

**GCSE (9–1)**

# **FRENCH**

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## **Specification**

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French (1FR1)  
First teaching from September 2024 | first certification from 2026

Issue 1

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# 1 Introduction

## Why choose Pearson Edexcel GCSE French?

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We have listened to feedback from all parts of the language community, including hundreds of teachers and students. We know that when you are teaching a language, you want your students' eyes to be opened to other cultures and for them to learn how to communicate about subjects that interest them. Like you, we are passionate about growing a love of languages. Our GCSE French qualification is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.

**More than words** - our qualification promotes culture, communication and connection. From the design of our speaking tasks, where communication is privileged, through to the use of images to provide cultural context, we want students to understand that words are a springboard to discovering much more.

**Language learning for today's world** - we have carefully selected our vocabulary and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.

**Compassionate assessments in a clear and familiar structure** – our assessments are accessible and transparent, rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. We are committed to maintaining a sense of continuity with the separate assessment of the four skills, and a consistent assessment structure.

**Preparing for the future** – we know how much you value additional assessment material, and we are committed to providing additional content, including secure mock material. We will provide digital solutions to ease the administrative burden, and opportunities to be involved in innovative pilots for onscreen assessment pathways.

**Reliable and extensive support from switch to delivery** – our Switch Consultants will provide one to one support to make switching to our new qualification pain free. Once you are with us, our dedicated Subject Advisor is here to help with any of your queries and we will provide regular training opportunities for all our teachers.

## Qualification at a glance

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The qualification consists of:

- three externally-examined papers assessing separately listening, reading and writing
- one speaking assessment set by Pearson and conducted by a teacher.

All assessments are marked by Pearson.

All papers will sample the vocabulary and grammatical structures included in *Appendix 1: Vocabulary* and *Appendix 2: Grammar*. The focus for the content of questions and tasks will be drawn from the listed thematic contexts (see Thematic contexts section on pages 7–9).

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

## **Paper 1: Speaking in French (\*Paper code: 1FR1/1F and 1H)**

***Internally conducted and externally assessed:***

***Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks***

***Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks***

***25% of the qualification***

Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests. There are three consecutive tasks:

### **Task 1: Read aloud (12 marks)**

Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task itself students will be assessed on their pronunciation and in the short interaction that follows students will be assessed on their communication. The task card will be allocated by Pearson.

### **Task 2: Role play (10 marks)**

Undertake a transactional role play, in a setting taken from the defined list on pages 16–17. The task card will be allocated by Pearson.

### **Task 3: Picture task (12 marks) with conversation (16 marks)**

Students select their thematic context for Task 3 in advance of the assessment. Students select one option from a choice of two of the six thematic contexts. The two options will be randomly generated by Pearson. The task card will be allocated by Pearson.

Describe a picture stimulus, related to the selected thematic context. Students have a choice of two pictures on the stimulus card. Answer two compulsory questions related to the subject matter of the picture, then move on to a short unprepared conversation developed from the same thematic context.

## **Paper 2: Listening and understanding in French (\*Paper code: 1FR1/2F and 2H)**

### ***Written examination:***

***Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks***

***Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks***

### ***25% of the qualification***

Students are assessed on their understanding of standard spoken French by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings.

### **Section A: Listening (40 marks)**

Students respond to multiple-choice, multiple-response and short-answer open response questions.

All questions are set in English and students produce all responses in English.

### **Section B: Dictation (10 marks)**

Students are assessed on their ability to transcribe spoken French into written French. They will be rewarded for their accuracy of spelling based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification in *Appendix 2: Grammar*.



## **Paper 3: Reading and understanding in French (\*Paper code: 1FR1/3F and 3H)**

### ***Written examination:***

***Foundation tier: 45 minutes, 50 marks***

***Higher tier: 60 minutes, 50 marks***

### ***25% of the qualification***

Students are assessed on their understanding of written French across a range of formal and informal contexts, and in familiar and unfamiliar settings.

### **Section A: Reading and Understanding (40 marks)**

Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts.

All questions are set in English and students produce all responses in English.

### **Section B: Translation into English (10 marks)**

Students translate a passage from French into English, with instructions in English.

## Paper 4: Writing in French (\*Paper code: 1FR1/4F and 4H)

### **Written examination:**

**Foundation tier: 1 hour 15 minutes; 50 marks.**

**Higher tier: 1 hour 20 minutes; 50 marks.**

### **25% of the qualification**

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 English.

#### Foundation Tier

- Question 1: picture-based task **(8 marks)**
- Question 2: one of two open-response questions, set in formal context **(14 marks)**
- Question 3: one of two open-response questions, set in informal context **(18 marks)**
- Question 4: translation into French **(10 marks)**

#### Higher Tier

- Question 1: one of two open-response questions, set in informal context **(18 marks)**
- Question 2: one of two open-response questions, set in formal context **(22 marks)**
- Question 3: translation into French **(10 marks)**

A recommended word count is specified for each open-response question.

\*See *Appendix 5: Codes* for a description of this code and all other codes relevant to this qualification.

## Our qualification approach

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Language is more than words.

Combining clear, concise and straightforward assessments with engaging, meaningful and relatable content, our new Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French is fit for the future, equipping students for life and careers in a global setting.

### Thematic contexts

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

We asked students and teachers about the subjects that were meaningful and interesting to them, and selected the following six broad thematic contexts to provide a focus for the teaching and learning of the vocabulary and grammar listed:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

All the vocabulary listed in *Appendix 1* could be used fluidly across these thematic contexts.

Within our thematic contexts, students could use the specified vocabulary and grammar (*Appendices 1 and 2*) to listen to, read, speak and write about the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

This list of subjects is not exhaustive and is intended to support planning of teaching and learning.

Teachers could explore these subjects throughout the course and across different thematic contexts. For example, 'transport' could be considered when exploring the thematic context of 'Travel and Tourism' or 'My Neighbourhood'; 'food and drink' could be considered when exploring 'My personal world', 'Lifestyle and wellbeing' or 'Travel and tourism'.

