Pearson Edexcel



GCSE (9-1) French

Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French (1FR0)

First teaching from September 2016

First certification from 2018

Issue 4

Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French specification

Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
Assessment information for Paper 1 amended with updated guidance on how to access the recordings for the listening assessment. *'Recordings will be issued as audio files via our Secure Download Service (SDS) prior to the exam.'*	10
Assessment information for Paper 2 amended with updated guidance on how to submit recordings of the speaking assessment. *'Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal'*	13

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1 Introduction 2

Why choose Edexcel GCSE French? 2

Supporting you in planning and implementing this qualification 3

Qualification at a glance 4

2 Subject content and assessment information 6

Themes and topics 7

Paper 1: Listening and understanding in French 9

Paper 2: Speaking in French 11

Paper 3: Reading and understanding in French 36

Paper 4: Writing in French 38

Assessment Objectives 62

3 Administration and general information 63

Entries 63

Access arrangements, reasonable adjustments, special consideration and malpractice 63

Student recruitment and progression 66

Appendix 1: Candidate speaking examination record form (CS2) 69

Appendix 2: Grammar list 70

Appendix 3: Vocabulary list 73

Appendix 4: The context for the development of this qualification 150

Appendix 5: Transferable skills 152

Appendix 6: Codes 153

1 Introduction

Why choose Edexcel GCSE French?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community – subject associations, academics and advisors, together with hundreds of teachers and students – and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression

Our content builds on the understanding developed at KS2 and KS3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.

Supporting you in planning and implementing this qualification

Planning

- To support you in delivering this specification, our **Getting Started Guide** available on our website gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2012 qualification.

Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- translation and literary text booklets
- a guide to questions in the target language
- a network of leading practitioners across the country
- student guide
- online and face-to-face training events.

Published resources and CPD events will also be available to help you deliver the new qualification.

Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- additional assessment materials to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries
- **ExamWizard**, our exam preparation tool, containing sample assessment materials for each skill.

ResultsPlus

ResutsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

Paper 1: Listening and understanding in French *(Paper code: 1FR0/1F and 1H)
Written examination ***Foundation tier: 35 minutes including 5 minutes' reading time; 50 marks*** ***Higher tier: 45 minutes including 5 minutes' reading time; 50 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).
Assessment overview Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in French. ***Foundation tier*** • Section A is set in English. The instructions to students are in English. • Section B is set in French. The instructions to students are in French. ***Higher tier*** • Section A is set in French. The instructions to students are in French. • Section B is set in English. The instructions to students are in English.

Paper 2: Speaking in French *(Paper code: 1FR0/2F and 2H)
Internally conducted and externally assessed ***Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks*** ***Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).

Paper 2: Speaking in French *(Paper code: 1FR0/2F and 2H)
Assessment overview Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings. There are three tasks which must be conducted in the following order: Task 1 – a role play based on one topic that is allocated by Pearson. Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson. Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a five week prescribed assessment period and the recordings then submitted to Pearson for external marking.

Paper 3: Reading and understanding in French *(Paper code: 1FR0/3F and 3H)
Written examination ***Foundation tier: 45 minutes; 50 marks. Higher tier: 1 hour; 50 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).
Assessment overview Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students in English. Section B is set in French. The instructions to students in French. Section C includes a translation passage from French into English with instructions in English.

Paper 4: Writing in French *(Paper code: 1FR0/4F and 4H)
Written examination ***Foundation tier: 1 hour 10 minutes; 60 marks. Higher tier: 1 hour 20 minutes; 60 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).
Assessment overview Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in French. Word counts are specified for each question. Students must answer all questions. ***Foundation tier –*** three open response questions and one translation into French. ***Higher tier –*** two open response questions and one translation into French.

*See *Appendix 6: Codes* for a description of this code and all codes related to this qualification

2 Subject content and assessment information

The Pearson Edexcel Level 1/Level 2 GCSE in French (9-1) allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French-speaking communities and countries. These contexts are listed under *Themes and topics* on pages 7 and 8.

Students will need to develop and use their knowledge and understanding of French grammar progressively through their course of study. Grammar requirements are contained in the grammar list (see *Appendix 2: Grammar list*).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see *Appendix 3: Vocabulary list*). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Subject aims and learning objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to French-speaking countries throughout the course.

Each topic has been highlighted in **bold**.

All topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.

Theme: Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme: School

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

Theme: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Paper 1: Listening and understanding in French

Content

Students are assessed on their understanding of standard spoken French in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (outlined on pages 7–8).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the French language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

Assessment information

- First assessment: May/June 2018.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring French-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as audio files via our Secure Download Service (SDS) prior to the exam.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- Foundation tier
  - 35 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains 12 questions set in English. Question types will comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
  - Section B contains two questions set in French. Question types comprise of multiple-response questions. The instructions to students are in French.
- *Higher tier*
  - 45 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains two questions set in French. Question types comprise of multiple-response questions. The instructions to students are in French.
  - Section B contains eight questions set in English. Question types comprise of both multiple-response and short-answer open response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in French.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document.

Paper 2: Speaking in French

Content

Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of French.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers. The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal register relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses.

The role plays are set and are provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/ Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in French, General instructions to the teacher* section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from Themes 1 to 4 (listed on page 8), i.e. **not** on the Theme International and global dimension as this Theme lends itself better to the picure-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 8). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in French, General instructions to the teacher* section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different time frames.

Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 11, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (listed on pages 7 and 8) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in French, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see pages 7 and 8).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.

Assessment information

General information

- First assessment: April/May 2018.
- The entire assessment must be conducted in French.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register which the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in French, General instructions to the teacher,* section.

This grid has been designed to help ensure each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in French for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus cards for tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment; however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2 (below).
- All role plays are marked for communication only.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1*). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.

- The use of dictionaries is not permitted during the preparation time or during the assessment.

Foundation tier assessment time and marks

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.

Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher card

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

Candidate card

The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '**?**') and where an unpredictable question is posed to them by the teacher (indicated by the symbol '**!**').

Students have access to this during their preparation time to help in preparing for the assessment.

The candidate cards each contain instructions in English and the task in French. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

At the Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a familiar conditional tense where it is more natural to do so, e.g. 'je voudrais.'

At the Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense (or they may also use a conditional tense if it is more natural to do so) and respond to one question set in a past tense.

Task 2 – Picture based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher card

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate card

At the Foundation tier, students are provided with a picture and five bullets in French to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At the Higher tier, students are provided with a picture and five bullets in French to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '**!**' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on "school types" and "rules and pressures", or
- choose only to focus on "rules and pressures".

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

Administration and general information about the conduct of the speaking assessment

Preparation time and notes for tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time **must** be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French* Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 2: Speaking in French

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French Sample Assessment Materials (SAMs)* document.

Additional guidance

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	• Limited response to set questions, likely to consist of single-word answers • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond • A straightforward opinion may be expressed but without justification • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	• Responds briefly to set questions, there is much hesitation and continuous prompting needed • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond • Straightforward, brief opinions are given but without justification • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	• Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
13–16	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Limited accuracy when responding to set questions; minimal success when referring to past, present and future events • Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation
3–4	• Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning
5–6	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
7–8	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity • Responses are generally coherent although errors occur that occasionally hinder clarity of communication

Additional guidance

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task which are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates limited information relevant to the topics and questions • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
4–6	• Communicates brief information relevant to the topics and questions • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
7–9	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
10–12	• Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question • Short, undeveloped responses, many incomplete • Isolated examples of ability to sustain communication, pace is slow and hesitant throughout
4–6	• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question • Short responses, any development depends on teacher prompting • Limited ability to sustain communication, pace is mostly slow and hesitant
7–9	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted • Occasionally able to initiate and develop responses independently but regular prompting needed • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
10–12	• Responds spontaneously to some questions, interacting naturally for parts of the conversation • Sometimes able to initiate and develop the conversation independently, some prompting needed • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language*:* language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Uses straightforward, individual words/phrases; limited evidence of language manipulation • Limited accuracy, minimal success when referring to past, present and future events • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation
4–6	• Uses straightforward, repetitive, grammatical structures • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning
7–9	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
10–12	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French Sample Assessment Materials (SAMs)* document.

Additional guidance

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task, which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
5–8	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
9–12	• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary • Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions • Expresses opinions effectively and gives justification which is mostly developed • Pronunciation and intonation are intelligible and predominantly accurate
13–16	• Responds to the set questions with consistently fluent and developed responses • Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions • Expresses opinions with ease and gives fully-developed justification • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3–4	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity • Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5–6	• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7–8	• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions • Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
4–6	• Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–9	• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech • Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions • Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes • Pronunciation and intonation are intelligible and predominantly accurate
10–12	• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted • Occasionally able to initiate and develop responses independently but regular prompting needed • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
4–6	• Responds spontaneously to some questions, interacting naturally for parts of the conversation • Sometimes able to initiate and develop the conversation independently, some prompting needed • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation
7–9	• Responds to most questions spontaneously, resulting in mostly natural interaction • Mostly able to initiate and develop the conversation independently • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	• Responds spontaneously and with ease to questions, resulting in natural interaction • Consistently able to initiate and develop the conversation independently • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

***Respond(s) spontaneously*:** gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
4–6	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication
7–9	• Manipulates a variety of grammatical structures, some variety of complex structures • Predominantly accurate grammatical structures, mostly successful references to past, present and future events • Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	• Manipulates a wide variety of grammatical structures, frequent use of complex structures • Consistently accurate grammatical structures, consistently successful references to past, present and future events • Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Paper 3: Reading and understanding in French

Content

Students are assessed on their understanding of written French across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (page 7–8).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from French into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written French into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a French-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with French language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.

Assessment information

- First assessment: May/June 2018.
- The assessment time is:
  - foundation tier – 45 minutes in length
  - higher tier – 1 hour in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in French. The instructions to students are in French.
  - For the foundation tier there are three multiple-response questions.
  - For the higher tier, there are two multiple-response questions and one short-answer open response question.
- Section C contains one translation passage from French into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French* Sample Assessment Materials (SAMs) document.

Paper 4: Writing in French

Content

Students are assessed on their ability to communicate effectively through writing in French.

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- First assessment: May/June 2018.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in French.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into French.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in French* below.
- The instructions to students are all in French.
- The use of dictionaries is not permitted.

- Foundation tier
  - The assessment time is 1 hour and 10 minutes in length.
  - The paper consists of three open questions and one translation from English into French.
  - Students must answer all questions.
  - Question 1 assesses students on their ability to write to describe and to express opinions.
  - Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register.
  - Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register.

    This question is common to the Higher tier.
  - Question 4 is the translation question. Students are required to translate five sentences from English to French. The sentences are ordered by increasing level of difficulty.
- Higher tier
  - The assessment time is 1 hour and 20 minutes in length.
  - The paper consists of two questions and one translation from English into French.
  - Students must answer all questions.
  - Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register

    This question is common to the Foundation tier.
  - Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register.
  - Question 3 is the translation question. Students are required to translate a short paragraph from English into French. The individual sentences are ordered by increasing level of difficulty.

