la (solaire)
chanson la	coiffeuse la	crêpe la
chanter	coin le	critiquer
chanteur le	collège le	croissant le
chanteuse la	collègue le/la	cuillère la
chapeau le	colline la	cuisine la
charcuterie la	colonie de vacances la	cuisinière la
chat le	combien	cultiver
château le	comédie la	cyclisme le
chaud	comique	D
chauffeur le	commander	d'abord
chaussette la	comme	d'accord
chaussure la	comme ci comme ça	d'habitude
chef le	commencer	d'un côté
chemise la	comment	dame la
cher	commissariat le	dangereux
chercher	complet	dans
cheval le	compliqué	danser
cheveux les (m)	composter	date de naissance la
chez	comprendre	de
chien le	comprimé le	de bonne heure
chimie la	compris	de chaque côté
Chine la	concours le	de l'autre côté
chinois	conduire	de rien
chips les (m)	conférence la	de temps en temps
chocolat le	confirmer	début le
chocolat chaud le	confiserie la	décembre
	confiture la	déchets les (m)

décider
 défense de
 degré le
 déjà
 déjeuner le
 délicieux
 demain
 demander
 déménager
 demi
 demi-frère le
 demi-pension la
 demi-sœur la
 démodé
 départ le
 dépenser
 depuis
 dernier
 derrière
 désagréable
 désavantage le
 descendre
 désirer
 désolé
 dessin le
 dessin animé le
 dessiner
 détail le
 détester
 devant
 devenir
 devoir
 devoirs les (m)
 différence la
 différent
 difficile
 difficulté la
 dimanche
 dîner le
 dire
 directeur le
 directrice la
 discuter
 (se) disputer
 disque le (compact)
 distribuer
 divorcé
 dizaine la
 docteur le
 documentaire le
 dommage le
 donc

donner
 dormir
 dortoir le
 douane la
 douche la
 Douvres
 doux
 douzaine la
 drapeau le
 drogue la
 (se) droguer
 droit le
 droite la (à droite)
 drôle
 durer

E

eau l' (f)
 eau minérale l' (f)
 eau potable/non potable l' (f)
 échange l' (m)
 échanger
 école l' (f) (primaire/secondaire)
 économies les (f) (faire des...)
 écossais
 Ecosse l'(f)
 écouter
 écran l' (m)
 écrire
 Edimbourg
 église l' (f)
 égoïste
 électricien l' (m)
 élève l' (m/f)
 émission l' (f) (jeunesse/musicale/
 sportive)
 emploi l' (m)
 emploi du temps l' (m)
 employé(e) l' (m/f)
 en
 en avance
 en bas
 en bonne forme
 en dehors de
 en face de
 en général
 en haut
 en même temps
 en plein air
 en première
 en retard
 en seconde

en sixième
 en terminale
 en train de
 enchanté
 encore
 encore de
 encore une fois
 encourager
 endroit l' (m)
 enfant l' (m/f)
 enfin
 ennuyeux
 ensemble
 ensoleillé
 ensuite
 (s') entendre
 entre
 entrée l' (f) (libre)
 entreprise l'(f)
 entrer
 enveloppe l' (f)
 envie l' (f) (avoir envie de)
 environ
 environnement l' (m)
 envoyer
 EPS (éducation physique et
 sportive) l' (f)
 épicerie l' (f)
 épicier l' (m)
 équilibré
 équipe l' (f)
 équitation l' (f)
 erreur l' (f)
 escalier l' (m)
 espace l' (m)
 Espagne l' (f)
 espagnol
 espérer
 essayer
 essence l' (f)
 est l' (m)
 est-ce que ...?
 et
 étage l' (m)
 Etats-Unis les (m)
 été l' (m)
 étoile l' (f)
 étonné
 étranger l' (m) (à...)
 être
 étroit
 études les (f)

étudiant l' (m)
 étudier
 examen l' (m)
 (s') excuser
 excusez-moi
 exemple l' (m)
 expliquer
 extra

F

fâché
 facile
 facteur le
 faible
 faim la
 faire
 faire attention
 faire beau
 faire des économies
 faire du babysitting
 faire du jardinage
 faire la vaisselle
 faire le ménage
 faire les courses
 faire les magasins
 faire mauvais
 famille la
 fana le/la (être fana de)
 fantastique
 fatigant
 fatigué
 faute la
 faux
 favori
 félicitations
 femme la
 fenêtre la
 ferme la
 fermé
 fermer
 fermier le
 fête la
 feuilleton le
 feu le
 feux rouges les (m)
 février
 fille la
 film d'aventures le
 film de guerre le
 film d'horreur le
 film de science-fiction le
 film policier le

film romantique le
 fils le
 fin la
 finir
 fleur la
 fois la
 foncé
 forme la
 formidable
 formulaire le
 fort
 four le (à micro-ondes)
 fourchette la
 frais
 fraîche
 fraise la
 framboise la
 français
 franchement
 frère le
 frigo le
 frites les (f)
 froid
 fromage le
 fruits de mer les (m)
 fumer
 fumeur/non-fumeur le