Teachers could also choose to organise their teaching of the vocabulary content into alternative thematic contexts or no thematic contexts at all to meet their students' interests flexibly. Providing the full vocabulary and grammar content in *Appendices 1 and 2* is taught at each tier, your students will be able to access all our assessments.

## Thematic contexts in assessments

Our use of thematic contexts in assessments provides:

- meaningful and engaging content and scenarios for the question papers
- reassurance to students on the focus of the texts they will encounter in their assessments

- coverage of a range of vocabulary in assessments to ensure variety within each paper, across each paper in an exam series, and over time.

### **Paper 1, Speaking in French**

- Each of the six read aloud cards, per tier, will reflect one of the thematic contexts.
- Each of the six role play cards, per tier, will reflect one of the transactional settings.
- Each of the eighteen picture cards will reflect one of the thematic contexts.
- Students will choose the thematic context for their picture task in advance of the assessment, from a choice of two, randomly generated by Pearson. The short conversation following the picture description will begin within the same pre-selected thematic context.
- Students are free to use vocabulary from anywhere across the specified vocabulary list in their spoken responses.
- Students may also use vocabulary from outside the vocabulary list in their spoken responses.

### **Paper 2, Listening and Understanding in French**

- The contexts of the listening texts will be taken from any of the thematic contexts.
- Content of the listening texts will sample vocabulary across the qualification content.

### **Paper 3, Reading and Understanding in French**

- The contexts of the reading texts will be taken from any of the thematic contexts.
- Content of the reading texts will sample vocabulary across the qualification content.

### **Paper 4, Writing in French**

- Every exam series each of the writing tasks, per tier, will reflect one of the thematic contexts.
- Students are free to use vocabulary from anywhere across the specified vocabulary list in their written responses.
- Students may also use vocabulary from outside the vocabulary list in their written responses.

## Cultural Content and Inclusivity

Built on a foundation of inclusivity, accessibility and transparency we have created a student-centred qualification that caters to the needs of all students, regardless of their background, ability or reason for studying a language.

### Use of cultural settings

Language study gives opportunities to broaden students' cultural awareness and introduces them to new experiences. However, sometimes presumptions about shared cultural capital can prevent students from accessing the content.

#### Paper 1, Speaking assessments will:

- use relatable contexts that are likely to be within the range of students' own experiences
- use a finite range of settings for role plays (see Paper 1 Speaking in French, Content), so that all students can be equally prepared for these scenarios.

#### Paper 2, Listening assessments will:

- use settings that are both familiar and unfamiliar, for wider cultural engagement
- provide any necessary information to support students' understanding of culturally unfamiliar settings in English, in rubrics.

#### Paper 3, Reading assessments will:

- use settings that are both familiar and unfamiliar, for wider cultural engagement
- include contextualising images to support students' understanding of culturally unfamiliar settings
- provide glossing for the names of towns, cities or countries that are not part of the vocabulary list.

#### Paper 4, Writing assessments will:

- set open-response questions in contexts that are realistic and familiar
- set tasks that draw on students' own thoughts and experiences to answer set bullet points

- avoid tasks that place a burden on student imagination to create responses
- avoid tasks that rely on student knowledge of international travel or settings.

## Use of names in assessments

Learning about the lives of people from across the target language speaking world is a way of bringing languages to life. However, sometimes the names of people can be unfamiliar and confusing for students in assessments.

Our assessments will:

- include only names from a defined list (see *Appendix 3*)
- allow students to become familiar with target language names in advance
- provide culturally relevant content.

Our assessments will not:

- include unfamiliar and potentially confusing names
- require students to learn names
- assess students on their knowledge of names.

## Use of gendered language

Learning a new language allows students to talk about themselves and their lives, as well as learning about the lives and experiences of others. However, for trans and non-binary students, the use of gendered language can present specific challenges.

Our assessments will:

- include the vocabulary for 'trans' and 'non-binary' on our vocabulary list (see *Appendix 1: Vocabulary*)
- recognise students' use of non-binary or gender-neutral pronouns when describing themselves or others in the speaking and writing papers
- recognise students' use of new adjectival endings according to their preferred way of identifying, or the use of gender-neutral pronouns with feminine or masculine agreement

- recognise students' use of gender-neutral nouns, whether indicated by adding punctuation, asterisks or using alternative spellings
- equally credit students' use of masculine, feminine or non-binary adjective agreements where used correctly and consistently
- equally credit students' use of non-binary pronouns where used correctly and consistently
- be marked anonymously, without any examiner awareness of students' gender.

## Support

If you would like to find out more about an LGBTQ+ inclusive MFL curriculum, Stonewall provides further support in their ['Creating an LGBTQ+ Inclusive Secondary Curriculum' resource](#). You can also find more support, along with specific examples of gender neutral language use in French, German and Spanish in our ['Gender, diversity and inclusion in languages qualifications'](#) video.



## 2 Subject content and assessment information

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French allows students to develop their ability to communicate in French in both speech and writing. They will study language within a variety of thematic contexts relevant to their age and interests and will develop a greater awareness of the culture of French-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of French vocabulary and grammar progressively through their course of study. A list of words that students are expected to use and understand is included in *Appendix 1: Vocabulary list*. This list of words is comprehensive and makes no assumptions about vocabulary previously taught. Grammar requirements are contained in the grammar list in *Appendix 2: Grammar list*.

### Subject aims

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The aims of this qualification are to:

- provide a coherent, satisfying and worthwhile course of study.
- develop confidence in, and a positive attitude towards, French and to recognise the importance of languages.
- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.
- develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes.
- develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
- enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

# Paper 1: Speaking in French

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## Content

Speaking tasks will feature content that is relatable and accessible to all students.

Students will be assessed on their ability to:

- speak using clear and comprehensible language, for a range of audiences and purposes, and in formal and informal contexts, which are relevant to their current and future needs and interests.

Students will need to:

- use clear and comprehensible pronunciation when speaking French, demonstrating an understanding of sound symbol correspondences
- recall and use language in different situations and be able to move between French and English
- convey and elicit information by asking and answering questions
- use language to describe a visual stimulus, including specific required details
- give opinions
- develop conversation and discussion
- produce extended sequences of speech
- use a range of vocabulary and grammatical structures (from the prescribed lists) accurately, including some more complex forms appropriate to the level of study, with reference to past, present and future events.