Sample assessment materials

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French* Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 4: Writing in French

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Some relevant, basic information without development • Uses language to inform, give short descriptions and express opinions with limited success • Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	• Mostly relevant information, minimal extra detail • Uses language to give short descriptions, simple information and opinions with variable success • Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	• Relevant information with occasional extra detail • Uses language to give short descriptions, simple information and opinions with some success • Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	• Produces simple, short sentences with little linking • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	• Produces simple sentences with some linking • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance* on following page).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Limited information given likely to consist of single words and phrases • Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down • Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts • Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	• Some brief information given, basic points made without development • Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down • Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts • Occasional appropriate use of register and style
5–6	• Some relevant information given appropriate to the task, basic points made with little development • Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained • Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material • Mostly appropriate use of register and style, mostly sustained
7–8	• Relevant information given appropriate to the task, basic points made with some development • Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas • Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material • Appropriate use of register and style sustained

Additional guidance

Independently selected … vocabulary and expression: Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style **definition:** ***Formal*** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	• Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	• Uses straightforward grammatical structures, some repetition • Produces simple, short sentences; minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	• Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance* on following page).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency
10–12	• Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Register and style **definition:** ***Informal register and style –*** examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures is considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do **not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	• Meaning fully communicated with occasional errors that do not hinder clarity

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	• Some words are communicated but the overall meaning of the sentence is not communicated
2	• The meaning of the sentence is partially communicated • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	• The meaning of the sentence is fully communicated • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance* on following page).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency
10–12	• Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style **definition:** ***Informal register and style –*** examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance* on following page).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language • Appropriate use of register and style with the occasional inconsistency
5–8	• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language • Appropriate use of register and style with few inconsistencies
9–12	• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language • Predominantly appropriate use of register and style

Mark	Descriptor
13–16	• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

***Creative use of language*:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style* definition: *Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	• Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	• Uses a variety of grammatical structures including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	• Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	• The meaning of the passage is fully communicated • Consistently accurate language and structures, any errors do not hinder clarity

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment Objectives

Students must:		% in GCSE
AO1	Listening – understand and respond to different types of spoken language	25
AO2	Speaking – communicate and interact effectively in speech	25
AO3	Reading – understand and respond to different types of written language	25
AO4	Writing – communicate in writing	25
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in French	25	0	0	0	25%
Paper 2: Speaking in French	0	25	0	0	25%
Paper 3: Reading and understanding in French	0	0	25	0	25%
Paper 4: Writing in French	0	0	0	25	25%
Total for GCSE	**25%**	**25%**	**25%**	**25%**	**100%**

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 6: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in French. For listening and reading, all student work must follow the instruction provided for the individual question.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments,* available at: www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 2, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and higher tier

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2018.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French offer a suitable progression route from Key Stages 2 and 3 focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters which go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in French language. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of French-speaking countries and their cultures.

Appendices

Appendix 1: Candidate speaking examination record form (CS2) 69
Appendix 2: Grammar list 70
Appendix 3: Vocabulary list 73
Appendix 4: The context for the development of this qualification 150
Appendix 5: Transferable skills 152
Appendix 6: Codes 153

Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French	**1FR0: 2F/2H* (*Please delete as appropriate)**
Centre name:	Centre number:

Candidate name and number		**Declaration and permissions signature and date***		**Role play**		**Picture based discussion**		**Conversation (1)**		**(2)**	

Teacher name		**Declaration and permissions signature and date***	

** I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

Please photocopy and continue on a separate sheet as necessary. Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.

Appendix 2: Grammar list

GCSE students 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 (R);
- 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;
- tenses;
- present;
- perfect;
- imperfect: avoir, être and faire;
- other common verbs in the imperfect tense (R);
- immediate future;
- future (R);
- conditional: *vouloir* and *aimer*;
- pluperfect (R);
- passive voice: present tense (R);
- imperative;
- present participle (R).

Prepositions:

- common prepositions, e.g. à, au, à l', à la, aux; de, du, de l', de la, des; après; avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers.
- common compound prepositions, e.g. à côté de; près de; en face de, à cause de; au lieu de.

Conjunctions:

- common coordinating conjunctions, e.g. car; donc; ensuite; et; mais; ou; ou bien; puis
- common subordinating conjunctions, e.g. comme; lorsque; parce que; puisque; quand; que; si.

Number, quantity, dates and time:

- including use of *depuis* with present tense.

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.

Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation tier assessments.

Word lists

Section 1: High-frequency language

- Common verbs
- Common adjectives
- Common adverbs
- Prepositions
- Colours
- Numbers
- Ordinal numbers
- Quantities and measures
- Some useful connecting words
- Time expressions
- Times of day
- Days of the week
- Months and seasons of the year
- Question words
- Other useful expressions
- Other high-frequency words
- Countries
- Continents
- Nationalities
- Administrative regions of France with English equivalents
- Areas/mountains/seas
- Useful acronyms
- Social conventions
- Language used in dialogue and messages

Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed only in one. Many common verbs are given in the verb list with a few others included under a specific topic.

Each topic has been highlighted in **bold.**

All topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.

Theme: Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays**: preferences, experiences and destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme: School

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

Theme: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Section 1: High-frequency language

Common verbs

to accept	accepter
to check	vérifier
to choose	choisir
to clean	nettoyer
to click (ICT)	cliquer
to climb; get on(to)	monter
to close	fermer
to come	venir
to contact	contacter
to continue/carry on	continuer
to cope/manage/get by	se débrouiller
to copy	copier
to cost	coûter
to count, intend; count on (someone)	compter; compter sur
to cross, go across	traverser
to cry	pleurer
to decide	décider
to depart/leave	partir
to describe	décrire
to deserve	mériter
to die	mourir
to discuss	discuter
to draw	dessiner
to drink	boire
to drive	conduire
to earn	gagner
to eat	manger
to end	(se) terminer
to enjoy oneself	s'amuser
to enter/go in	entrer
to escape	s'échapper
to explain	expliquer
to fail	rater

Common verbs (continued)

to fall	tomber
to fall asleep	s'endormir
to feed, nourish	nourrir
to fill/fill in	remplir
to find	trouver
to finish, end	finir
to fly	voler
to follow	suivre
to forget; to leave something behind	oublier
to forgive	pardonner
to get angry	se fâcher
to get dressed	s'habiller
to get undressed	se déshabiller
to give	donner
to give back	rendre
to give (a gift)	offrir
to go	aller
to go (in a car)	rouler
to get dressed	s'habiller
to get into (bus, car, train)	monter (dans)
to get out of (bus, car, train)	descendre (de)
to get up	se lever
to go down	descendre
to go for a walk/a ride	se promener
to go out	sortir
to go to bed	se coucher
to go up	monter
to harm/damage	endommager
to hate	détester
to have	avoir
to have to/must	devoir
to hear	entendre
to help	aider
to hold	tenir
to hope	espérer
to hurry	se dépêcher

Common verbs (continued)

to hurt (oneself)	(se) faire mal
to improve	améliorer
to inform	informer
to introduce (an item, an idea)	introduire
to introduce (a person)	présenter
to invite	inviter
to jump	sauter
to knock, hit	frapper
to knock over	renverser
to know (a fact)	savoir
to know (person, place)	connaître
to land	atterrir
to last	durer
to laugh	rire
to learn	apprendre
to leave; to depart	partir
to leave (somewhere, somebody)	quitter
to leave behind (an object)	laisser; oublier
to lend	prêter
to light, turn/switch on	allumer
to like	aimer
to listen	écouter
to live (inhabit)	habiter
to live	vivre
to look after1	s'occuper de
to look after/mind (child, dog)	garder
to look for	chercher
to look like, to resemble	ressembler
to lose	perdre
to love	adorer
to manage, to cope	se débrouiller
to manage (business)	gérer
to mean to (do)	avoir l'intention de (faire)
to mean/to signify	signifier
to meet	rencontrer
to miss; to be lacking	manquer

Common verbs (continued)

to miss (train, bus etc.)	rater
to need	avoir besoin de
to note	noter
to offer; to give a present	offrir
to open	ouvrir
to order	commander
to organise	organiser
to park	garer; stationner
to pass	passer
to phone	téléphoner
to place	poser
to please	plaire (à)
to prefer	préférer
to present	présenter
to prevent	empêcher
to produce	produire
to pull	tirer
to push	pousser
to put/to wear	mettre
to put back/to wear again	remettre
to read	lire
to receive	recevoir
to recommend	recommander
to refund	rembourser
to regret, be sorry	regretter
to remember	se rappeler/se souvenir
to rent/to hire	louer
to repair	réparer
to repeat	répéter
to replace	remplacer
to reply	répondre
to research	faire des recherches
to reserve	réserver
to rest	se reposer
to return; to go back	rentrer (home); retourner (to school)

Common verbs (continued)

to ring (a bell)	sonner
to save	sauver
to say	dire
to see	voir
to seem	sembler
to sell	vendre
to send	envoyer
to serve	servir
to show	montrer
to sign	signer
to sing	chanter
to sit down	s'asseoir
to sleep	dormir
to smile	sourire
to speak	parler
to spend (money)	dépenser
to spend (time)	passer
to squash	écraser
to stay	rester
to steal	voler
to stick	coller
to stop	(s)'arrêter
to study	étudier
to succeed	réussir
to switch off	fermer/éteindre
to take	prendre
to take off (plane)	décoller
to take off (clothes etc.)	ôter/enlever
to tell/recount	raconter
to tell/to say	dire
to thank	remercier
to think (about)	penser
to think, believe	croire
to throw	jeter
to touch	toucher
to travel	voyager

Common verbs (continued)

to try	essayer
to understand	comprendre
to use	se servir de; utiliser
to visit (person)	rendre visite à
to visit (place)	visiter
to wait for	attendre
to wake up	se réveiller
to walk	marcher; aller à pied
to want	vouloir
to want, desire	désirer
to warn	prévenir
to wash	(se) laver
to wear	porter
to weigh	peser
to win	gagner
to wish	souhaiter
to work	travailler
to work (function)	marcher
to write	écrire

Common adjectives

active	actif/active
alike; the same	pareil/le
easy	facile; simple
expensive	cher/chère
exciting	passionnant/excitant
fair	juste
famous	célèbre
fantastic	fantastique
fashionable	à la mode
fast	rapide
fat	gros/grosse
favourite	favori/favorite; préféré
former	ancien/ne
free (at no cost)	gratuit
free (unoccupied, available)	libre
friendly	sympathique
frightening	effrayant
full	plein
fun; amusing	amusant
funny (comical)	drôle; marrant; rigolo/te
generous	généreux/généreuse
good	bon/ne
good (well-behaved)	sage
grateful	reconnaissant
great (fantastic)	chouette; super; génial
great (marvellous)	formidable; merveilleux/euse
happy	content; heureux/euse
hard	dur; difficile
hardworking	travailleur/travailleuse
healthy (food/way of life)	sain
heavy	lourd
high; tall (building)	haut
honest	honnête
hot	chaud
ideal	idéal

Common adjectives (continued)

in a good mood	de bonne humeur
in a hurry	pressé
independent	indépendant
intelligent; clever	intelligent
kind	gentil/gentille
large (object)	grand
large (person)	gros/grosse
last	dernier/dernière
lazy	paresseux/euse
light	léger/légère
locked	fermé à clef
long	long/ue
lost	perdu
magnificent	magnifique
marvellous	merveilleux/euse
mature	mûr
modern	moderne
naughty	méchant; vilain
necessary	nécessaire
negative	négatif/ve
new (brand new)	neuf/neuve
new	nouveau/nouvel/nouvelle
next	prochain
nice; likeable	sympa (sympathique)
noisy	bruyant
normal	normal
numerous	nombreux/euse
old	vieux/vieil/vieille
old (former)	ancien/ne
old fashioned	démodé
open	ouvert
optimistic	optimiste
other	autre
own	propre
(im)patient	(im)patient
peaceful	tranquille; calme

Common adjectives (continued)

perfect	parfait
pessimistic	pessimiste
pleased	content
pleasant (person)	aimable
pleasant (thing)	agréable
(im)polite	(im)poli
popular	populaire
positive	positif/ve
practical	pratique
pretty	joli
quiet	tranquille; calme
ready	prêt
real	réel/le
reasonable	raisonnable
recent	récent
recognised/well known	reconnu
responsible	responsable
rich	riche
ridiculous	ridicule
ripe	mûr
rotten	pourri
sad	triste
safe	sauf/sauve
same	même
satisfied	satisfait
selfish	égoïste
sensational	sensationnel/elle; (sensass)
serious	sérieux/ieuse; grave
short	court
shy	timide
silent	silencieux/ieuse
silly	bête
situated	situé
slim	mince
small; short (person)	petit
strict	sévère; strict