G

gagner
 gallois
 gant le
 garçon le
 garder
 gare la
 gare routière la
 (se) garer
 gâteau le
 gauche
 geler
 généralement
 génial
 gens les (m)
 gentil
 géographie la
 gîte le
 glace la
 goût le
 goûter le
 gramme le
 grand
 Grande-Bretagne la
 grand-mère la

grands-parents les (m)
 grand-père le
 gras
 gratuit
 grave
 gris
 gros
 groupe le
 guichet le
 guitare la
 gymnastique la

H

habile
 habitant l' (m)
 habiter
 habitude l' (f)
 (s') habituer à
 haricot vert le
 haut
 hauteur la
 hésiter
 heure l' (f)
 heureux
 hier
 histoire l' (f)
 historique
 hiver l' (m)
 homme l' (m)
 hôpital l' (m)
 horaire l' (m)
 hors-d'œuvre l' (m)
 hôtel l' (m)
 hôtel de ville l' (m)
 hôtesse de l'air l' (f)
 huile l' (f)
 humide
 hypermarché l' (m)

I

ici
 idée l' (f)
 identité l' (f)
 île l' (f)
 il (me) faut
 il s'agit de
 il y a
 immeuble l' (m)
 imper(méable) l' (m)
 inconvenient l' (m)
 Inde l' (f)
 indien
 individuel
 industrie l' (f)

I

industriel
 infirmier l' (m)
 infirmière l' (f)
 informatique l' (f)
 ingénieur l' (m)
 inquiet
 (s') inquiéter
 instituteur l' (m)
 institutrice l' (f)
 interdit
 intéressant
 (s') intéresser à
 inutile
 irlandais
 Irlande l' (f) (du Nord)
 Italie l' (f)
 italien

J

jamais
 jambon le
 janvier
 Japon le
 japonais
 jardin le
 jardin public le
 jardinage le
 jaune
 jean le
 jeter
 jeu le (de cartes/de société)
 jeudi
 jeune
 jeu vidéo le
 joli
 jouer
 jouet le
 jour le
 journal le
 journée la
 joyeux (joyeux Noël)
 juillet
 juin
 jupe la
 jus le (de fruit/d'orange)
 jusqu'à
 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
 lave-vaisselle le
 (se) laver
 laver la voiture
 leçon la
 lecteur DVD le
 lecteur MP3 le
 lecture la
 légume le
 lendemain le
 lentement
 lettre la
 (se) lever
 librairie la
 libre
 ligne la
 limonade la
 lire
 liste la
 lit le
 litre le
 lieu le
 livre le
 livre sterling la
 livrer
 location la (de voitures)
 logement le
 loger
 loin
 loisir le
 Londres
 longtemps
 louer
 lundi
 lunettes les (f) (de soleil)
 lycée le (technique)

M

madame
 mademoiselle
 magasin le
 mai
 maillot le (de bain)
 maintenant

mairie la
 mais
 maison la (individuelle/jumelée)
 maison des jeunes la
 maison de la presse la
 mal (avoir mal)
 mal payé
 malade
 maladie la
 malheureux
 maman la
 Manche la
 manger
 manteau le
 maquillage le
 marchand le (de fruits et de légumes)
 marché le
 marcher
 mardi
 mariage le
 mari le
 marié
 (se) marier
 Maroc le
 marocain
 marron
 mars
 math(s) les (f)
 mathématiques les (f)
 matière la
 matin le
 mauvais
 mécanicien le
 méchant
 médecin le
 médicament le
 Méditerranée la
 meilleur
 meilleurs voeux
 membre le
 même
 même si
 menu le (à prix fixe/touristique)
 mer la
 merci
 mercredi
 mère la
 merveilleux
 mesurer
 métal le
 météo la
 métier le

mètre le
 métro le
 mettre
 mettre à la poste
 (se) mettre en route
 mettre de l'argent à côté
 meuble le
 midi
 mieux
 mignon
 mince
 minuit
 minute la
 miroir le
 mixte
 mobylette la
 moche
 mode la (à la mode)
 moderne
 moins
 moins...que
 mois le
 moment le (en ce moment)
 monde le
 monnaie la
 monsieur
 montagne la
 monter
 montre la
 montrer
 morceau le
 mort la
 mot le
 moto la
 moyen
 mur le
 musée le
 musicien le
 musique la (classique/pop/rap/
 rock)