## Assessment information

### Task 1 – Read aloud (12 marks)

Students will:

- **read aloud a short passage** (8 marks) and
- **answer two straightforward questions** (4 marks) to elicit brief opinions based on the overall content of the passage, in a short interaction.

The **read aloud task assesses clear and comprehensible pronunciation** integrated with **an understanding of sound symbol correspondences**.

The short interaction that follows assesses communication only.

Each assessment series, Pearson will provide six read aloud stimulus cards. Each card will take its focus from one of the six thematic contexts listed in the specification and will only use words selected from the full vocabulary list for each tier.

When responding to the two questions after the read aloud, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list. The questions will be in the present tense at both tiers and will elicit likes / dislikes / opinions.

#### Assessment information:

For each read aloud, there is a student card and a teacher card:

#### Student card

The student card includes:

- instructions and a scenario in English,
- followed by a short text in French, which the student will read aloud:
  - **Foundation tier: 35–40 words in 5 sentences**
  - **Higher tier: 50–55 words in 4 sentences**

The two straightforward questions for the short interaction do not appear on the student card, as they must be unprepared.

## Teacher card

The teacher card includes:

- instructions on how to conduct the task,
- a copy of the text to be read by the student, and
- two straightforward questions, which form the short unprepared interaction to follow the read aloud of the text.

## Task 2 – Role play (10 marks)

In the role play, students will be required to **give and receive information, answering and asking questions**. The students' interactions could include any of the following:

- make transactions (buying tickets, ordering food etc)
- make plans, appointments or reservations
- explain or give reasons
- describe
- express likes / dislikes / preferences / opinions
- ask for advice
- make a complaint or report a problem
- ask / talk about activities.

Role plays will be transactional in nature and will always be in one of the following settings:

- Café / restaurant
- Shop / market / shopping centre
- Hotel
- Train station
- Tourist information office
- Cinema / theatre / concert hall

- Campsite
- Leisure centre
- Doctor's surgery / hospital
- In town

**The role play assesses communication only** and has been designed so that students can respond to the prompts using vocabulary drawn from the vocabulary list.

Each assessment series, Pearson will provide six role play stimulus cards, which will use six different settings from the above list.

The role plays are all set in a formal context. Students are not required to use the formal register.

### Assessment information:

- For each role play, there is a student card and teacher card:

#### Student card

The student card includes the role play setting taken from the list above, and instructions and prompts in English.

Foundation tier:

- The student card includes five bullet points, eliciting five utterances.
- Students need to **ask one question.**
- Students are required to speak only in the present tense or a familiar conditional tense where it is more natural to do so, e.g. 'je voudrais.'

Higher tier:

- The student cards include five bullet points, eliciting five utterances.
- Students need to **ask two questions.**
- Students are required to speak in the present tense or a familiar conditional tense where it is more natural to do so, e.g. 'je voudrais.'
- Students **respond to one question asked using a future timeframe.**

## 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.

### Task 3 – Picture task (28 marks)

Students will be required to:

- **describe one picture** from a choice of two (8 marks)
- answer **two** unprepared questions related to the selected picture (4 marks)
- participate in **a conversation extending from the broader thematic context** (16 marks).

#### Picture description (12 marks):

On the picture task card there will be two colour pictures and students will **choose one** of the colour pictures. They will be required to **produce an extended description**, focussing on the following compulsory details of the picture:

- people
- location
- activity.

The teacher is provided with prompts to encourage students to address the compulsory bullet points. Students are not limited to describing these details and may develop their description as far as they are able in the recommended time.

The picture description has been designed so that students can respond to the stimulus using vocabulary drawn from the full vocabulary list.

Once the student has concluded the description, the teacher will ask **two compulsory questions relating to the subject matter of the picture**. Both questions will be about the student's own experiences / likes / dislikes / opinions. At Higher tier, the second question will be in a past tense. The questions do not appear on the student card as they must be unprepared.

## Broader conversation (16 marks):

The teacher should continue **a broader conversation extending from the thematic context** selected for this task. A compulsory starting subject for the conversation is given on the teacher card, along with example questions in the present, past and future tenses.

During the conversation, the teacher should ask a range of questions appropriate to the thematic context and the interests and experiences of the student, which enables students to:

- produce extended sequences of speech
- develop the conversation
- give and justify own thoughts and opinions
- refer to past, present and future events
- demonstrate the full range of their ability.

Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.

Teacher-examiners should be mindful of the time recommendation for the conversation element of this task and encourage candidates to produce sufficient responses to fill the recommended time.

## Assessment information

**The description and conversation elements of the picture task assess communication and clarity (in response to the picture stimulus or teacher questions), and linguistic and grammatical accuracy.**

**The two unprepared questions following the picture description assess communication only.**

Each assessment series, Pearson will provide eighteen different sets of picture task stimulus cards for each tier, with each card relating to one of the six thematic contexts. There will be two pictures on each stimulus card.

Two weeks in advance of the speaking assessment, students will select the thematic context for the picture task and conversation. They will select one thematic context from a choice of two, randomly generated by Pearson. This will inform the stimulus card they receive for the picture task, and the read aloud and role play task cards will be randomly allocated accordingly by Pearson.

For each picture task set, there is a student card and teacher card:

### Student card

The student card includes:

- **two colour pictures** from which students must **choose one** to describe.
- **three compulsory bullet points in English** to guide the description: the people, the location, the activity.
- guidance on the task.

### Teacher card

The teacher card includes:

- instructions on how to conduct this task.
- copies of the pictures with bullet point prompts as on the student card.
- intervention prompts to encourage the student to develop their picture description.
- two compulsory follow-on questions per picture, related to the subject matter of the picture
  - **Foundation tier:** the questions will both be in the present tense;
  - **Higher tier:** question 1 will be in present tense and question 2 will be in the past tense.
- guidance for the broader conversation, including a mandated starting subject for the conversation, and three suggested questions in different tenses / timeframes.



## General assessment information

First assessment: May/June 2026.