Common adjectives (continued)

strong	fort
superb	superbe
surprised	surpris; étonné
talkative	bavard
thin, narrow	étroit
tidy	rangé
tired	fatigué
tiring	fatigant
true	vrai
typical	typique
ugly	laid; moche
unbelievable	incroyable
unfair	injuste
unhappy	malheureux/malheureuse
unhealthy	malsain
unpleasant	désagréable
useful	utile
useless	inutile
valid	valable
valuable	d'une grande valeur
weak	faible
wet	mouillé
worried	inquiet/inquiète
wise	sage
young	jeune

Common adverbs

straight away	tout de suite
(for) a long time	longtemps
(un)fortunately	(mal)heureusement
again	encore
almost	presque
already	déjà
always	toujours
cheap(ly)	bon marché

Common adverbs (continued)

especially	surtout
everywhere	partout
fairly; quite	assez
hardly	à peine
here	ici
immediately	immédiatement; tout de suite
loud(ly)	fort
never	jamais
not yet	pas encore
nowhere	nulle part
often	souvent
over there	là-bas
perhaps	peut-être
quickly	vite
rarely	rarement
rather	plutôt
really	vraiment
recently	récemment
sometimes	quelquefois
somewhere	quelque part
soon	bientôt
standing	debout
still	toujours
there	là
together	ensemble
too	trop; aussi
up there	là-haut
usually	d'habitude; normalement
very	très
well	bien

Prepositions

above	en haut; au-dessus de
after	après
against	contre
among	parmi
around	autour de
at (someone's house)	chez
at the end of	au bout de
at, to	à
before	avant
behind	derrière
between	entre
far from	loin de
from	de/à partir de
in (inside)	dans/dedans
in front of; in the front	devant
in the background; at the back	au fond
in the foreground	au premier plan
in the middle (of)	au milieu (de)
near (to)	près (de)
next to	à côté de
nowhere	nulle part
on (on top of)	sur
opposite	en face de
outside	dehors
through	par
towards	vers
under	sous
until	jusqu'à

Colours

black	noir
blue	bleu
brown	marron; brun
chestnut brown	marron; châtain (invariable)
dark	foncé
green	vert
grey	gris
light	clair
pink	rose
red	rouge
violet	violet
white	blanc/he
yellow	jaune

Numbers

1	un(e)	31	trente et un
2	deux	32 etc.	trente-deux
3	trois	40	quarante
4	quatre	50	cinquante
5	cinq	60	soixante
6	six	70	soixante-dix
7	sept	71	soixante et onze
8	huit	72	soixante-douze
9	neuf	73	soixante-treize
10	dix	74	soixante-quatorze
11	onze	75	soixante-quinze
12	douze	76	soixante-seize
13	treize	77	soixante-dix-sept
14	quatorze	78	soixante-dix-huit
15	quinze	79	soixante-dix-neuf
16	seize	80	quatre-vingts
17	dix-sept	81	quatre-vingt-un
18	dix-huit	82 etc.	quatre-vingt-deux
19	dix-neuf	90	quatre-vingt-dix
20	vingt	91	quatre-vingt-onze
21	vingt et un	92 etc.	quatre-vingt-douze
22	vingt-deux	100	cent (m)
23	vingt-trois	101	cent un(e)
24	vingt-quatre	120	cent vingt
25	vingt-cinq	200	deux cents
26	vingt-six	1000	mille (m)
27	vingt-sept	1100	mille cent
28	vingt-huit	2000	deux mille
29	vingt-neuf	1.000.000	un million (m)
30	trente	2.000.000	deux millions (m)

Ordinal numbers

first	premier/première
second	deuxième
eleventh	onzième
twenty first	vingt-et-unième

Quantities and measures

a bottle (of)	une bouteille (de)
about twenty	une vingtaine (de)
about a hundred	une centaine (de)
a dozen	une douzaine (de)
a jar (of)	un pot (de)
a little of/few	(un) peu (de)
a litre (of)	un litre (de)
a lot (of)	beaucoup (de)
a little (of)	un peu (de)
a kilo (of)	un kilo (de)
gramme	gramme (m)
centilitre	centilitre (m)
centimetre	centimètre (m)
metre	mètre (m)
kilometre	kilomètre (m)
less	moins (de)
more	plus (de)
(some) more	encore (de)
a packet (of)	un paquet (de)
a piece, a lump (of)	un morceau (de)
a slice (of)	une tranche (de)
a tin, box (of)	une boîte (de)
enough	assez (de)
half	demi
many	beaucoup (de)
quantity	quantité (f)
quarter	quart (m)
quite a few	pas mal (de)
several	plusieurs
some	quelques
third	tiers (m)
too much; too many	trop (de)
weight	poids (m)

Some useful connecting words

according to	selon
also	aussi
and	et
because	parce que; car
because of	à cause de
but	mais
even if	même si
finally	enfin; finalement
first of all	(tout) d'abord
however	cependant; pourtant
if	si
in order to	pour
or	ou
perhaps	peut-être
since	puisque
so	donc
then	alors; ensuite; puis
therefore	donc

Time expressions

after	après
afternoon	après-midi (m)
already	déjà
always	toujours
as soon as	dès que
at the start	au début
at the same time	en même temps
before	avant
day	jour (m)
day (a whole day)	journée (f)
during/for	pendant
early	de bonne heure; tôt
evening	soir (m)
evening (a whole evening)	soirée (f)
every day	tous les jours
fortnight	quinzaine (f); quinze jours
from	à partir de
from time to time	de temps en temps
hour	heure (f)
just now, in a little while	tout à l'heure
immediately	immédiatement; tout de suite

Time expressions (continued)

later	plus tard
last night (yesterday evening)	hier soir
last night (during the night)	cette nuit
midday	midi
midnight	minuit
minute	minute (f)
morning	matin (m)
morning (the whole morning)	matinée (f)
night	nuit (f)
now	maintenant
once	une fois
on time	à l'heure
since	depuis
soon	bientôt
the day after tomorrow	après-demain
the day before yesterday	avant-hier
the next day; following day	lendemain (m)
the night before; eve	veille (f)
time	heure (f)
today	aujourd'hui
tomorrow	demain
twice	deux fois
week	semaine (f)
weekend	week-end (m); fin de semaine (f)

Times of day

(at) 1 a.m.	(à) une heure du matin; 1h00
1 p.m.	une heure de l'après-midi; 13h00
nine o'clock in the evening	neuf heures du soir
13.00	treize heures; 13h00
at exactly 2 o'clock	à deux heures pile
at about ……. o'clock	vers…..heure(s)
it is five past three	il est trois heures cinq
five to three	trois heures moins cinq
half past ten	dix heures et demie
ten past four	quatre heures dix
ten to four	quatre heures moins dix
quarter to six	six heures moins le quart/moins quinze minutes
quarter past seven	sept heures et quart/quinze

Days of the week

Monday	lundi
Tuesday	mardi
Wednesday	mercredi
Thursday	jeudi
Friday	vendredi
Saturday	samedi
Sunday	dimanche
(on) Monday	lundi
(on) Monday morning	lundi matin
(on) Monday evening	lundi soir
on Mondays	le lundi
every Monday	chaque lundi; tous les lundis

Months and seasons of the year

month	mois (m)
January	janvier
February	février
March	mars
April	avril
May	mai
June	juin
July	juillet
August	août
September	septembre
October	octobre
November	novembre
December	décembre
season	saison (f)
(in) autumn	(en) automne (m)
(in) spring	(au) printemps (m)
(in) summer	(en) été (m)
(in) winter	(en) hiver (m)

Question words

how?	comment?
how much, how many?	combien (de)?
what?	que?; quoi?
what? (as subject)	qu'est-ce qui?
what? (as object)	qu'est-ce que?
what colour?	de quelle couleur?
what like?	comment?
(at) what time?	à quelle heure?
what/which?	quel/quelle?
when?	quand?
where?	où?
which one (s)?	lequel/laquelle/lesquels/lesquelles?
who?	qui?
why?	pourquoi?

Other useful expressions

all the better	tant mieux
good luck	bonne chance; bon courage
here is/are	voici
how do you spell that?	ça s'écrit comment?
I don't know	je ne sais pas
I don't mind	ça m'est égal
I don't understand	je ne comprends pas
I'm fine; it's OK	ça va
I've had enough	j'en ai assez/marre
I like it	ça me plaît
in my opinion	à mon avis
it annoys me	ça m'énerve
it depends	ça dépend
it doesn't matter	ça ne fait rien
it's all the same to me	ça m'est égal
it makes me laugh	ça me fait rire
it's not worth it	ce n'est pas la peine
you are not allowed to	il est interdit de; défense de
you must (one must)	il faut
personally	personnellement
of course	bien sûr
okay (in agreement)	d'accord
once again	encore une fois
so, so	comme çi comme ça

Other useful expressions (continued)

so much the better	tant mieux
that doesn't interest/appeal to me	ça ne me dit rien
that's enough	ça suffit
there is/are	il y a
there is/are (i.e.over there)	voilà
to be about to	être sur le point de
to be in the process of	être en train de
too bad, what a shame	tant pis; quel dommage
what does that mean?	qu'est-ce que cela veut dire?
with pleasure	avec plaisir; volontiers

Other high-frequency words

as, like	comme
end	fin (f)
everybody	tout le monde
except	sauf
figure (number)	chiffre
for example	par exemple
Miss	mademoiselle
Mr (also Sir)	monsieur
Mrs (also Madam)	madame
number	nombre (m)
number (e.g. phone number)	numéro
someone	quelqu'un
something	quelque chose
that	ça/cela
thing	chose (f)
time (occasion)	fois (f)
type (kind of)	genre (m); sorte (f)
way (manner)	façon (f)
with	avec
without	sans

Countries

This list includes some, but not all, countries in which French is spoken. It also includes larger common European countries and non-European countries likely to be familiar to a large number of candidates in the UK. Other countries and nationalities should be taught according to the needs of the candidature.

Algeria	Algérie (f)
Austria	Autriche (f)
Belgium	Belgique (f)
Canada	Canada (m)
China	Chine (f)
Denmark	Danemark (m)
England	Angleterre (f)
France	France (f)
Germany	Allemagne (f)
Great Britain	Grande-Bretagne (f)
Greece	Grèce (f)
Holland	Hollande (f)
India	Inde (f)
Ireland	Irlande (f)
Italy	Italie (f)
Netherlands	Pays-Bas (m/pl)
Pakistan	Pakistan (m)
Russia	Russie (f)
Scotland	Écosse (f)
Senegal	Sénégal (m)
Spain	Espagne (f)
Switzerland	Suisse (f)
Tunisia	Tunisie (f)
Turkey	Turquie (f)
United Kingdom	Royaume-Uni (m)
United States	États-Unis (m/pl)
Wales	Pays de Galles (m)

Continents

Africa	Afrique (f)
Asia	Asie (f)
Australia	Australie (f)
Europe	Europe (f)
North America	Amérique du Nord (f)
South America	Amérique du Sud (f)

Nationalities

Algerian	algérien/algérienne
American	américain
Austrian	autrichien/autrichienne
Belgian	belge
British	britannique
Canadian	canadien/canadienne
Chinese	chinois
Corsican	corse
Danish	danois
Dutch	hollandais
English	anglais
European	européen/européenne
French	français
German	allemand
Greek	grec/grecque
Indian	indien/indienne
Irish	irlandais
Italian	italien/italienne
Pakistani	pakistanais
Russian	russe
Scottish	écossais
Spanish	espagnol
Swiss	suisse
Tunisian	tunisien/tunisienne
Turkish	turque
Welsh	gallois

N.B. when using the nationality as a noun (e.g. *she is French* – i.e. *a French woman*) then write the nationality with a capital letter: *Elle est Française.*

Administrative regions of France with English equivalents (of their name)