N
 nager
 naissance la
 natation la
 nationalité la
 né
 ne...jamais
 ne...pas
 ne...personne
 ne...rien
 nécessaire
 neige la

neiger
 nettoyer
 nez le
 ni
 Noël
 noir
 nom le (de famille)
 nombre le
 non
 non plus (moi ...)
 nord le
 normalement
 note la
 nourriture la
 nouveau
 Nouvel An le
 novembre
 nuage le
 nuit la
 nul
 numéro le (de téléphone)

O
 obésité l' (f)
 obligatoire
 occupé
 octobre
 odeur l' (f)
 œuf l' (m)
 office de tourisme l' (m)
 oiseau l' (m)
 oncle l' (m)
 optimiste
 orchestre l' (m)
 ordinaire
 ordinateur l' (m)
 organiser
 ou
 où
 oublier
 ouest l' (m)
 oui
 ouvert
 ouvrir

P
 pain le (grillé)
 paire la
 pantalon le
 papa le
 papier le
 Pâques
 paquet le

par
 par chance
 par contre
 par exemple
 parapluie le
 parc le
 parce que
 pardon
 parents les (m)
 parfait
 parfois
 parfum le
 parfumerie la
 parking le
 parler
 paresseux
 partager
 partenaire le/la (idéal(e))
 partir
 partout
 pas
 pas encore
 pas mal de
 passer le
 passé le
 passant le
 passeport le
 passer un examen
 passer (le temps à)
 passe-temps le
 passionnant
 pâté le
 pâtes les (f)
 patin à roulettes le
 patinage le
 patiner
 patinoire la
 pâtisserie la
 patron le
 pause la
 pauvre
 pays le
 Pays de Galles le
 péage le
 pêche la = fishing; peach
 peine la
 pelouse la
 pendant
 pendant que
 pénible
 penser
 pension complète la

perdre
 père le
 permis le (de conduire)
 personnalité la
 personne la
 personnes défavorisées les (f)
 peser
 pessimiste
 petit
 petit ami le
 petite amie la
 petit déjeuner le
 petits pois les (m)
 pétrole le
 peu
 peur la
 peut-être
 photocopie la
 physique la
 pièce la = room; play
 pièce d'identité la
 pied le (à ...)
 piéton le
 pique-nique le
 piscine la
 piste la
 piste cyclable la
 placard le
 place la
 plafond le
 plage la
 plan de ville le
 planche à voile la
 plante la
 plastique le
 plat le (du jour/principal)
 plein
 pleurer
 pleuvoir
 plombier le
 pluie la
 plus
 plus tard
 plus...que
 poche la
 peinture la
 poire la
 poisson le (rouge)
 poivre le
 poli
 policier le
 pollué

Pologne la
 polonais
 pomme la
 pomme de terre la
 pont le
 populaire
 porc le
 portable le
 porte la (d'entrée)
 portefeuille le
 porte-monnaie le
 porter
 portugais
 Portugal le
 poser (des questions)
 positif/positive
 poste la
 poubelle la
 poulet le
 pour
 pourboire le
 pourquoi
 pousser
 pouvoir
 pratique
 préférer
 premier
 prendre
 prénom le
 préparer
 près de
 presque
 pressé
 prêt
 printemps le
 privé
 prix le
 problème le
 prochain
 professeur le
 programmeur le
 projet le
 promenade la (faire une promenade)
 (se) promener
 propre
 propriétaire le/la
 protéger
 publicité la
 puis
 puisque
 pull le

pyjama le

Q

quai le
 quand
 quart
 quartier le
 qu'est-ce que ?
 qu'est-ce qui ?
 qu'est-ce que c'est ?
 que
 que veut dire ?
 quel /quelle
 quelle heure est-il ?
 quelquefois
 qui
 quitter
 quoi