- Students complete the three tasks as detailed and in the order set out above.
- Assessment rubrics and information for students will be in English. The tasks must be completed in French.
- Prior to the assessment, Pearson will provide instructions on the process for allocating stimulus cards. The allocation of cards for the read aloud, role play and picture task will be generated by the student's choice of thematic context for the picture task. The thematic context will be selected from a choice of two randomly generated by Pearson and offered to the student two weeks before the assessment. The allocation of cards is designed to ensure that the assessment experienced by each student samples a range of vocabulary from the specified vocabulary list *in Appendix 1: Vocabulary*.
- 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 assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in the pack must not be removed from the centre premises and should be securely stored in order to maintain confidentiality throughout the assessment period.
- Assessments are conducted by teachers. Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal for external marking.
- Assessment timings are different for Foundation and Higher tiers to reflect the increased demand of the tasks. Students will be assessed on the quality of the responses they can produce within the maximum allocated time of 9 minutes for foundation and 12 minutes for higher. Teachers are expected to give students the opportunity to respond fully to all tasks.
- All assessments are marked against assessment criteria, which can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French Sample Assessment Materials (SAMs)* document.

- Centres must have procedures in place to verify and confirm the identity of all students at the time of the assessment. Pearson will provide the format for this verification, which will be submitted digitally to Pearson.

## Foundation tier assessment time and marks

The total assessment for the three tasks is **7 to 9 minutes plus 15 minutes' preparation time.**

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between **1.5 to 2 minutes** for 12 marks
- Task 2 – one role play, recommended to last **1 to 1.5 minutes** for 10 marks
- Task 3 – one picture task, recommended to last **4.5 to 5.5 minutes** in total
  - the picture description with the two compulsory questions is recommended to last **1.5 to 2 minutes** for 12 marks, and
  - the broader conversation is recommended to last **3 to 3.5 minutes** for 16 marks.
  - The total number of marks for Task 3 is 28 marks.

## Higher tier assessment time and marks

The total assessment for the three tasks is **10 to 12 minutes plus 15 minutes' preparation time.**

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between **2 and 2.5 minutes** for 12 marks
- Task 2 – one role play, recommended to last **1 to 1.5 minutes** for 10 marks
- Task 3 – one picture task, recommended to last **7 to 8 minutes** in total
  - the picture description with the two compulsory questions is recommended to last **2 to 2.5 minutes** for 12 marks,

- the broader conversation is recommended to last **5 to 5.5 minutes** for 16 marks.
- The total number of marks for Task 3 is 28 marks.

## Preparation time

Students are allocated 15 minutes' preparation time, under supervised conditions, immediately prior to the assessment.

The purpose of the 15 minutes preparation time is to consider the text for the read aloud and the allocated stimuli for the role play and picture task.

**The final 1 minute of the preparation time should take place in the examination room, where students will be given the opportunity to practise the read aloud task out loud.** It is not compulsory for the student to read the full task out loud during this minute. Students may use this time to practise selected words / phrases / sentences or the entire text out loud or undertake any other appropriate preparation. The 1-minute preparation will not be assessed but **must** form part of the continuous recording of the assessment submitted to Pearson. The purpose of recording the preparation time is to ensure that no guidance or correction is provided to the student during this time.

During the 15 minute preparation time, students are permitted to make notes on an A4 sheet of paper. In addition, they can directly annotate the text for the read aloud in order to aid pronunciation during the task.

During the assessment, students can refer to notes and annotations. The notes should be for reference only. Stimulus material for each task should be handed to the teacher at the end of the task (i.e. directly after the read aloud passage, but before the short interaction; directly after the roleplay; at the end of the picture description). At the end of the examination, students must also return their notes to the teacher.

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

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

## Paper 2: Listening and understanding in French

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### Content

Students are assessed on their understanding of standard spoken French in formal and informal contexts, and familiar and unfamiliar settings.

Students need to:

- identify and respond to key points, details and opinions
- recognise the relationship between past, present and future events
- undertake a short dictation in the target language, applying the principles by which spelling represents sounds in standard or widely used forms of French.

This paper draws on the specified vocabulary (*Appendix 1*) and grammar (*Appendix 2*) and the focus of the passages will be taken from the thematic contexts listed in the specification (see [Thematic Contexts](#)).

Recordings have been created to reflect the following authentic listening scenarios:

- newsflashes, newsclips, weather forecasts, public announcements, advertisements, monologues, conversations, podcasts, extracts of talks or presentations and short reports.

Students are presented with short and medium-length recorded scenarios involving one or more speakers.

Recordings will be spoken using standard French at no faster than a moderate pace.

To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in *Appendix 3*.

## Assessment information

- First assessment is in May/June 2026.
- The assessment is out of 50 marks.

### Section A: Listening Comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions.

Students write their responses in English.

### Section B: Dictation (10 marks)

The instructions for this task are given in English. Students will listen to a passage of spoken French and write their responses in French.

- Students are allocated five minutes 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.
- **Each extract is played three times**, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question.
- Students must answer all questions.
- In Section A, there are four crossover questions between the Foundation Tier and the Higher Tier papers.
- Recordings are released as audio files via our Secure Download Service (SDS) prior to the examination.
- Dictionaries may not be used in the examination.

### Foundation tier

- The duration of the assessment is **45 minutes, including 5 minutes of reading time.**
- The total word count of texts used in the paper ranges between 450 and 500 words.

- The question paper targets grades 1-5 and contains twelve questions in total.

### Higher tier

- The duration of the assessment is **60 minutes, including 5 minutes of reading time.**
- The total word count of texts used in the paper ranges between 700 and 850 words.
- The question papers targets grades 4 –9 and contains ten questions in total.

### Sample assessment materials

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

## Paper 3: Reading and understanding in French

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### Content

Students are assessed on their understanding of written French across a range of genres and in both formal and informal contexts.

Students need to:

- identify and respond to key points, details and opinions
- recognise the relationship between past, present and future events
- infer meanings of two single words per tier (1 mark per word) that are not listed in *Appendix 1: Vocabulary*
- demonstrate an ability to transfer meaning accurately into English by translating from written French into English.