Brittany	Bretagne (f)
Burgundy	Bourgogne (f)
Normandy	Normandie (f)
Picardy	Picardie (f)
Corsica	Corse (f)
French Guiana	Guyane (f)
Reunion	La Réunion

Areas/mountains/seas

administrative area of France	département
Atlantic ocean	l'océan Atlantique (m)
Massif Central	le Massif Central (m)
province	province (f)
region	région (f)
the Alps	les Alpes (f/pl)
the Channel Tunnel	le Tunnel (sous la Manche) (m)
the English Channel	la Manche (f)
the Mediterranean sea	la Mediterranée (f)
the Pyrenees	les Pyrénées (f/pl)
the south of France	le Midi (m)
north	nord (m)
south	sud (m)
east	est (m)
west	ouest (m)

Useful acronyms

baccalauréat, school leaving exam	BAC
council house/social housing	HLM
main road (e.g. 'A' road)	RN (route nationale)
secondary school	CES (collège d'enseignement secondaire)
French departments overseas	DOM (m.pl) (départements d'outre-mer)
youth club and arts centre	MJC (maison des jeunes et de la culture (f))
French post office and telecommunications service	P et T; PTT
fast commuter train service (Paris)	RER
French national railway company	SNCF
please (s'il vous plaît)	SVP
high speed train	TGV
homeless	SDF (sans domicile fixe)
European Union	UE

Social conventions

best wishes	amitiés
don’t mention it	de rien
enjoy yourself/yourselves!	amusez-vous bien!
good evening	bonsoir
goodbye	au revoir
goodnight	bonne nuit
have a good journey	bon voyage
have a good day/evening	bonne journée/soirée
hello (on the telephone)	allô
hello; good morning	bonjour
help!	au secours
hi	salut
I beg your pardon? Pardon?	pardon?
It’s a pleasure	je t’/vous en prie
meeting; meeting place	rendez-vous (m)
meet you at 6 o’clock	rendez-vous à six heures
no thank you	non merci
of course	bien sûr
please (request – formal)	prière de; veuillez
please (informal) please (polite)	s’il te plaît/s’il vous plaît
see you later	à tout à l’heure; à plus tard
see you soon	à bientôt
see you tomorrow/on Friday	à demain/vendredi
sorry	désolé
(I’m) sorry (informal/formal)	excuse-/excusez-moi
thank you (very much)	merci (bien)

Language used in dialogues and messages

address	adresse (f)
area code	indicatif (m)
call me (informal/formal)	appelle-moi/appelez-moi
dial the number	composer le numéro
email	mail (m); courriel (m)
for the attention of	à l'attention de
further to/following	suite à
I will put you through	je vous le/la passe
I'll be right back	je reviens tout de suite
I'm listening	je vous écoute
message	message (m)
mobile phone	portable (m)
moment	instant (m)
online	en ligne
on the line/speaking	à l'appareil
please repeat that	répétez, s'il vous plaît
postcode	code postal (m)
receiver (telephone)	combiné (m)
sent by	envoi de (m)
stay on the line	ne quittez pas
telephone	téléphone (m)
text message	texto
tone	bip sonore (m)
voice mail	messagerie vocale (f)
wait	patientez
wrong number	faux numéro (m)

Section 2 – Topic-specific vocabulary

Identity and culture: daily life, food and drink, including eating out

Foundation tier

appetite	appétit (m)
apple	pomme (f)
apricot	abricot (m)
banana	banane (f)
bean	haricot (m)
beer	bière (f)
beef	boeuf (m)
bill	addition (f)
bill	addition (f)
biscuit	biscuit (m); petit gâteau (m)
bottle	bouteille (f)
bread	pain (m)
breakfast	petit déjeuner (m)
brussels sprouts	choux de bruxelles (m.pl)
butter	beurre (m)
cabbage	chou (m)
café	café (m)
cake	gâteau (m)
carrot	carotte (f)
cauliflower	chou-fleur (m)
cereals	céréales (f/pl)
champagne	champagne (m)
cheese	fromage (m)
cherry	cerise (f)
chicken	poulet (m)
chips	frites (f/pl)
chocolate	chocolat (m)
choice	choix (m)
chop (e.g. pork/lamb)	côtelette (f) (de porc/d'agneau)
cider	cidre (m)
closed (on Mondays)	fermé (le lundi)
cocoa	cacao (m)

Identity and culture: daily life, food and drink, including eating out

Foundation tier

coffee	café (m)
cold sliced meat (e.g. salami)	saucisson (m)
cooked, boiled	cuit
cream	crème (f)
crisps	chips (m/pl)
cucumber	concombre (m)
cup	tasse (f)
customer	client/cliente (m/f)
delicious	délicieux/délicieuse
dessert	dessert (m)
dining room	salle à manger (f)
dish of the day	plat du jour (m)
drink	boisson (f)
egg	oeuf (m)
enjoy your meal!	bon appétit
euro	euro (m)
evening meal, dinner	repas du soir; dîner (m)
fish	poisson (m)
fixed price menu	menu à prix fixe (m)
food	alimentation (f)
food	nourriture (f)
food shopping	provisions (f/pl)
fork	fourchette (f)
fruit	fruit (m)
fruit pie	tarte (aux pommes etc.) (f)
fruit juice	jus de fruit (m)
French stick (i.e. long loaf of bread)	baguette (f)
glass	verre (m)
grapefruit	pamplemousse (m)
grapes	raisins (m/pl)
green beans	haricots verts (m/pl)
ham	jambon (m)
hamburger	hamburger (m)
hot chocolate	chocolat chaud (m)
hypermarket	hypermarché (m)

Identity and culture: daily life, food and drink, including eating out

Foundation tier

ice cream	glace (f)
ice cream parlour	glacier (m)
inn (traditional)	auberge (f)
jar	pot (m)
jam	confiture (f)
juice	jus (m)
kebab	brochette (f)
knife	couteau (m)
lamb	agneau (m)
lemon	citron (m)
lemonade	limonade (f)
lettuce, salad	salade (f)
lunch	déjeuner (m)
main course	plat principal (m)
margarine	margarine (f)
meal	repas (m)
meat	viande (f)
meatball	boulette (f)
melon	melon (m)
menu	carte (f)
milk	lait (m)
mince	viande hâchée (f)
mineral water	eau minérale (f)
mixed	mélangé
money	argent (m)
mushroom	champignon (m)
mustard	moutarde (f)
napkin	serviette (f)
oil	huile (f)
onion	oignon (m)
omelette	omelette (f)
orange	orange (f)
packet	paquet (m)
pasta	pâtes (f/pl)
pâté	pâté (m)

Identity and culture: daily life, food and drink, including eating out

Foundation tier

pastries	pâtisseries (f/pl)
peas	petits pois (m/pl)
peach	pêche (f)
pear	poire (f)
pizza	pizza (f)
pepper	poivre (m)
pepper (vegetable)	poivron (m)
piece of bread (with butter/jam often for breakfast)	tartine (f)
pineapple	ananas (m)
pizzeria, pizza restaurant	pizzeria (f)
place setting	couvert (m)
plate	assiette (f)
plum	prune (f)
pork	porc (m)
portion	portion (f)
pot of coffee	cafetière (f)
potato	pomme de terre (f)
prepared food/ready meal	plat cuisiné (m)
radish	radis (m)
raspberry	framboise (f)
rest day, day off	journée de repos (f)
restaurant	restaurant (m)
rice	riz (m)
roast	rôti
roll (bread)	petit pain (m)
salt	sel (m)
salty/savoury	salé
salad dressing	sauce vinaigrette (f)
sandwich	sandwich (m)
sausage	saucisse (f)
self-service	self-service (m) self (m)
service	service (m)
slice	tranche (f)

Identity and culture: daily life, food and drink, including eating out

Foundation tier

snack	casse-croûte (m)
snack bar	snack (m); quick (m)
snails	escargots (m/pl)
soup	soupe (f)/potage (m)
speciality	spécialité (f)
spoon	cuillère (f)
starter	hors d'oeuvre (m); entrée (f)
strawberry	fraise (f)
steak	steak (m); bifteck (m)
sweet	bonbon (m)
sweet (tasting)	sucré; doux/douce
sugar	sucre (m)
table	table (f)
table cloth	nappe (f)
tart	tarte (f)
tasty	savoureux/savoureuse
tea	thé (m)
tea time snack	goûter (m)
tea room	salon de thé (m)
tea spoon	petite cuiller (f); petite cuillère (f)
tip (money)	pourboire (m)
to order	commander
to pay	payer
to serve	servir
to taste	goûter
to wait at table, to serve	servir
tomato	tomate (f)
tuna	thon (m)
vanilla	vanille (f)
vegetable	légume (m)
vegetarian	végétarien/ne
vinegar	vinaigre (m)
waiter/waitress	serveur (m)/serveuse (f)
water	eau (f)
wine	vin (m)
yoghurt	yaourt (m)

Identity and culture: daily life, food and drink, including eating out

Higher tier

artichoke	artichaut (m)
appetising	appétissant
beer (from the pump)	pression (f)
bitter	amer/amère
boiled egg; hard-boiled egg	oeuf à la coque (m); oeuf dur (m)
cucumber	concombre (m)
drink before meal	apéritif (m)
duck	canard (m)
fried egg	oeuf au plat (m)
fruit tea	infusion (f)
frogs' legs	cuisses de grenouille (f/pl)
full fat milk	lait entier (m)
garlic	ail (m)
goat's cheese	fromage de chèvre (m)
goose	oie (f)
goose liver pâté	pâté de foie gras (m)
gravy	jus (m)
homemade	fait(e) maison
honey	miel (m)
leeks	poireaux (m/pl)
lettuce	laitue (f)
loaf	pain (m)
medium (steak)	à point
noodles	nouilles (f/pl)
pistachio	pistache (f)
rare (steak)	saignant
raw	cru
raw vegetables starter	crudités (f/pl)
salmon	saumon (m)
saucer	soucoupe (f)
scrambled egg	oeufs brouillés (m/pl)
sea food	fruits de mer (m/pl)
(semi-)skimmed milk	lait (demi)-écrémé (m)
smoked	fumé

Identity and culture: daily life, food and drink, including eating out

Higher tier (continued)

spicy	épicé
spinach	épinards (m/pl)
steak	entrecôte (f)
steamed (boiled)	à la vapeur
supper	souper (m)
tasty	goûteux/goûteuse
tray	plateau (m)
trout	truite (f)
turkey	dinde (f)
veal	veau (m)
well-cooked	bien cuit/e

Identity and culture – what my friends and family are like

Words relating to dress and style

Foundation tier

belt	ceinture (f)
boots	bottes (f/pl)
boxer shorts	caleçon (m)
bra	soutien-gorge (m)
bracelet	bracelet (m)
cap	casquette (f)
casual jacket	blouson (m)
changing room	cabine d'essayage (f)
clothes	vêtements (m/pl)
clothes (familiar – i.e. gear)	fringues (f/pl)
clothes shop	magasin de mode (m)
coat/overcoat	manteau (m)
cotton (made of cotton)	coton (m) (en coton)
dress	robe (f)
dressed in	habillé/vêtu de
earring	boucle d'oreille (f)
fashion	mode (f)
fashionable	à la mode
fitting room	cabine d'essayage (f)
glove	gant (m)
handbag	sac à main (m)
hat	chapeau (m)
it fits/suits you	il/elle (te/vous) va bien
jacket	veste (f)
jeans	jean (m)
jeweller's (shop); jewellery (craft)	bijouterie (f)
jewels	bijoux (m/pl)
leather/made of leather	cuir (m)/en cuir
leggings	caleçon (m)
linen (made of linen)	lin (m) (en lin)
lipstick	rouge à lèvres (m)
loose (i.e. too big)	large
make, brand	marque (f)