R

raisin le
 raison la (avoir raison)
 randonnée la
 ranger
 rapide
 (se) rappeler
 rapports les (m)
 rayon le
 récemment
 recevoir
 recommander
 récréation la
 recyclable
 recycler
 réduction la
 réduit
 refuser
 regarder
 régime le
 région la
 règle la
 règlement le
 regretter
 (se) relaxer
 religieux
 remercier
 remplir
 (se) rencontrer
 rendez-vous le
 renseignements les (m)
 rentrée la
 rentrer
 repas le

répéter	sandale la	SNCF la
répondre	sans	sœur la
réponse la	sans plomb	soif la (avoir soif)
réservation la	sans travail	soir le
réserver	santé !	soldes les (m)
respecter	santé la (en bonne santé)	soleil le
responsabilité la	saucisse la	sondage le
rester	saucisson le	sortie la (... de secours)
résultat le	sauf	sortir
retour le	saumon le	soudain
retourner	sauter	soupe la
réveil le	sauver	sourire
(se) réveiller	savoir	souris la
rêve le	savon le	sous
revenir	science-fiction la	sous-sol le
réviser	scolaire	sous-titré
rez-de-chaussée le	séance la	souvent
riche	sec	spaghettis les (m)
rideau le	secondaire	spécialité la
ridicule	seconde la	spectacle le
rien	secrétaire le/la	spectateur le
rire (ça me fait rire)	secours le	splendide
risque le	sécurité la	sportif
rivière la	séjour le	sports d'hiver les (m)
riz le	sel le	sports nautiques les (m)
robe la	semaine la	stade le
rond	sembler	stage le (en entreprise)
rond-point le	sens de l'humour le	stationner
rose	sens interdit	station-service la
rôti	sens unique	stupide
rouge	sensass	stylo le
rouge à lèvres le	(se) sentir	sucre le
rue la	séparé	sucré
S	septembre	sud le
sable le	série la	suffisamment
sac le (à main/en plastique)	serveur le	Suisse la
sac de couchage le	serveuse la	suisse
sage	serviette la	suivant
sain	service compris le	suivre
Saint-Valentin la	servir	superbe
saison la	seul	supermarché le
salade la	seulement	supplément le
salaire le	shampooing le	supporter
sale	short le	sur
salle à manger la	si	sûr
salle d'attente la	signer	sur le point de
salle de bains la	s'il te/vous plaît	surf le (de neige)
salle de classe la	simple	surfer
salle de séjour la	site le	surprise-partie la
salon le	situé	surtout
salut	skate le	sweat (shirt) le
samedi	ski nautique le (faire du...)	sympa

syndicat d'initiative le

T

tabac le

tableau le (blanc interactif)

taille la

tante la

taper

tapis le

tarif le (réduit)

tard

tarte la

tasse la

technicien le

technologie la

téléphone le

téléphoner

télévision la

température la

tempête la

temps le

temps libre le

tente la

terrain le (de camping/de sport)

terrasse la

texto le

TGV le

thé le

théâtre le

timbre le

timide

tirer

toit le

tomate la

tomber

tort le (avoir tort)

tôt

toucher

toujours

tourisme le

touriste le/la

touristique

tourner

tous les jours

tousser

tout

tout à coup

tout de suite

tout droit

tout le monde

tout près

toutes directions

tranche la

tranquille

transports en commun les (m)

travail le

travailler

travailleur

très

trimestre le

triste

(se) tromper

trop

trottoir le

(se) trouver

truite la

Tunisie la

tunisien

U

uniforme l' (m)

université l' (f)

usine l' (f)

utile

utiliser

V

vacances les (f)

vache la

valeur la

valise la

vandalisme le

vanille la

varié

vedette la

végétarien

véhicule le

vendeur le

vendeuse la

vendre

vendredi

venir

vent le

vérité la

verre le

vers

version la (française/original)

vert

veste la

vestibule le

vêtements les (m)

viande la

vide

vie la

vieux

ville la

vin le

visage le

visite la (guidée)

visiter

vitamine la

vite

vitrine la

vivre

vocabulaire le

voile la

voir

voisin le

voiture la

vol le = flight

voler = fly

volley le

vouloir

voyage le

voyager

voyageur le

vrai

vraiment

VTT le

vue la (de mer)

W

week-end le

Y

y

yaourt le

Z

zone la (piétonne)

zut !