This paper draws on the specified vocabulary (*Appendix 1*) and grammar (*Appendix 2*) and the focus of the passages will be taken from the thematic contexts listed in the specification (see [Thematic Contexts](#)).

Texts have been created to reflect the following authentic reading scenarios:

- blogs, internet forums, advertisements, tourist brochures, newspaper or magazine articles, emails, extracts from a diary or school project.

Texts for individual questions within the assessment vary in length, including both short and longer written passages.

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. When specific cultural features are mentioned, we will include an image to ensure all students can have equal understanding of the cultural feature.

To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in *Appendix 3*.



## Assessment information

First assessment: May/June 2026.

The assessment is out of 50 marks.

### Section A: Reading comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions.

Students write their responses in English for any open response questions.

### Section B: Translation (10 marks)

The instructions for this task are given in English. Students will translate from French into English.

- Students must answer all questions from each of the two sections.
- In Section A, there are three crossover questions between the Foundation Tier and the Higher Tier papers.
- Dictionaries may not be used in the examination.

#### Foundation tier

- The assessment time is **45 minutes**.
- Section A, Reading Comprehension has **nine questions** set in English.
- Section B, Translation contains **five sentences** to translate from French into English.
- The question paper targets grades 1-5.

#### Higher tier

- The assessment time is **60 minutes**.
- Section A, Reading Comprehension has **eight questions** set in English
- Section B, Translation of **one passage** from French into English.
- The question paper targets grades 4-9.

## Sample assessment materials

A sample paper and mark scheme for this 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

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### Content

Students are assessed on their ability to communicate effectively and with accuracy through writing in French for a variety of purposes, in both formal and informal contexts, and for a range of audiences.

Students need to:

- write short texts, using language accurately to describe in response to simple and familiar stimuli
- produce clear and coherent texts of extended length to express ideas and opinions appropriately for different purposes and in different situations.
- make accurate use of a variety of vocabulary and grammatical structures (from the prescribed lists), including some more complex forms, to describe, narrate and explain with reference to past, present and future events
- move confidently between reading instructions in English and writing in French
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language in context.

## Assessment information

First assessment: May/June 2026.

The assessment is out of 50 marks.

### Foundation tier assessment:

The assessment time is **1 hour and 15 minutes**.

The paper consists of **four** questions:

- **three open-response questions**
- **one translation from English into French.**

Students must answer all four questions. Questions 2 and 3 provide a choice of two options.

- **Question 1 (8 marks)** Picture-based task:
  - Students are asked to **write four short sentences** to describe a photo.
  - Assesses students on their ability to describe.
- **Question 2 (14 marks)** Open-response, **formal** context:
  - **Two options** from which students must **select one**.
  - Assesses students on their ability to give an opinion, present facts and use present and future timeframes.
  - Recommended word count: 40-50 words
- **Question 3 (18 marks)** Open-response, informal context:
  - **Two options** from which students must **select one**.
  - Assesses students on their ability to express and justify opinions, narrate, and express future plans, using a combination of present, past and future timeframes.
  - Recommended word count: 80-90 words
  - This question is common to the Higher tier Question 1.
- **Question 4 (10 marks)** Translation:
  - Students are required to translate **five sentences from English to French**.
  - The sentences are ordered by increasing level of difficulty.

## Higher tier assessment:

- The assessment time is **1 hour and 20 minutes**.
- The paper consists of **three** questions:
- **two open-response questions**
- **one translation from English into French.**

Students must answer all three questions. Questions 1 and 2 provide a choice of two options.

- **Question 1 (18 marks)** Open-response, **informal** context:
  - **Two options** from which students must **select one**.
  - Assesses students on their ability to express and justify opinions, narrate and express future plans, using a combination of present, past and future timeframes.
  - Recommended word count: 80-90 words.
  - This question is common to the Foundation tier Question 3.
- **Question 2 (22 marks)** Open-response, **formal** context:
  - **Two options** from which students must **select one**.
  - Assesses students on their ability to express pros and cons, explain and narrate, using a combination of present, past and future timeframes.
  - Recommended word count: 130-150 words.
- **Question 3 (10 marks)** Translation:
  - Students are required to translate **a short paragraph from English into French**.
  - The individual sentences are ordered by increasing level of difficulty.

Each question is linked to one of the thematic contexts listed in the specification. Students can draw upon any relevant vocabulary from the full vocabulary list to complete their task.

- The assessment tasks feature general content that is familiar and accessible to a wide range of students, allowing students flexibility in their response.
- Students are required to produce responses of varying lengths and purposes in French, in response to prompts in both informal and formal contexts.

- Recommended word counts are specified for each question, with the exception of Question 1 on the Foundation paper, which requires four short sentences, and the translation tasks. Students are rewarded for any relevant content and will not be penalised for writing more or fewer words than recommended. The length of each response required increases across the paper.
- Students are expected to address each bullet point in the open questions and develop their responses. The complexity of language elicited increases across the paper, with varied use of timeframes and language expected.
- Students will be assessed on both Communication and content, and Linguistic knowledge and accuracy in the open-response questions and translation, but only Communication and content in Question 1 of the Foundation tier paper.
- All assessments are marked against assessment criteria, set out in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in *French Sample Assessment Materials (SAMs)* document.
- The instructions to students are all in English.
- The use of dictionaries is not permitted.

## Sample assessment materials

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

## Assessment Objectives

<b>Students must:</b>	<b>% in GCSE</b>
<b>AO1</b> Understand and respond to spoken language in speaking and in writing	35%
<b>AO2</b> Understand and respond to written language in speaking and in writing	45%
<b>AO3</b> Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification	20%
<b>Total</b>	<b>100%</b>

## Breakdown of Assessment Objectives

<b>Component</b>	<b>AO1 %</b>	<b>AO2 %</b>	<b>AO3 %</b>	<b>Total for all Assessment Objectives</b>
1: Speaking	15%	2%	8%	25%
2: Listening and understanding	20%	0%	5%	25%
3: Reading and understanding	0%	25%	0%	25%
4: Writing	0%	18%	7%	25%
<b>Total for GCSE</b>	<b>35%</b>	<b>45%</b>	<b>20%</b>	<b>100%</b>

# 3 Administration and general information

## Entries

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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](https://www.pearson.com/qualifications)

## Discount code and performance tables

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 5: 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](https://www.gov.uk/government/organisations/department-for-education)

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress 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 which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

## Access arrangements, reasonable adjustments, special consideration and malpractice

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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. All student work must be in English except where students are specifically required to speak or write in French as part of the speaking and writing assessments.