Words relating to dress and style

Foundation tier (continued)

makeup	maquillage (m)
medium (size)	de taille moyenne
necklace	collier (m)
nightdress	chemise de nuit (f)
old fashioned	démodé
old fashioned (vintage, retro style)	rétro
pants, briefs	culotte (f); slip (m)
perfume	parfum (m)
poloshirt	polo (m)
pyjamas	pyjama (m)
ring	bague (f)
scarf	écharpe (f)
shirt	chemise (f)
shoe	chaussure (f)
shoe shop	magasin de chaussures (m)
shorts	short (m)
size (general); shoe size	taille (f); pointure (f)
skirt	jupe (f)
slipper	pantoufle (f)
small	petit
smart	chic
sock	chaussette (f)
sports kit	tenue de sport (f)
sports shirt	maillot (de sport) (m)
spotted	à points
striped	rayé/e
suit	complet (m); costume (m)
style	style (m)
sweater, jumper	tricot (m)/pullover (m)
sweatshirt	sweat (m)
swimming costume/trunks	maillot de bain (m)
tattoo	tatouage (m)
tee shirt	t-shirt (m)
tie	cravate (f)

Words relating to dress and style

Foundation tier (continued)

tights	collant (m)
tracksuit	survêtement (m); jogging (m)
trainers	baskets (f/pl)
trousers	pantalon (m)
umbrella	parapluie (m)
watch	montre (f)
wool (woollen)	laine (f) (en laine)

Words relating to dress and style

Higher tier

cap	képi (m)
cardigan	gilet (m)
dressing gown	robe de chambre (f)
dyed	teint
model	mannequin (m/f)
silk (made of silk)	soie (f) (en soie)
slippers	pantoufles (f/pl)
straw hat	chapeau de paille (m)
tight	serré
to have one's hair cut	se faire couper les cheveux
to have one's hair done	se faire coiffer
to put on makeup	se maquiller
velvet (made of velvet)	velours (m) (en velours)

Identity and culture: what my friends and family are like

Words on relations, relationships, personal and physical characteristics

Foundation tier

adolescent	adolescent/e; ado (m/f)
adult, grown-up	adulte (m/f)
adventurous	aventureux/aventureuse
age	âge (m)
alone	seul
armchair	fauteuil (m)
at home; at my/our house	chez moi/nous
aunt	tante (f)
baby	bébé (m)
bald	chauve
bathroom	salle de bain(s) (f)
beard; bearded	barbe (f); barbu
beautiful	beau/belle
bedroom	chambre (f)
(date of) birth	(date de) naissance (f)
birthday	anniversaire (m)
birthplace	lieu de naissance (m)
block (of flats)	immeuble (m)
born	né
bossy	autoritaire
body piercing	piercing (m)
boy	garçon (m)
brother	frère (m)
brother-in-law/sister-in-law	beau-frère (m)/belle-soeur (f)
brothers and sisters, siblings	frères et soeurs (m/pl)
cat	chat (m)
celebrity	célebrité (f); star (f)
chair	chaise (f)
character	caractère (m)
character, personality	personnalité (f)
charming	charmant
chatty	bavard

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

child	enfant (m/f)
clothes	vêtements (m/pl)
comfortable (house, furniture)	confortable
cousin	cousin (m); cousine (f)
curly	bouclé; frisé
dad	papa (m)
daughter	fille (f)
dead	mort
dining room	salle à manger (f)
divorced	divorcé
dog	chien (m)
engaged	fiancé/e
eyes	yeux (m/pl)
face	visage (m)
family	famille (f)
famous	célèbre
father	père (m)
feeling	sentiment (m)
first name	prénom (m)
flat; apartment	appartement (m)
friend	ami/amie (m/f)
friend (also boyfriend, girlfriend)	copain/copine (m/f)
friendly	amical/e
friendship	amitié (f)
furniture	meubles (m/pl)
garden	jardin (m)
garage	garage (m)
girl	fille (f)
glasses	lunettes (f/pl)
goldfish	poisson rouge (m)
grandad	papy (m)/pépé (m)
grandchild	petit-fils (m)/petite-fille (f)
grandfather	grand-père (m)
grandma, granny	mamie (f)/mémé (f)

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

grandmother	grand-mère (f)
grandparents	grands-parents (m/pl)
guinea pig	cochon d'Inde (m)
guy, dude, bloke	mec (m)
hair	cheveux (m/pl)
half (half-sister etc.)	demi- (demi-soeur etc.)
hamster	hamster (m)
honest	honnête
house	maison (f)
husband	mari (m)
ideal	idéal
in a good/bad mood	de bonne/mauvaise humeur
in love	amoureux/amoureuse
intelligent	intelligent
invitation	invitation (f)
kitchen	cuisine (f)
kiss	baiser (m)
lazy	paresseux/paresseuse
life	vie (f)
lively	animé
living room, front room	salle de séjour (f); séjour (m)
loft	grenier (m)
lounge	salon (m)
man	homme (m)
married	marié
mean, nasty	méchant
member of the family	membre de la famille (m)
mood	humeur (f)
mother	mère (f)
moustache	moustache (f)
mouth	bouche (f)
multicultural	multiculturel

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

mum	maman
naughty	méchant; vilain
neighbour	voisin/voisine (m/f)
nephew	neveu (m)
nice, kind	gentil/le
nice, likeable	sympa (invariable)
nickname	surnom (m)
niece	nièce (f)
normal	normal/e
old	vieux/vieille
old fashioned	démodé
older	plus âgé/e
oldest (brother/sister)	aîné/e
only child	fils unique (m)/fille unique (f)
optimistic	optimiste
parents	parents (m/pl)
party	fête (f)
party	surprise-partie (f)
penfriend	correspondant/correspondante (m/f)
people	gens (m/pl)
person	personne (f)
pessimistic	pessimiste
pet	animal domestique (m)
picture	image (f)
place of residence	domicile (m)
present; gift	cadeau (m)
rabbit	lapin (m)
reasonable	raisonnable
relationship	rapports (m/pl)
religion	religion (f)
self (myself, yourself etc.)	moi-même/toi-même etc.
selfish	égoïste
semi-detached house	maison jumelée (f)
sense of humour	sens de l'humour (m)

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

separated	séparé
serious	sérieux/sérieuse
single	célibataire
sister	soeur (f)
sofa; settee	sofa (m)
son	fils (m)
son-in-law/daughter-in-law	beau-fils (m)/belle-fille (f)
step (members of family)	beau-/belle- e.g. beau-frère
straight (hair)	raide
study (room)	bureau (m)
surname	nom de famille (m)
survey	sondage (m)
terraced house	maison mitoyenne (f)
thin/slim	mince
tidy; neat	rangé
to annoy	agacer
to argue, to quarrel	se disputer
to babysit	faire du baby-sitting
to be called	s'appeler
to be in a good/bad mood	être de bonne/mauvaise humeur
to care for, to look after	garder
to celebrate	fêter
to chat, chatter	bavarder
to get divorced	divorcer
to get on (well) with	s'entendre (bien) avec
to look (e.g. angry/happy etc.)	avoir l'air
to respect	respecter
to separate, to split up	séparer
tortoise	tortue (f)
tropical fish	poisson tropical (m)
twin	jumeau/jumelle
twin brothers	frères jumeaux (mpl)
ugly	moche; laid
uncle	oncle (m)

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

unemployed	au chômage
unbearable	insupportable
untidy	en désordre
visit	visite (f)
well behaved	sage
wife, woman	femme (f)
youth (i.e the time of life)	jeunesse (f)

Words on relations, relationships, personal and physical characteristics

Higher tier

a good deed	une bonne action (f)
acquaintance, friend	connaissance (f)
adopted	adopté
adventurous	aventureux/aventureuse
annoying	agaçant
argument	dispute (f)
career	carrière (f)
character trait	trait (m)
cheeky	effronté
comfortable (at ease)	à l'aise
conceited	vaniteux/vaniteuse
depressed	déprimé
discrimination	discrimination (f)
faith (religious)	foi (f)
fiancé(e)	fiancé (m) fiancée (f)
furnished	meublé
gang	bande (f)
gender, sex	sexe (m)
generous	généreux/généreuse
hall (in house); lobby	vestibule (m)
identical twins	vrais jumeaux (m); vraies jumelles (f)
independent	indépendant/e

Words on relations, relationships, personal and physical characteristics

Higher tier (continued)

jealous	jaloux/jalouse
loyal, faithful	fidèle
mad, crazy	fou/folle
meeting	réunion (f)
old age/third age	troisième âge (m)
old people's home	maison de retraite (f)
pensioner, senior citizen	retraité
pretentious	prétentieux/prétentieuse
priest	prêtre (m); curé (m)
racist	raciste
relationship	rapports (m/pl)
relative, relation	parent (m); parente (f)
reliable	fiable
role model	modèle (m)
self-confident	confiant
self- confident	sûr de soi
sensitive	sensible
sexist	sexiste
similar	similaire
single parent	mère/père célibataire
single person; single	célibataire (m/f)
spoilt	gâté
spot, pimple	bouton (m)
stubborn	têtu
study; home office	cabinet de travail (m); bureau (m)
to disadvantage	désavantager
to experience	expérimenter
to pick on, to harass, to bully	harceler
to ressemble/look like	ressembler à
to support	soutenir
to thank	remercier
underage	mineur/e
understanding	compréhensif/ve
well-balanced	équilibré

Identity and culture: cultural life

Foundation tier

activity	activité (f)
adventure film	film d'aventure/d'action
athletics	athlétisme (m)
badminton	badminton (m)
ball	ballon (m)
band/group	groupe (m)
basketball	basket (m)
body building	musculation (f)
book	livre (m)
boxing	boxe (f)
bridegroom	marié (m)
camera	appareil photo (m)
canoeing	canoë-kayak (m)
cartoon	dessin animé (m)
cat	chat/chatte (m/f)
CD (compact disc)	disque compact (m); CD
celebration, party	fête (f)
changing rooms	vestiaires (m/pl)
chess	jeu d'échecs (m); échecs (mpl)
Christmas	Noël (m)
Christmas Eve	veille de Noël (f)
clarinet	clarinette (f)
classical, classic	classique
climbing/rock climbing	escalade (f)
club	club (m)
collect	collectionner
collection	collection (f)
comic (magazine)	BD (m)
competition	concours (m); compétition (f)
computer game	jeu vidéo (m)
concert	concert (m)
cycling	cyclisme (m)
dance/dancing	danse (f)
detective/police (story)	roman policier (m)
disco (place)	disco(thèque) (f)

Identity and culture: cultural life

Foundation tier (continued)

documentary	documentaire (m)
drums	batterie (f)
Easter	Pâques
Easter Monday	lundi de Pâques (m)
engagement	fiançailles (f/pl)
entertainment	divertissement (m)
equipment	équipement (m)
extreme sports	sports extrêmes (m/pl)
fanatical about	fanatique de
fantasy film	film de fantaisie (m)
flute	flûte (f)
folk music	musique folk (f)
football	football (m)
free time	temps libre (m)
game	jeu (m)
games console	console de jeux (f)
Good Friday	vendredi saint (m)
guitar	guitar (f)
gymnastics	gymnastique (f)
handball	handball (m)
Happy birthday!	Bon anniversaire
Happy New Year!	Bonne année!
hobby; leisure activity	passe-temps (m)
hockey	hockey (m)
horror film	film d'épouvante/d'horreur
ice skating	patinage (m); patin à glace (m)
judo	judo (m)
karate	karaté (m)
keyboard	clavier (m)
leisure	loisirs (m/pl)
Lent (period leading up to Easter)	Carême (m)
life	vie (f)
magazine	magazine (m); revue (f)
marriage; wedding	mariage (m)
martial arts	arts martiaux (m/pl)