Alphabetical Vocabulary List – Higher

A

à la carte

à la fois

à peine

à point

à temps partiel

à travers

accro

actif

activité physique l' (f)

actualités les (f)

ado l' (m/f)

agneau l'(m)

agresser

ail l' (m)

aire de repos l' (f)

alcoolique

alcoolisé
 alcoolisme l' (m)
 alimentation saine l' (f)
 alliance l' (f)
 allumer
 alpinisme l' (m)
 améliorer
 amer
 ananas l' (m)
 animé
 annuaire l'(m)
 annuler
 anonyme
 antenne l'(f)
 apéritif l'(m)
 appuyer
 argent l' (m) = silver
 arrondissement l'(m)
 assurer
 attaque l' (f)
 atterrir
 aucun
 augmenter
 au lieu de
 au-dessous de
 au-dessus de
 auteur l' (m)
 averse l'(f)
 avertir
 avertissement l' (m)
 avis l' (m)
 avocat l' (m)

B

bague la
 baiser
 bande la
 banlieue la
 baptême le
 bien cuit
 bien équipé
 bien entendu
 bijou le
 bistro le
 bloc sanitaire le
 blogueur le
 boîte aux lettres électronique la
 (blé)
 bonheur le
 bouton le
 brasserie la
 bricolage le

briller
 brutaliser
 bruyant
C
 ça me fait rire
 ça me plaît
 ça m'est égal
 ça ne me dit rien
 ça suffit
 cacher
 cadre le
 caméscope le
 canard le
 canoë kayak le
 car de ramassage le
 caractère le

carré
 casque le
 casse-croûte le
 casserole la
 CDI le
 célibataire
 chaîne la
 chaleur la
 chambre d'hôte la
 charbon le
 chariot le
 chemin de fer le
 chemisier le
 chrétien
 climatisation la
 commencement le
 commerçant le
 compréhensif
 comptable le
 compter sur
 comptoir le
 concierge le/la
 concombre le
 confiance la
 connaissance la
 consacrer
 conseil le
 console de jeu la
 consommation la (modérée)
 construire
 contrat le
 correspondance la
 contrôler
 côtelette la
 couche d'ozone la
 coupable

couramment
 courrier électronique le
 cours professionnel le
 course la
 couvert
 couverture la
 couvrir
 crevette la
 crise cardiaque la
 croire
 croisière la
 cru
 crudités les (f)
 cuir
 cybercafé le

D

de mauvaise humeur
 de nouveau
 déboisement le
 (se) débrouiller
 déchirer
 décoller
 déçu
 dégoûtant
 dégustation la
 demande d'emploi la
 déprimé
 déranger
 dérouler (en bas/en haut)
 désintoxiquer
 (se) détendre
 détritus les (m)
 détruire
 dette la
 déviation la
 deviner
 diplôme le
 diriger
 disparaître
 distractions les (f)
 distributeur automatique le
 donner sur
 doubler
 doué
 douleur la
 douter
 droits de l'homme les (m)
 dur
E
 écharpe l' (f)
 échecs les (m)

échouer
 échelle l' (f)
 éclair l' (m)
 éclaircie l' (f)
 écran tactile l' (m)
 écrivain l' (m)
 effet de serre l' (m)
 effacer
 | effrayant
 égal
 égalité l' (f)
 élégant
 emballage l' (m)
 emballer
 embêtant
 embouteillage l' (m)
 empêcher
 | emprunter
 EMT l' (f)
 en attendant
 en provenance de
 endommager
 enlèvement l' (m)
 ennui l' (m)
 (s') ennuyer
 enquête l' (f)
 enregistrer
 enrichissant
 enseignement l' (m)
 enseigner
 enthousiasme l' (m)
 entouré
 (s') entraîner
 entretien l' (m)
 envahir
 épais
 épice
 épouser
 | épreuve l' (f)
 EPS l' (f)
 épuiser
 escalade l' (f)
 escargot l' (m)
 | espaces verts les (m)
 | espèce l' (f)
 espoir l' (m)
 esprit l' (m)
 étagère l' (f)
 état l' (m)
 éteindre
 étonnant
 étrange

être en train de
 être remboursé
 être sur le point de
 événement l' (m)
 évidemment
 éviter
 exclus les (m/f)
 explication l' (f)
 exprès
F
 fac(ulté) la
 faire la grasse matinée
 faire du lèche-vitrine
 farine la
 fauteuil le
 féliciter
 femme de ménage la
 fer le
 fermeture la (annuelle)
 fêter
 feu d'artifice le
 feuille la
 feuilleter
 fiançailles les (f)
 fiancé
 fier
 fléchettes les (f)
 fleuriste le/la
 foie le
 foire d'exposition la
 fontaine la
 forêt la
 fou
 frapper
 frontière la
G
 gâcher
 gater
 gaz carbonique le
 gaz d'échappement le
 gêner
 genre le
 grande surface la
 grenier le
 grille de sécurité la
 guerre la
 gymnase le
H
 HLM l'
 haie la
 herbe l' (f)