## **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, including:

- 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, or affects timeframes or 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 student'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](http://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 non-examined assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in non-examined assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form should be emailed to [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate 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 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 Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible should be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). 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 *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://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.

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.

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.

The first certification opportunity for this qualification will be 2026.

## Student recruitment and progression

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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. Because no vocabulary is specified for KS2 or KS3, the Vocabulary List proposed for GCSE must be comprehensive and should make no assumptions about vocabulary previously taught.

## Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French offers a suitable progression route as just as at Key Stages 2 and 3, these qualifications focus on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements as is continually improving the accuracy of pronunciation.

The grammar and vocabulary lists illustrate the level required for this qualification. The broader range of thematic contexts promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand.

Students will understand and respond to spoken and written language from a variety of authentic sources and will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

This qualification offers a suitable progression route to GCE AS and GCE A Level in French language. The integration of productive and receptive skills across the assessment objectives, replicates the approach that is used in the A level qualifications. At A level there is an additional assessment objective that focusses on cultural knowledge. In our GCSE we actively reference cultural aspects as relevant to the age group, allowing progression on to this aspect of the A level qualification.

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.



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# Appendix 1: Vocabulary

The following vocabulary list is the full vocabulary content that will be assessed by this qualification, in both receptive and productive tasks.

We have created a vocabulary list in collaboration with teachers and students which allows them to engage with subjects that they have told us are meaningful and interesting, as well as providing a strong linguistic and cultural foundation. The vocabulary list includes many of the basic and familiar words which you will already cover across key stage 3, as well as adding new and up-to-date content to reflect the diversity of our students and their diverse range of interests such as social equality, gaming, social media and the environment.

The vocabulary list comprises 1200 words to be used at both Foundation and Higher tier and an additional 500 words to be used at Higher tier only.

Our considerations when selecting the 500 words for Higher tier included:

- linguistic complexity (e.g. *cybercriminalité, renseignement*)
- conceptual complexity (e.g. *économie, s'identifier*)
- the grammatical requirements of the course at each tier (e.g. *depuis* is required for Higher tier-only grammatical constructions)
- enrichment of Higher tier students' vocabulary, by providing synonyms or near-synonyms of words in the Foundation tier list. Where we have done this, we have placed at Foundation tier the word most likely to be familiar to students from previous study (e.g. Foundation *ami* vs Higher *copain/copine*) or that is more similar to a common English term (e.g. Foundation *délicieux* vs Higher *savoureux*).

There are also 20 additional cultural or geographical words and 30 short phrases.

85% of the vocabulary, at each tier, is taken from the top 2000 most frequent words according to the corpus published by Routledge<sup>1</sup>.

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<sup>1</sup> Lonsdale, D. & Le Bras, Y. (2009). A frequency dictionary of French: Core vocabulary for learners. London: Routledge

## Reading assessments

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In our reading assessments, any vocabulary that is not listed below will be glossed and this will be no more than 2% of words in any text.

Additionally, up to 2% of words in any text can be cognates<sup>1</sup> which are not included in the vocabulary list below.

## Speaking and writing assessments

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In our speaking and writing assessments, we have designed the tasks so that they elicit vocabulary from the list below and full marks can be gained if students respond with vocabulary taken exclusively from the vocabulary listed. However, teachers and students should not feel limited to this vocabulary list and if they wish to supplement the list with additional vocabulary during teaching and learning, the use of any additional vocabulary in productive tasks will be equally rewarded.

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<sup>1</sup> Cognates are words in which the substantial majority of letters are the same in English and the assessed language; they have the same meaning in both languages and any difference in spelling should not impede understanding for students entered for GCSE MFL (French, German, Spanish) qualifications. Examples of cognates in French include 'rugby', 'électricité' and 'fantastique'.

## Organisation of the vocabulary

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We have presented the vocabulary list in the way that will be the most useful and supportive to teachers to access the content and organise it for teaching needs.

We will also be providing the list in an interactive, editable format on our website.

We begin with a section on the **basic vocabulary** that you may expect to have already covered with students during KS3, if they have studied the language prior to this GCSE qualification. This section includes:

- greetings
- numbers
- days of the week
- months of the year
- seasons
- times of the day
- colours.

We then list the words we have selected for our allowance of:

- cultural and geographical words and
- short phrases.

The remainder of our vocabulary is then organised by grammatical function:

- articles and pronouns
- conjunctions
- prepositions
- adverbs
- adjectives
- nouns
- verbs.

This vocabulary is organised in alphabetical order by English. Some words have multiple English meanings listed; in these cases, students are required to know all of these meanings.

There are a small number of words for which more than one spelling is in common use, such as *événement/évènement* or words where a hyphen or circumflex accent has been dropped (*week-end/weekend*; *chaîne/chaine*) as part of spelling reforms. We have marked these words with a ^ in the vocabulary list. Although we have only used one spelling in the vocabulary list, we will accept both spelling options for these words in assessments.

## University of York MultiLingProfiler

During the development of our *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French Sample Assessment Materials (SAMs)*, we have been grateful to University of York for providing us with access to their MultiLingProfiler tool<sup>1</sup> to assist us with ensuring all our texts comply with the requirements set out in this *Appendix 1: Vocabulary* and *Appendix 2: Grammar*.