Identity and culture: cultural life

Foundation tier (continued)

mobile phone	portable (m)
mothers' day	fête des mères (f)
mountain bike	VTT (m) (vélo tout terrain)
mountaineering	alpinisme (m)
MP3 player	mp3 (m)
music	musique (f)
New Year	Nouvel An (m)
news	actualités (f/pl); informations (f/pl); infos
nightclub	boîte de nuit (f)
orchestra	orchestre (m)
parachuting	parachutage (m)
paragliding	parapente (f)
petanque (outdoor game similar to bowls)	pétanque (f); boules (f/pl)
piano	piano (m)
play (theatre)	pièce de théâtre (f)
player	joueur (m) joueuse (f)
pleasure/amusement	plaisir (m)
pocket money	argent de poche (m)
pop music	musique pop (f)
quiz show	jeu télévisé (m)
race/racing	course (f)
rap	rap (m)
reading	lecture (f)
recorder (instrument)	flute à bec (f)
referee	arbitre (m)
riding	équitation (f)
rock music	rock (m)
roller blading	roller (m)
romantic	romantique
romantic film/love film	film romantique (m)
rugby	rugby (m)
sailing	voile (f)
saxophone	saxophone (m)
science fiction film	film de science-fiction (m)
series	série (f)

Identity and culture: cultural life

Foundation tier (continued)

show (theatre etc.); TV show	spectacle (m); émission (f)
singer	chanteur/chanteuse (m/f)
skate boarding	skate (m)
skiing	ski (m)
soap (opera)	feuilleton (m)
song	chanson (f)
sport	sport (m)
sports ground	terrain de sport (m)
sporty	sportif/sportive
spy story	histoire d'espionnage (f)
squash	squash (m)
stage	scène (f)
stereo system/music centre	chaîne hi-fi (f)
straight (hair)	raide
surfing	surf (m)
swimming	natation (f)
table tennis	tennis de table (m); ping-pong (m)
team	équipe (f)
tennis	tennis (m)
thriller	(film/histoire) de suspense (m/f)
to take out for a walk (dog)	promener
toy	jouet (m)
trampolining	trampoline (m)
trumpet	trompette (f)
TV channel	chaîne (f)
twelfth night/Epiphany/6th January	fête des Rois (f)
violin	violon (m)
volleyball	volley (m)
water skiing	ski nautique (m)
western (film etc.)	Western (m)
windsurfing	planche à voile (f)
X box	X box (f)
youth club	club des jeunes (m); maison des jeunes (f)

Identity and culture: cultural life

Higher tier

archery	tir à l'arc (m)
board game, electronic game	jeu de société ; jeu électronique (m)
cable TV	télévision par câble (f); câble (m)
camcorder/video camera	caméra (f)
championship	championnat (m)
detective/mystery/police (film)	polar (m); film policier (m)
DIY (do it yourself)	bricolage (m)
drama (TV etc.)	comédie dramatique (f)
dubbed (film)	doublé
earphones	écouteurs (m/pl)
engagement	fiançailles (f/pl)
fencing	escrime (f)
fishing rod	canne à pêche (f)
goal	but (m)
half-time	mi-temps (f)
knowledge	connaissances (f/pl)
league; division (sports)	ligue (f)
marriage ceremony; wedding	noces (f/pl)
melody/tune	mélodie (f)
musical comedy (a musical)	comédie musicale (f)
original version	version originale (f)
remote control	télécommande (f)
rowing	aviron (m)
sailing boat	voilier (m)
satellite TV	télévision satellite (f)
scuba diving	plongée sous-marine (f)
sitcom	comédie de situation (f)
sports equipment	articles de sport (m/pl)
subtitles	sous-titres (m/pl)
tournament	tournoi (m)
viewer/audience	spectateur (m); spectatrice (f)

Verbs associated with cultural life

to attend (match etc.)	assister à
to be a member of	faire partie de
to congratulate	féliciter
to get married	se marier
to go bowling (tenpin)	faire du bowling
to dance	danser
to do sport	faire du sport
to do gymnastics	faire de la gymnastique
to exercise	faire de l'exercice
to fish/go fishing	pêcher; aller à la pêche
to go for a walk/stroll	se promener
to go for a walk/stroll	faire une promenade
to go horse riding	faire de l'équitation/du cheval
to hike, ramble	faire des randonnées
to roller-skate	faire du patin à roulettes
to sail	faire de la voile
to score a goal	marquer un but
to shoot	tirer
to skateboard	faire du skate
to swim	nager; faire de la natation
to take part (in)	participer (à)
to train	s'entrainer

Identity and culture: using social media

blog	blog (m)
chatroom	forum (m)
(to) chat online	tchatter (en ligne)
computer	ordinateur (m)
connection	lien (m); connexion (f)
cyber bullying	cyber harcèlement (m)
digital	numérique
disk	disquette (f)
e-mail	mail (m); courrier électronique (m)
homepage	page d'accueil (f)
internet	internet (m)
internet page	page internet (f)
password	mot de passe (m)
risk	risque (m)
screen	écran (m)
security	sécurité (f)
social network	réseau social (m)
software	logiciel (m)
to burn	copier
to download	télécharger
to erase, delete	effacer
to load	charger
to save, to store	sauvegarder
to surf (the net)	surfer sur internet
to type	taper
to upload	mettre en ligne
virus	virus (m)
web	toile (f); web (m)
webcam	webcam (f)
web page	page web (f)
website	site internet (m); site web (m)

Local area, holiday and travel

Foundation tier

abroad	à l'étranger
accommodation	logement (m)
adult	adulte
agricultural	agricole
air conditioning/air-con	climatisation (f)
airport	aéroport (m)
area (in town)	quartier (m)
arrival	arrivée (f)
art gallery	galerie d'art (f)
bakery; baker's shop	boulangerie (f)
balcony	balcon (m)
bank	banque (f)
bar	bar (m)
basement	sous-sol (m)
bath	bain (m)
bathroom	salle de bains (f)
beach	plage (f)
bed	lit (m)
bed and breakfast accommodation	chambre d'hôte (f)
bed linen	linge de lit (m)
bicycle/bike	vélo (m); bicyclette (f)
boat	bateau (m)
book of tickets	carnet (m)
border	frontière (f)
bowling alley	bowling (m)
brand/make	marque (f)
bridge	pont (m)
brochure/leaflet	brochure (f)
building	bâtiment (m)
bus (by bus)	(auto)bus (m) (en bus)
bus/coach station	gare routière (f)
bus stop	arrêt de bus (m)
business/trade	commerce (m)
butcher's shop	boucherie (f)
café	café (m)

Local area, holiday and travel

Foundation tier (continued)

calm/peaceful	calme; tranquille
campsite	camping (m)
to camp	faire du camping
car	voiture (f); auto (f)
caravan	caravane (f)
car park	parking (m)
castle	château (m)
cathedral	cathédrale (f)
church	église (f)
cinema	cinéma (m)
closed	fermé
closing	fermeture (f)
coach	car (m)
coast	côte (f)
comfortable	confortable
commercial	commercial
compartment	compartiment (m)
concert	concert (m)
connection	correspondance (f)
corner	coin (m)
country (i.e. nation)	pays (m)
countryside	campagne (f)
crossing (ferry)	traversée (f)
crossroads	carrefour (m)
cycle path	piste cyclable (f)
degree	degré (m)
delay	retard (m)
department (in a shop)	rayon (m)
department store	grand magasin (m)
departure	départ (m)
destination	destination (f)
diesel (fuel)	gasoil (m)
direct	direct
direction	direction (f)

Local area, holiday and travel

Foundation tier (continued)

disco	discothèque/disco (f)
double room	chambre pour deux personnes (f)
driver	conducteur (m); conductrice (f)
driving licence	permis de conduire (m)
electrical goods (retailer)	(magasin d')électroménager (m)
emergency	urgence (f)
enjoy your stay!	bon séjour!
entertainment, things to do	distractions (f/pl)
entrance	entrée (f)
exhibition	exposition (f)
exit	sortie (f)
factory	usine (f)
fare	tarif (m)
farm	ferme (f)
ferry	ferry (m)
free (available, vacant)	libre
flight	vol (m)
floor (1st, 2nd)	étage (m)
(it is) forbidden to…	défense de; interdit de
foreigner	étranger/étrangère (m/f)
form	fiche (f)
full (hotel etc.)	complet
full board (all meals included)	pension complète (f)
games room	salle de jeux (f)
garage, service station, petrol station	station service (f)
grocery; grocer's shop	épicerie (f)
ground floor	rez-de-chaussée (m)
guest (in a hotel); customer	client (m)
guided tour	visite guide (f)
half board (B and B and evening meal)	demi-pension (f)
heating	chauffage (m)
hill	colline (f)
hire of/hiring/renting (e.g. bike; house)	location (f)
to hire	louer
historic	historique

Local area, holiday and travel

Foundation tier (continued)

holiday, fair, festival	fête (f)
hospital	hôpital (m)
hotel	hôtel (m)
household goods shop (cleaning materials etc.)	droguerie (f)
hypermarket	hypermarché (m)
ice rink	patinoire (f)
identification; ID	pièce d'identité (f)
in advance	en avance
included	inclus
indoor swimming pool	piscine couverte (f)
industry	industrie (f)
industrial	industriel/le
information office	bureau d'accueil/de renseignements (m)
inside	à l'intérieur
journey	voyage (m)
journey (short)	trajet (m)
key	clef/clé (f)
lake	lac (m)
left luggage office/locker	consigne (f)
leisure centre	centre de loisirs (m)
library	bibliothèque (f)
lift	ascenseur (m)
line/route	ligne (f)
litter/rubbish bin	poubelle (f)
lively	animé
local inhabitant	habitant/e (m/f)
lorry	camion (m)
lost property office	bureau des objets trouvés (m)
luggage	bagages (m/pl)
luxurious	de luxe
map (of a country, road map)	carte (f)
map (of the town)	plan (de la ville) (m)
market	marché (m)
means of transport	moyen de transport (m)
monument	monument (m)

Local area, holiday and travel

Foundation tier (continued)

moped	mobylette (f)
motorbike	moto (f)
motorway	autoroute (f)
mountain	montagne (f)
mosque	mosquée (f)
museum	musée (m)
newspaper stall	kiosque à journaux (m)
nightclub	boîte de nuit (f)
occupied/taken	occupé
office	bureau (m)
open	ouvert
on foot	à pied
on the left	à gauche
on the right	à droite
one way street	sens interdit/unique (m)
outing; trip	excursion (f)
outside	à l'extérieur
outside/in the open air	en plein air
to pack/unpack (cases)	faire/défaire la valise
palace	palais (m)
park	jardin public (m); parc (m)
passenger	passager/passagère (m/f)
passport	passeport (m)
passport control	contrôle des passeports (m)
pedestrian	piéton (m)
pedestrian area	zone piétonne (f)
pedestrian crossing	passage piéton (m)
petrol	essence (f)
picturesque	pittoresque
pillow	oreiller (m)
pitch (for tent)	emplacement (m)
place	endroit (m); lieu (m)
playground	terrain/aire de jeux (m)
plane	avion (m)
platform	quai (m)

Local area, holiday and travel

Foundation tier (continued)

policeman	policier (m); agent de police (m/f)
police station	commissariat (m)
port	port (m)
postcard	carte postale (f)
poster/notice	affiche (f)
post office	poste (f)
price list	liste des prix (f)/tarif (m)
priority	priorité (f)
problem	problème (m)
public holiday	jour férié (m) ; jour de fête (m)
public transport	transports en commun (m/pl)
public/municipal	publique; municipal
railway	chemin de fer (m)
reception	réception (f); accueil (m)
receptionist	réceptionniste (m/f)
reduction	reduction (f)
region	région (f)
rent; rental	loyer (m)
rented holiday cottage	gîte (m)
reservation	réservatiion (f)
return ticket	(billet) aller-retour (m)
river	rivière (f); fleuve (m)
road	route (f)
road map	carte routière (f)
road/street	rue (f)
(bed)room (in a hotel)	chambre (f)
sea	mer (f)
(at the) seaside	au bord de la mer
season	saison (f)
sheet	drap (m)
ship	navire (m)
shop	magasin (m)
shopping centre	centre commercial (m)
show	spectacle (m)