heures d'affluence les (f)
 homme au foyer l' (m)
 horloge l' (f)
 hors d'haleine
 huître l' (f)
 humilier
I
 icône l' (f)
 illégal
 immigré l' (m)
 imprimer
 incendie l' (m)
 incivilités les (f)
 inconnu
 incroyable
 indiquer
 informaticien l' (m)
 inondation l' (f)
 instruction civique l' (f)
 interprète l' (m/f)
 ivre
J
 jaloux
 jardin zoologique le
 jardinier le
 jeunesse la
 jour de l'an le
 jour férié le
 jugement le
 juif
 jumeau le
 jumelé
 jumelle la
L
 laid
 laitue la
 lancer
 langues vivantes les (f)
 libertés civiques les (f)
 libre-service le
 licence la
 licencier
 lien le
 lits superposés les (m)
 loi la
 lourd
 loyer le
 lumière la
 lutter
M
 maçon le

magnétoscope le
 maigre
 mal équipé
 maladroit
 malgré
 manifestation la
 mannequin le
 manquer
 marée la
 marquer un but
 marrant
 marre (en avoir)
 maternelle la
 matières grasses les (f)
 menacer
 mener
 mentir
 mettre en ligne
 (se) mettre en colère
 mi-temps la
 moitié la
 mondial
 moniteur le
 monoparental
 moquette la
 moral le
 mosquée la
 mots croisés les (m)
 mouillé
 mourir
 musculation la (faire de la musculation)
 musulman

N

naître
 ne... aucun
 ne...plus
 ne...que
 nerveux
 neveu le
 nièce la
 niveau le
 noces les (f)
 noix la
 nostalgie la
 nuageux
 nulle part

O

offre d'emploi l' (f)
 oignon l' (m)
 ombre l' (f)
 or l' (m)

orage l' (m)
 orageux
 ordures les (f)
 organisation caritative l' (f)
 ouvre-boîte l' (m)
 ouvrier l' (m)

P

page d'accueil la
 paix la
 palais le
 pamplemousse le
 panneau le
 paraître
 parc d'attractions le
 parmi
 passage à niveau le
 pauvreté la
 paysage le
 pédagogique
 permettre
 perte la
 petite-fille la
 petit-fils le
 piercing le (à l'oreille)
 piquant
 pile la
 piquûre la
 pittoresque
 (se) plaindre
 plaire
 plaisir le
 planche de surf la
 platine laser la
 plongée sous-marine la
 poissonnerie la
 poste de travail le
 poumon le
 pourpre
 pourtant
 prise la
 produire
 programme de formation le
 progrès les (m)
 promettre
 prune la
 pull à capuche le

Q

quelque part
 quotidien

R

racaille la

racisme le
 raide
 ralentir
 ramasser
 rarement
 réaliser
 réclame la (en réclame)
 réchauffement le (de la terre)
 reconnaissant
 reçu le
 redoubler
 réfléchir
 réfugié le
 remarquer
 rembourser
 remplacer
 remporter (un prix)
 renoncer
 renouvelable
 reprendre connaissance
 réseau le
 respirer
 reste le
 retenue la
 retraite la (à la retraite)
 réunion la
 réussir
 revendeur le
 rêver
 rigolo
 robinet le
 routier le
 roux

S

saignant
 Saint-Sylvestre la
 salé
 salle d'informatique la
 salle des professeurs la
 SAMU le
 sans-abri les (m/f)
 sans doute
 sans intérêt
 sans ressources
 sauvegarder
 savoureux
 SDF le
 selon
 sentiment le
 (se) séparer
 sida le
 siècle le

soie la
soigner
soin le
sommeil le (avoir sommeil)
sommet le
souci le
souffrir
spacieux
station balnéaire la
station de ski la
suggérer
surchargé
surpeuplé
surveiller

T
tabagisme le
tâche la
(se) taire
tatouage le
télécharger

télespectateur le
témoin le
terre la
thème le
tire-bouchon le
tiroir le
tomber amoureux de
tonnerre le
tour la
tournéa la
Toussaint la
toxicomane le/la
traduire
traitement de texte le
trajet le
travail bénévole le
traversée la
tremblement de terre le
tremper
troisième âge le

trou d'ozone le
tuer
TVA la

V
vague la
veau le
veine la
vétérinaire le/la
veuf le
veuve la
victime la
vif
vinaigre le
vol le = theft
voler = steal
volet le
voyou le

Y
y compris

4 Scheme of Assessment

4.1 Aims and learning outcomes

GCSE specifications in French should encourage learners to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of French. GCSE specifications in French should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification should encourage candidates to:

- develop understanding of French in a variety of contexts
- develop knowledge of French and language learning skills
- develop the ability to communicate effectively in French
- develop awareness and understanding of countries and communities where French is spoken.