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<sup>1</sup> Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. <https://www.multilingprofiler.net/>

## Basic vocabulary

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### Foundation and Higher

Basic vocabulary: Foundation and Higher	
English	French
bye, goodbye	au revoir
good evening	bonsoir
hello	bonjour
hi, bye	salut
madam, Mrs	madame
no, not	non
ok(?)	d'accord(?)
please	s'il te plaît^, s'il vous plaît^
sir, mister, Mr	monsieur
sorry	désolé
thank you, thanks	merci
yeah	ouais
yes	oui
-----	-----
zero	zéro
one	un
two	deux
three	trois
four	quatre

**Basic vocabulary: Foundation and Higher**

<b>English</b>	<b>French</b>
five	cinq
six	six
seven	sept
eight	huit
nine, new	neuf
ten	dix
eleven	onze
twelve	douze
thirteen	treize
fourteen	quatorze
fifteen	quinze
sixteen	seize
seventeen	dix-sept
eighteen	dix-huit
nineteen	dix-neuf
twenty	vingt
thirty	trente
forty	quarante
fifty	cinquante
sixty	soixante
seventy	soixante-dix
eighty	quatre-vingts

**Basic vocabulary: Foundation and Higher**

English	French
ninety	quatre-vingt-dix
a hundred	cent
a thousand	mille
a million	million (m)
first	premier
second	deuxième
second, year 11 (in France)	seconde
third, year 10 (in France)	troisième
fourth, year 9 (in France)	quatrième
last	dernier
-----	-----
Monday(s)	lundi (m)
Tuesday(s)	mardi (m)
Wednesday(s)	mercredi (m)
Thursday(s)	jeudi (m)
Friday(s)	vendredi (m)
Saturday(s)	samedi (m)
Sunday(s)	dimanche (m)
January	janvier (m)
February	février (m)
March	mars (m)
April	avril (m)

**Basic vocabulary: Foundation and Higher**

<b>English</b>	<b>French</b>
May	mai (m)
June	juin (m)
July	juillet (m)
August	août (m)
September	septembre (m)
October	octobre (m)
November	novembre (m)
December	décembre (m)
season	saison (f)
autumn	automne (m)
spring	printemps (m)
summer	été (m)
winter	hiver (m)
week	semaine (f)
weekend	week-end (m)^
month	mois (m)
year	année (f)
year	an (m)
-----	-----
afternoon	après-midi (m)
day	jour (m)
day	journée (f)



**Basic vocabulary: Foundation and Higher**

English	French
end	fin (f)
evening	soir (m)
half past	et demie
hour, o'clock	heure (f)
midday, lunchtime	midi (m)
midnight	minuit (m)
minute	minute (f)
morning	matin (m)
night	nuit (f)
start, beginning	début (m)
time	fois (f)
-----	-----
black	noir
blue	bleu
brown	marron (m, f, mpl, fpl)
colour	couleur (f)
green	vert
grey	gris
orange	orange
pink	rose
red	rouge
white	blanc (m)

<b>Basic vocabulary: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
white	blanche (f)
yellow	jaune

## Higher ONLY

Basic vocabulary: Higher ONLY	
English	French
see you soon	à bientôt
yes (in response to a negative question)	si
-----	-----
about a hundred	centaine (f)
about ten	dizaine (f)
-----	-----
century	siècle (m)
evening, dinner party	soirée (f)
moment	moment (m)
the next day, following day	lendemain (m)
the night before, eve	veille (f)

## Cultural and geographical words

---

### Foundation and Higher

Cultural and geographical: Foundation and Higher	
English	French
Algeria	Algérie (f)
Canada	Canada (m)
England	Angleterre (f)
France	France (f)
Madagascar	Madagascar (m)
Martinique	Martinique (f)
United Kingdom	Royaume-Uni (m)
Africa	Afrique (f)
America	Amérique (f)
Asia	Asie (f)
Europe	Europe (f)
Bastille Day	14 juillet (m)
French-speaking world	francophonie (f)
New Year's Day	nouvel An (m)
New Year's Eve	Saint-Sylvestre (f)
overseas France	France d'Outre-mer (f)
Paris	Paris (m)
The Eiffel Tower	tour Eiffel (f)
The Tour de France	Tour de France (m)
World Music Day	Fête de la Musique (f)

## Short phrases

### Foundation and Higher

Short phrases: Foundation and Higher	
English	French
as...as	aussi...que
at the moment	en ce moment
enjoy your meal!	bon appétit !
from time to time	de temps en temps
how are you?	(comment) ça va?
I agree with	je suis d'accord avec
I am good/ well, it fits	ça va bien
I don't mind, I'm not bothered	ça m'est égal
in the background	à l'arrière plan
in the foreground	au premier plan
it is/it's (+ time)	il est (+ time)
it is/it's necessary + verb, must + verb	il faut + infinitive
it is/it's (nice)	il fait (beau)
it rains   it's raining	il pleut
it snows   it's snowing	il neige
it's (foggy)	il y a du (brouillard)
next to	à côté de
of course	bien sûr
questioning device	est-ce que/est-ce qu'?

<b>Short phrases: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
there is, there are, ago   there was, there were, there used to be   there is going to be, there will be	il y a   il y avait   il y aura
what's wrong?	qu'est-ce qui ne va pas?
you are welcome	de rien

## Higher ONLY

Short phrases: Higher only	
English	French
(to) be in the middle of + verb	être en train de + infinitive
(to) have just + past participle	venir de + infinitive
...is missing	il manque...
it is/it's (difficult) + verb	il est (difficile) de + infinitive
it is/it's better + verb	il vaut mieux + infinitive
it is/it's worth + verb	il vaut la peine de + infinitive
on one hand	d'un côté
on the other hand	d'un autre côté

# Articles and pronouns

## Foundation and Higher

Articles and pronouns: Foundation and Higher	
English	French
a, an	une (f)
a, an	un (m)
everyone, you, one, we (subj)	on
everyone, all of them	tous
everyone, everybody	tout le monde
everything, all	tout
he, it (subj)	il (m)
her, it (obj)	la, l' (f)
him, it (obj)	le, l' (m)
himself, herself, itself, oneself, ourselves (reflex)	se, s'
how much(?), how many(?), how long (with time)(?)	combien (?)
how(?)	comment (?)
I (subj)	je
indefinite article following a verb in negative or expression of quantity, partitive article following a verb in negative or expression of quantity	de, d'
me (obj)   to/for me (indirect obj)   myself (reflex)	me, m'



Articles and pronouns: Foundation and Higher	
English	French
not anyone, no-one	(ne...) personne
not anything, nothing	(ne...) rien
plural indefinite article, some (of the)	des (pl)
she, it (f) (subj)	elle
some (of the) (f)	de la, de l' (f)
some (of the) (m)	du, de l' (m)
someone, somebody	quelqu'un
that, it	ça, cela
the	la, l' (f)
the	le, l' (m)
the	les (pl)
they (subj)	elles (f)
they (subj)	ils (m, mixed gender)
<u>to/for him, to/for her, to/for it (indirect obj)</u>	lui (m, f)
(to) me (emph)	(à) moi
(to) you (emph)	(à) toi
we (subj)	nous
what(?), that	que (?), qu' (?)
what(?)	quoi (?)
when(?)	quand (?)
where(?)	où (?)
who(?), that	qui (?)