Local area, holiday and travel

Foundation tier (continued)

shower	douche (f)
shower block (e.g.on campsite)	bloc sanitaire (m)
sign	panneau (m)
single ticket	aller simple (m)
single room	chambre pour une personne (f)
situated	situé
ski resort	station de ski (f)
sleeping bag	sac de couchage (m)
sleeping car (in a train)	wagon-lit (m)
snack bar, buffet (on a train)	buffet (m)
snack bar	snack (m)
soap	savon (m)
souvenir	souvenir (m)
sports centre	centre sportif (m)
spacious	spacieux/spacieuse
square (in town)	place (f)
stadium	stade (m)
star	étoile (f)
stairs; staircase	escalier (m)
station (railway)	gare (f)
stop (bus, tram etc.)	arrêt (m)
suburb; outskirts of town	banlieue (f)
suitable for drinking	potable
suitcase	valise (f)
summer camp	colonie de vacances (f)
supplement	supplément (m)
supermarket	supermarché (m)
swimming pool	piscine (f)
taxi	taxi (m)
television set	téléviseur (m)/poste de télévision (m)
tent	tente (f)
tennis court	court de tennis (m)

Local area, holiday and travel

Foundation tier (continued)

theatre	théâtre (m)
ticket; tram, bus or metro ticket	billet (m); ticket (m)
ticket inspector	contrôleur (m)
ticket office	guichet (m)
till; cash desk	caisse (f)
timetable	horaire (m)
tobacconist's shop	(bureau de) tabac (m)
toilets	toilettes (f/pl)
toilet paper	papier hygiénique (m)
toothbrush	brosse à dents (f)
toothpaste	dentifrice (m)
tour	tour (m)
tourist	touriste (m)
tourist (adjective)	touristique
tourist attraction	site touristique (m), attraction (f)
tourist information office	office de tourisme (m)
tower	tour (f)
town	ville (f)
town centre	centre-ville (m)
town hall	mairie (f); hôtel de ville (m)
traffic	circulation (f)
traffic jam	embouteillage (m)
traffic lights	feux (m/pl)
train	train (m)
tram	tramway (m)
travel agency	agence de voyage (f)
traveller	voyageur (m)
(to) turn/switch on	allumer
(to) turn/switch off	éteindre
twin-bedded room	chambre à deux lits (f)
underground railway	métro (m)
underground station	station de métro (f)
unleaded petrol	essence sans plomb (f)
view (over)	vue (f) (sur)

Local area, holiday and travel

Foundation tier (continued)

village	village (m)
waiting period/time limit	délai (m)
waiting room	salle d'attente (f)
wash basin	lavabo (m)
way out/exit	sortie (f)
welcome	accueil (m)
window	fenêtre (f)
(shop) window	vitrine (f)
winter holidays	vacances d'hiver (f/pl)
youth hostel	auberge de jeunesse (f)

Local area, holiday and travel

Higher tier

ATM/cash point	distributeur d'argent (m)
air transport	transport aérien (m)
bed and breakfast accommodation	chambre d'hôte (f)
bedlinen	linge de lit (m)
(bike) hire	location de vélos (f)
(to) board (plane, ship)	embarquer
(to) brake	freiner
brakes	freins (m/pl)
canal	canal (m)
coming/arriving from (planes, trains)	en provenance de
Customs	douanes (f/pl)
door (of train etc.)	portière (f)
dry cleaner's; dry cleaning	pressing (m); nettoyage à sec (m)
emergency exit	sortie de secours (f)
event	événement (m)
fast train	(train) express (m)
fireworks	feux d'artifice (m/pl)
fountain	fontaine (f)
heavy goods vehicle (HGV)	poids lourd (m)
helicopter	hélicoptère (m)
hospitality	hospitalité (f)

Local area, holiday and travel

Higher tier (continued)

hypermarket	grande surface (f); hypermarché (m)
ironmonger's/hardware shop	quincaillerie (f)
launderette	laverie automatique (f)
level crossing	passage à niveau (m)
motorway junction	intersection (f)
motorway services	aire (de repos) (f)
no entry (when driving)	sens interdit (m)
no parking	stationnement interdit (m)
noise	bruit (m)
(to) overtake	doubler
package holiday	voyage organisé (m)
park; green space	espace vert (m)
policeman	gendarme; policier (m)
police station	gendarmerie (f)
procession	défilé (m)
registration/booking in	enregistrement (m)
roundabout (in road)	rond-point (m)
run over (traffic accident)	écraser
rush hour	heures de pointe (f/pl)
savings bank	caisse d'épargne (f)
seaside resort	station balnéaire (f)
seat belt	ceinture de sécurité (f)
sound and light (show)	spectacle son et lumière (m)
speed	vitesse (f)
speed limit	limitation de vitesse (f)
surrounding area, vicinity	environs (m/pl)
to put someone up; accommodate	loger
to take place	avoir lieu
to stay (for a holiday)	séjourner
toll	péage (m)
(to) validate a ticket (e.g. train, tram)	composter
winter/skiing holiday	vacances de neige (f/pl)
vehicle	véhicule (m)

Phrases associated with weather

Foundation tier

bad	mauvais
bright	clair
climate	climat (m)
cloud	nuage (m)
cloudy	nuageux
cold	froid (m)
degree (temperature)	degré (m)
dry	sec
fog	brouillard (m)
heat	chaleur (f)
highest temperature	température maximale (f)
hot	chaud
in the east	dans l'est/à l'est
in the north	dans le nord/au nord
in the south	dans le sud/au sud
in the west	dans l'ouest/à l'ouest
it is freezing	il gèle
it is lightning	il y a des éclairs
it is raining	il pleut
it is snowing	il neige
it is thundering	il y a du tonnerre/il fait du tonnerre
lowest temperature	température minimale (f)
mist	brume (f)
nice (weather)	beau
overcast	couvert
rain	pluie (f)
season	saison (f)
sky	ciel (m)
snow	neige (f)
storm	orage (m); tempête (f)
(it is) stormy	il fait de l'orage
sun	soleil (m)
sunny	ensoleillé
the sun is shining	il fait du soleil/il y a du soleil
to freeze	geler

Phrases associated with weather

Foundation tier (continued)

to rain	pleuvoir
to shine	briller
to snow	neiger
weather	temps (m)
weather report	météo (f)
wind	vent (m)

Phrases associated with weather

Higher tier

average temperature	température moyenne (f)
bright spell	éclaircie (f)
changeable	variable; incertain
hail	grêle (f)
high temperature	température élevée (f)
low temperature	température basse
misty	brumeux
rainy	pluvieux
showers	averses (f/pl)
stormy	orageux
to brighten up	s'éclaircir
to hail	grêler
weather forecast	prévisions météo (f/pl)

Asking for directions

are you going on foot/in a car?	vous allez à pied/en voiture?
as far as	jusqu'à
continue	continue/continuez
cross (over)	traverse/traversez
go straight on	va/allez tout droit
high street/main street	grande rue (f)
how do I get to?	pour aller à..?
it is 100 metres away	c'est à 100 mètres
it is very close	c'est très près
take the first road on the left	prends/prenez la 1ère rue à gauche
turn left	tourne/tournez à gauche
turn right	tourne/tournez à droite

Dealing with problems

Foundation tier

address	adresse (f)
bill (invoice)	facture (f)
bill	note (f)
breakdown	panne (f)
broken	cassé
colour	couleur (f)
complaint	plainte (f)
correct number	bon numéro (m)
customer	client (m)/cliente(f)
customer service	accueil (m)
damage	endommagement (m)
delivery	livraison (f)
email address	adresse email (f)
form	formulaire (m)
guarantee	garantie (f)
mistake	erreur (f)
mistake/fault	faute (f)
payment method	mode de paiement (m)
purse	portemonnaie (m)
quantity	quantité (f)

Dealing with problems

Foundation tier (continued)

receipt	reçu (m)
reduction	réduction (f)
repair	réparation (f)
replacement (part)	produit de remplacement (m); pièce de remplacement (f)
service	service (m)
size	taille (f)
theft; robbery	vol (m)
to complain	se plaindre
to deliver	livrer
to exchange	échanger
to guarantee	garantir
to pay	payer
to repair	réparer
to replace	remplacer
telephone number	numéro de telephone (m)
to work, function	marcher/fonctionner
waiting time	délai (m)
wallet	portefeuille (m)
wrong number	faux numéro (m)

Dealing with problems

Higher tier

instructions for use	mode d'emploi (m)
insurance	assurance (f)
progress, improvement	progrès (m)
to bring back; take back	rapporter; ramener
to return/give back	rendre
to insure	assurer

School

Foundation tier

absent	absent
A Levels (equivalent)	bac(calauréat) (m)
achievement, performance	niveau (m)
answer	réponse (f)
art	dessin (m)
biology	biologie (f)
board (blackboard, whiteboard etc.)	tableau (m)
book	livre (m)
break	récréation (f)/récré (f)
calculator	calculatrice (f)
canteen	cantine (f)
careers adviser	conseiller (m)/conseillère (f) d'orientation
caretaker	concierge (m/f)
changing room	vestiaires (m/pl)
chemistry	chimie (f)
choir	chorale (f)
class test, assessment	contrôle (m)
classroom	salle de classe (f)
clever	intelligent
secondary school	collège (d'enseignement secondaire) (m)
copy; script (exam paper)	copie (f)
corridor	couloir (m)
desk	pupitre (m)
detention	retenue (f)
dictionary	dictionnaire (m)
drama	art dramatique (m)
drama group, acting group	groupe théâtral (m)
DT (design technology)	technologie (f)
education	éducation (f)
English	anglais (m)
examination	examen (m)
exchange	échange (m)
exercise book	cahier (m)
exercise, practice	exercice (m)

School

Foundation tier (continued)

experiment	expérience (f)
fair	juste
felt tip	feutre (m)
first day back at school	rentrée (f)
food technology	arts ménagers (m/pl)
foreign languages	langues étrangères (f/pl)
fountain pen	stylo à encre (m)
French	français (m)
future plans	projets pour l'avenir (m/pl)
GCSE equivalent	brevet (m)
geography	géographie (f)
German	allemand (m)
glue	colle (f)
gym	gymnase (m)
gymnastics	gymnastique (f)
half-term	mi-trimestre (m)
hardworking	travailleur/travailleuse
headteacher	directeur/directrice (m/f)
history	histoire (f)
history-geography; humanities	histoire-géo (f)
(school) holidays	vacances (scolaires) (f/pl)
homework	devoirs (m/pl)
ICT	informatique (f)
Italian	italien (m)
kindergarten, nursery school	(école) maternelle (f)
laboratory	laboratoire (m)
(modern) languages	langues (vivantes) (f/pl)
language lab	laboratoire de langues (m)
latin	latin (m)
lesson	cours (m)
library	bibliothèque (f)
lunch break	heure du déjeuner (f)
mark, grade	note (f)

School

Foundation tier (continued)

maths	mathématiques (f/pl)/maths (f/pl)
media studies	étude des medias (f)
mixed	mixte
music	musique (f)
oral	oral/e
pad of paper	bloc-notes (m)
page	page (f)
PE	éducation physique (f)/EPS (f)
pen, ballpoint pen	stylo (m)
pencil	crayon (m)
pencil case	trousse (f)
physics	physique (f)
plan, project	projet (m)
playground	cour de récréation (f)
present (in school)	présent
primary school	école primaire (f)
private school	école privée (f)
progress	progrès (m)
projector	projecteur (m)
personal and social education (PSE)	instruction civique (f)
pupil	élève (m/f)
qualification	diplôme (m)
question	question (f)
religion, Religious Studies	religion (f)
report	bulletin scolaire (m)
result	résultat (m)
rubber	gomme (f)
rule	règle (f)
ruler	règle (f)
secondary school	collège (m) (11-15 yrs old); lycée (m) (15-18 yrs old)
school bag	cartable (m)
school book	livre d'école (m)
school bus	car de ramassage (m)