4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Understand spoken language
 AO2 Communicate in speech
 AO3 Understand written language
 AO4 Communicate in writing

Quality of Written Communication (QWC)

In this specification quality of written communication in English will not be assessed.

Weighting of Assessment Objectives for GCSE Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Short Course units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1 or 2	Unit 3 or 4	
AO1 or AO3	40		40
AO2 or AO4		60	60
Overall Weighting of Units (%)	40	60	100

Weighting of Assessment Objectives for GCSE Full Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	20				20
AO2			30		30
AO3		20			20
AO4				30	30
Overall Weighting of Units (%)	20	20	30	30	100

4.3 National criteria

This specification complies with the following.

- The Subject Criteria for French including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

5 Administration

5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units				Availability of Certification	
	Unit 1	Unit 2	Unit 3	Unit 4	Short Course	Full Course
January 2010						
June 2010	✓	✓	✓	✓	✓	
January 2011	✓	✓			✓	
June 2011 onwards	✓	✓	✓	✓	✓	✓
January 2012 onwards	✓	✓			✓	✓

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for this qualification.

Unit 1 – 46551F; 46551H
 Unit 2 – 46552F; 46552H
 Unit 3 – 46553
 Unit 4 – 46554

GCSE Short Course: spoken language certification – 4656

GCSE Short Course: written language certification – 4657

GCSE certification – 4658

QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

5.3 Private candidates

This specification is available to private candidates under certain conditions. Because of the nature of the controlled assessment, candidates must be attending an AQA centre which will supervise and assess the controlled assessment. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5 Language of examinations

We will provide units for this specification in English only.

5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE Short Course in French: spoken language
- AQA GCSE Short Course in French: written language
- AQA GCSE in French

5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A*, A, B, C, D, E, F and 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.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

Listening

(maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

Speaking

(maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

Reading

(maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

Writing

(maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

Short Course

(maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135–150
A	120–134
B	105–119
C	90–104
D	75–89
E	60–74
F	45–59
G	30–44
U	0–29

Full Course

(maximum uniform mark = 300)

Grade	Uniform Mark Range
A*	270–300
A	240–269
B	210–239
C	180–209
D	150–179
E	120–149
F	90–119
G	60–89
U	0–59

5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification within the shelf life of the specification whether or not they have already been used.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification provided that the 40% rule is satisfied. Candidates may re-sit the qualification an unlimited number of times.

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

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

6 Controlled Assessment Administration (Speaking)

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own
- lend work to other candidates
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in the application of the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and / or an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if:

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements;
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at

mfl@aqa.org.uk.

6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by means of summative comments on the work, referencing precise sections in the work.

6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by the specified date (see **<http://www.aqa.org.uk/deadlines.php>**).

Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

6.7 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 controlled assessments.

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. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. 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 controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8 Retaining evidence

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work

may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

7 Moderation

7.1 Moderation procedures

Moderation of the Speaking is by inspection of a sample of candidates' work, sent from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see

<http://www.aqa.org.uk/deadlines.php>).

Centres entering fewer candidates than the minimum sample size should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

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 additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work and Candidate Record Forms 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.

7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (ie where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on

behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report,

at the time results are issued, giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for awarding, archive or standardising purposes.

8 Controlled Assessment Administration (Writing)

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

8.1 Authentication of controlled assessment

In order to meet the requirements of Code of Practice AQA requires

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own, and
- **teachers** to confirm on the Candidate Record Form that the work is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed Candidate Record Form for each candidate should be attached to his/her work.

If teachers have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the authentication statement should be signed and information given on the relevant form.
- If the teacher is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the marking process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

8.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

8.3 Teacher support

AQA makes marked exemplar work available to centres. Controlled Assessment Advisers are appointed to provide guidance to centres.

8.4 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 controlled assessments.

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. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed

through comments on the Candidate Record Form so that such help can be taken into account when marking takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. 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 controlled assessment work. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

Appendices

A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions 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 (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>

B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account of in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

Understanding of spiritual, moral, ethical and social issues can be developed through the following contexts and topics: Lifestyle: Health; Relationships and Choices. It will not, however, be assessed.

Understanding of economic issues can be developed through the following contexts and topics: Leisure: Free Time and the Media. It will not, however, be assessed.

Understanding of cultural issues can be developed through the study of all contexts and topics. It will not, however, be assessed.

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Understanding of European development can be developed through all of the contexts and topics since these relate to the countries/communities where the language is spoken. It will not, however, be assessed.

Environmental Education

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 units.

Understanding of environmental issues can be developed through the following contexts and topics: Home and Environment: Environment. It will not, however, be assessed.

Avoidance of Bias

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

C Overlaps with other Qualifications

There are no overlaps with other qualifications at Levels 1 and 2 of the qualifications framework.

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

Introduction

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

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.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- 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
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving own Learning and Performance
- 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 units, are provided in the Teachers' Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website: <http://web.aqa.org.uk/qual/keyskills/com04.php>.

E Controlled Assessment Exemplar Tasks for Speaking

Speaking

Exemplar Task A i) – Cross Context

Task: Interview with a Homeless Person

You are being interviewed by your teacher. You will play the role of a homeless person and the teacher will play the role of the interviewer.

Your teacher will ask you the following;

- tell me about yourself – personal information, name, age etc.
- why are you homeless/living on the streets?
- what is a typical day like for you?
- what is the main problem for young people living on the streets and how do you deal with it?
- what would you like to be doing in 5 years time?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What is the best thing that has happened to you as a homeless person?

Exemplar Task A ii) – Cross Context

Task: Interview with a Celebrity

You are being interviewed by your teacher. You will play the role of a celebrity and your teacher will play the role of the interviewer.

Your teacher will ask you the following;

- tell me about yourself – personal information, name, age etc.
- what is a typical day like for you?
- how do you spend your free time?
- what were your ambitions when you were younger?
- how do you feel about the publicity you receive?
- what would you like to be doing in 5 years' time?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What are the best things about being a celebrity?

Exemplar Task B i) – Leisure

Task: Cinema

You are going to have a conversation with your teacher about the cinema.

Your teacher will ask you the following;

- what sort of films do you like and why?
- who is your favourite actor/actress? Describe him/her.
- what is your opinion on going to the cinema?
- do you think it is better to go to the cinema or to hire a DVD? Why?
- describe your last visit to the cinema.
- what are your plans for next weekend?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What do you plan to see at the cinema in the near future?

Exemplar Task B ii) – Leisure

Task: Holidays

You are going to have a conversation with your teacher about holidays.

Your teacher will ask you the following;

- what is your favourite type of holiday and why?
- do you think holidays are important? Why/why not?
- do you think people have too many holidays? Why/why not?
- describe your last holiday.
- what do you like doing on holiday and why?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Where will you go on your next holiday and why?

Exemplar Task C – Work and Education

Task: Part time Jobs

You are going to have a conversation with your teacher about part time jobs and work experience.

Your teacher will ask you the following;

- do you have a part time job at the moment? What do you do? When do you do it? How much do you earn?
- do you like your job? Why?
- where did you go for your work experience?
- do you think that work experience is a good idea? Why?
- what job would you like to do in the future? Why?
- what are the advantages and disadvantages of your chosen career?
- is unemployment a problem for young people? Explain your point of view.
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What jobs/work experience do your friends do?

F Controlled Assessment Exemplar Tasks for Writing

Writing

Exemplar Task 1 – Home and Environment

Task: My life as a celebrity

You are a celebrity and have been asked to write a short magazine article about yourself.

You could include:

- personal information;
- your daily routine at home;
- what you enjoy doing and why;
- who is the most important influence in your life and why;
- your best achievement in life so far;
- your ambitions for the future.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Exemplar Task 2 – Cross Context

Task: Comparing my community and another

Compare the different lifestyle and customs between your own community and a very different community.

You could include:

- the people;
- their daily life;
- their attitudes and beliefs;
- their clothes;
- their homes;
- their food and drink;
- their free time;
- their education/work.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Exemplar Task 3 – Leisure

Task: Holidays

You decide to enter a competition for the chance of winning a two week holiday to Europe. You have to write an account of your holiday experiences and preferences.

You could include:

- a description of a recent holiday you have been on – where you stayed, how you got there, when you went etc;
- what you did whilst you were there;
- your opinion of the holiday;
- what type of holidays you like best and why;
- your plans for your holiday next year;
- why you think you should win the competition.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.



GCSE French Teaching from 2009 onwards

Qualification Accreditation Number: 500/4470/9, 500/4616/0 (SC Written) and 500/4614/7 (SC Spoken)

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5650.

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.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

www.aqa.org.uk/ask-aqa/register

Support meetings are available throughout the life of the specification.

Further information is available at:

<http://events.aqa.org.uk/ebooking>

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