School

Foundation tier (continued)

school day	journée scolaire (f)
school group/party	groupe scolaire (m)
school hall	hall de l'école (m)
school keeper; caretaker	concierge (m/f)
school leaving certificate	certificat de fin d'études (m)
school report, certificate	bulletin scolaire (m)
school trip	excursion scolaire (f)
school year	année scolaire (f)
sciences	sciences (f/pl)
scissors	ciseaux (m/pl)
serious (hardworking)	sérieux/sérieuse
semester	semestre (m)
sharpener	taille-crayon(s) (m)
sixth form	lycée (m)
sociology	sociologie (f)
Spanish	espagnol (m)
sports field	terrain de sport (m)
sports hall, gym	salle de sports (f); gymnase (m)
staff room	salle des profs (f)
state	État (m)
state school	école publique (f)
strict	strict; sévère
strong, good at (subject)	fort/forte; bon/bonne (en)
student	étudiant/e
subject	matière (f)
success	succès (m); réussite (f)
successful	réussi
summer holidays	grandes vacances (f/pl)
supply teacher; cover teacher	remplaçant/e (m/f)
team	équipe (f)
technology	technologie (f); EMT (f)
term	trimestre (m)
test	contrôle (m)
tie	cravate (f)

School

Foundation tier (continued)

timetable	emploi du temps (m)
to calculate	calculer
to correct	corriger
to pass (exam)	réussir
to pay attention; to be careful	faire attention
to practise	pratiquer
to repeat	répéter
to repeat a year	redoubler
to revise	réviser
to sit an exam	passer un examen
to teach	enseigner
to work hard	travailler dur
unfair	injuste
uniform	uniforme (m)
vocational school; technical college	lycée d'enseignement professionel/LEP (m)
weak, bad at (subject)	faible; mauvais/mauvaise (en)
worksheet	fiche de travail (f)
yr 7	sixième (f)
yr 8	cinquième (f)
yr 9	quatrième (f)
yr 10	troisième (f)
yr 11	seconde (f)
yr 12	première (f)
yr 13	terminale (f)

School

Higher tier

ballpoint pen	stylo bille (m)
biology	sciences naturelles (f/pl); sciences nat
boarding school	pensionnat (m); internat (m)
business studies	commerce (m)
class register	appel (m)
core/compulsory subject	matière obligatoire (f)
degree (university)	licence (f)
do badly; fail	échouer
economics	économie (f)
essay	rédaction (f)
final exam	examen final (m)
foreign language assistant	assistant/e (de français etc.)
gifted	doué
headteacher of lycée or college	proviseur (m)
ink cartridge	cartouche (d'encre) (f)
meeting, discussion	réunion (f)
optional (subject)	facultatif/ve
parents' evening	rencontre parents-professeurs (f)
permission	autorisation (f)
physics and chemistry	sciences physiques (f/pl)
pressure	pression (f)
pronunciation	prononciation (f)
sociology	sociologie (f)
studies	études (f/pl)
supervisor	surveillant/surveillante (m/f)
to agree (with) something	accepter/être d'accord
to be cancelled (lessons)	être annulé
to drop a subject	laisser tomber
to have a detention	être en retenue/être collé
to improve (one's knowledge/skills in)	perfectionner
to move up (to the next form/year)	passer (en classe supérieure)
to pronounce	prononcer
to skive/to skip/bunk lessons	sécher les cours
to spell	épeler
to teach	enseigner
to translate	traduire
training centre	centre de formation (m)
translation	traduction (f)
waste of time	perte de temps (f)
(to do a) written punishment, lines	écrire des lignes

Future aspirations, study and work

Foundation tier

actor, actress	acteur/actrice (m/f)
advertisement	annonce (f); publicité (f)
air hostess/air steward	hôtesse (f)/steward (m) de l'air
ambition	ambition (f)
answerphone	répondeur (m)
apprenticeship	apprentissage (m)
architect	architecte (m)
artist	artiste (m/f)
badly paid	mal payé
baker	boulanger/boulangère (m/f)
builder	maçon (m)
business/shop	commerce (m)
busy	occupé
butcher	boucher/bouchère (m/f)
cashier	caissier/caissière (m/f)
charity	organisation charitable (f)
civil servant	fonctionnaire (m/f)
coffee (tea/lunch) break	pause-café (thé/déjeuner) (f)
colleague	collègue (m/f)
computer science	informatique (f)
computer scientist	informaticien/ne (m/f)
conference	conférence (f)
cook	cuisinier/cuisinière (m/f)
degree (university)	licence (f)
(a) day's leave	jour de congé (m)

Future aspirations, study and work

Foundation tier (continued)

dentist	dentiste (m/f)
designer	dessinateur/dessinatrice (m/f)
doctor	médecin (m/f); docteur (m)
drama	art dramatique (m)
drama	théâtre (m)
dream	rêve (m)
driver	chauffeur (m)
educational	éducatif/ve
electrician	électricien/électricienne (m/f)
(bank) employee	employé(e) (de banque)
employer	employeur (m)
engineer	ingénieur (m)
experienced	expérimenté
farmer	fermier/fermière (m/f)
farmer worker	agriculteur/agricultrice (m/f)
fashion	mode (f)
file	classeur (m); fichier (m)
fireman	pompier (m)
folder	dossier (m)
form	formulaire (m)
interview (job)	entretien (m)
interview (TV or magazine)	entrevue (f)
job	emploi (m)
journalist	journaliste (m/f)
language	langue (f)
manager	gérant/e (m/f); directeur/directrice (m/f)
marketing	marketing (m)
mechanic	mécanicien/mécanicienne (m/f)
meeting	réunion (f)
musician	musicien/musicienne (m/f)
nurse	infirmier/infirmière (m/f)
part time	mi-temps
per hour	à l'heure
pharmacist	pharmacien -ne

Future aspirations, study and work

Foundation tier (continued)

plan, project	projet (m)
planned	prévu
plumber	plombier (m)
poet	poète (m/f)
police officer	agent de police (m/f); policier (m)
programmer	programmeur (m)
rep, sales representative	représentant (m)
salary	salaire (m)/paie (f)
sewing, tailoring	couture (f)
situation wanted	demande d'emploi (f)
skills	compétences (f/pl)
society/company	société (f)
student	étudiant/e (m/f)
teacher	professeur (m)
teacher (primary)	instituteur/institutrice (m/f)
technician	technicien/technicienne (m/f)
telephone call	coup de téléphone (m)
terms of employment	conditions de travail (f/pl)
to apply for a job	poser sa candidature
to do a course	faire un stage
to fill in a form	remplir un formulaire
to file	classer
to organise	organiser
to print	imprimer
to study	faire des études
to type	taper
training	formation (f)
travel agency	agence de voyages (f)
unemployment	chômage (m)
university	université (f)
voluntarily, without pay	bénévolement
waiter/waitress	serveur/serveuse (m/f)
well paid	bien payé
work	travail (m)
work experience	stage (en entreprise) (m)

Future aspirations, study and work

Higher tier

(data) file	fichier (m)
aim; goal	but (m)
apply at/go to e.g. ask at reception	s'adresser/s'adresser à
apply; enroll	s'inscrire
appointment	rendez-vous (m)
apprentice	apprenti/e
charity sale (e.g. bake sale)	vente de charité (f)
data base	base de données (f)
enclosed	ci-inclus
forward slash	slash (m)
hard disk	disque dur (m)
higher education	études universitaires (f/pl)
impression	impression (f)
in aid of	au profit de
internship	stage (m)
job advert; vacancy	offre d'emploi (f)
job; position	emploi (m); poste (m)
key (on keyboard)	touche (f)
keyboard	clavier (m)
law (study of the subject)	droit (m)
letter of application	lettre de candidature (f)
link	lien (m)
medicine (study of the subject)	médicine (f)
memory card	carte mémoire (f)
mouse	souris (f)
printer	imprimante (f)
profession, job, occupation	métier (m)
programmer	programmeur (m)
promotion prospects	possibilités d'avancement (f/pl)
qualification	diplôme (m)
qualified	qualifié; diplômé
school education	éducation (f)
signature	signature (f)
success	succès (m)/réussite (f)

Future aspirations, study and work

Higher tier

successful	réussi
teaching; education (as a subject)	enseignement (m)
to apply for a job	poser sa candidature
to enclose, to attach	joindre
to introduce oneself	se présenter
touch screen	écran tactile (m)
underscore	soulignement (m)
university (informal)	fac(ulté) (f)
voluntary work	travail volontaire (m)
volunteer	volontaire (m/f)
webmail	web-mail (m)
word processing	traitement de texte (m)
work (informal)	boulot (m)

International and global dimension: bringing the world together, environmental issues

Foundation tier

advantages/disadvantages	avantages (m/pl)/désavantages (m/pl)
animals	animaux (m/pl)
campaign	campagne (f)
charity	organisation charitable (f)
coal	charbon (m)
country	pays (m)
disaster	désastre (m); catastrophe (f)
drinking water	eau potable (f)
drought	sécheresse (f)
earth	terre (f)
electricity	électricité (f)
energy; power	énergie (f)
environment	environnement (m)
fair trade	commerce équitable (m)
(music) festival	festival (de musique) (m)
flood; flooding	innondation (f)
for/against	pour/contre
(rain)forest	forêt (f) (tropicale)
gas	gaz (m)
global; world wide	mondiale
hunger; famine	faim (f); famine (f)
hurricane	ouragan (m)
international	international
lack (of)	manque (de) (m)
natural resources	ressources naturelles (f/pl)
oil	pétrole (m)
Olympic games	jeux olympiques (m/pl)
people	gens (m/pl)
planet	planète (f)
pollution	pollution (f)
poverty	pauvreté (f)
protection	protection (f)
recycling	recyclage (m)
rubbish	ordures (f/pl)
to die	mourir

International and global dimension: bringing the world together, environmental issues

Foundation tier (continued)

to live	vivre
to pollute	polluer
to protect	protéger
to recycle	recycler
to save (water)	économiser (l'eau)
war	guerre (f)
world	monde (m)
world cup (football)	coupe du monde (de football) (f)

International and global dimension: bringing the world together, environmental issues

Higher tier

climate (adjective)	climatique
earthquake	tremblement de terre (m)
fresh water	eau douce (f)
global warming	réchauffement de la terre (m)
instant	instantané
malnourished	mal nourri
rights of man; peoples' rights	droits de l'homme (m/pl)
salt water	eau salée (f)
security	sécurité (f)
solar power	énergie solaire (f)
species	espèces (f/pl)
sports event	rencontre sportive (f)
spying	espionnage (m)
starving	affamé
to (make) compost	faire du compost
to benefit	bénéficier
to lack	manquer
to contaminate	contaminer
to save; to keep safe	sauver; sauvegarder
to sort/separate (e.g. rubbish)	trier
to stay in contact	rester en contact
to survive	survivre
to threaten	menacer
unfortunate; needy	malheureux/malheureuse
volcano	volcan (m)

Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for* Modern Foreign Languages, published in February 2015.

[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

From Pearson's Expert Panel for World Class Qualifications

May 2014

" The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their students make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice. "

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves: [2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs. Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 601/8708/6
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1FR0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1FR0/1F and 1H Paper 2: 1FR0/2F and 2H Paper 3: 1FR0/3F and 3H Paper 4: 1FR0/4F and 4H

*www.gov.uk/government/publications/2018-performance-tables-discount-code

DB220222 9781446943243_GCSE2016_L12_FRENCH_ISS4.DOC.1-160/0

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