Articles and pronouns: Foundation and Higher	
English	French
why(?)	pourquoi (?)
you (pl, sing formal) (subj)   you (sing formal) (obj)   to/for you (sing formal) (indirect obj)	vous
you (sing informal) (obj)   to/for you (sing informal) (indirect obj), yourself (sing informal) (reflex)	te, t'
you (subj)	tu

## Higher ONLY

Articles and pronouns: Higher ONLY	
English	French
hers, his	le sien, la sienne, les siens, les siennes
herself	elle-même
himself	lui-même
mine	le mien, la mienne, les miens, les miennes
myself	moi-même
nobody (subj)	personne ne
nothing (subj)	rien ne
not anymore, no longer	ne...plus
of it, about it (m, f)   of them, about them (m, f)	en
of which, whose	dont
ourselves	nous-mêmes
themselves	eux-mêmes (m, mixed gender)
themselves	elles-mêmes (f)
(to) her, it (f) (emph)	(à) elle
them (m, f) (obj)	les
there	y
(to) them (f) (emph)	(à) elles
(to) him, (to) her, (to) it (m, f) (emph)	(à) lui
to/for them (m, f) (indirect obj)	leur
(to) them (m, mixed gender) (emph)	(à) eux

<b>Articles and pronouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
us (obj)   to/for us (indirect obj)   ourselves (reflex)   each other (recip)   (to) us (emph)	(à) nous
what, that	que/qu'
yours	le tien, la tienne, les tiens, les tiennes
yourselves	vous-mêmes
to/for you (pl) (indirect obj)   yourselves (reflex)   yourself (formal) (reflex)   each other (recip)   (to) you (pl, sing formal) (emph)	(à) vous

# Conjunctions

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## Foundation and Higher

Conjunctions: Foundation and Higher	
English	French
and	et
as, like, in terms of	comme
because	car
because	parce que, parce qu'
but	mais
if	si
or	ou
therefore, so	donc
than, that	que, qu'

## Higher ONLY

<b>Conjunctions: Higher ONLY</b>	
<b>English</b>	<b>French</b>
although	quoique
however	cependant
otherwise	sinon
since, because	puisque
who, whom, which, what	que
when, while	lorsque
yet, nonetheless	pourtant

# Prepositions

## Foundation and Higher

Prepositions: Foundation and Higher	
English	French
against	contre
at the, to the, in the, on the (f)	à la/à l'
at the, to the, in the, on the (m)	au/à l'
at the, to the, in the, on the (pl)	aux
at, to, in, on	à
at (the house of), to (the house of), with	chez
before; before + verb	avant; avant de + infinitive
behind, at the back	derrière
between	entre
during, for	pendant
for, in order to	pour
here (is/are/you go)	voici
in, inside	dans
in, by, to	en
in front of	devant
near, nearby, close by	près (de)
of the, from (the) (f)	de la/de l'
of the, from (the) (m)	du/de l'
of the, from (the) (pl)	des

<b>Prepositions: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
of, from	de/d'
on, upon	sur
there, there you are	voilà
under	sous
with	avec
without	sans



## Higher ONLY

Prepositions: Higher ONLY	
English	French
according to	selon
after having + past participle	après avoir + past participle
amongst	parmi
around	autour
as soon as	dès
by, for, per	par
despite	malgré
except	sauf
for, since	depuis
in order to	afin de
thanks to	grâce à
towards	vers
towards	envers
until	jusque

# Adverbs

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## Foundation and Higher

Adverbs: Foundation and Higher	
English	French
a long time	longtemps
a lot	beaucoup
abroad	à l'étranger
absolutely	absolument
after, afterwards	après
again, still, yet	encore
already	déjà
also, as well	aussi
always	toujours
badly	mal
before	avant
better	mieux
certainly, surely	certainement
clearly	clairement
completely	complètement
directly, straight away	directement
early	tôt
easily	facilement
enough, quite	assez

<b>Adverbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
even	même
exactly	exactement
extremely	extrêmement
far (from)	loin (de)
few, little	peu
finally	finalement
generally	généralement
hard	dur
here	ici
however	par contre
late	en retard
late	tard
less (...than)	moins (...que)
more (...than), adj + -er (...than)	plus (...que)
near	proche
never, not ever	(ne...) jamais
normally, usually	normalement
not, no	(ne...) pas
now	maintenant
often	souvent
online	en ligne
only	seulement

<b>Adverbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
on top, above	dessus
outside, outdoors	(en) dehors
over there	là-bas
perfectly	parfaitement
probably	probablement
quickly, fast	rapidement
quickly, fast	vite
really	vraiment
really	réellement
recently	récemment
simply	simplement
so, then, well	alors
sometimes	quelquefois
soon	bientôt
standing	debout
then	ensuite
there	là
today	aujourd'hui
together	ensemble
tomorrow	demain
too (much, many)	trop
totally	totalement

<b>Adverbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
underneath, below	dessous
unfortunately	malheureusement
very	très
well, a lot	bien
yesterday	hier

## Higher ONLY

Adverbs: Higher ONLY	
English	French
about, approximately	environ
also, too, as well, equally	également
apparently	apparemment
currently, at the moment	actuellement
differently	différemment
either	soit
entirely, completely	entièrement
especially	surtout
everywhere	partout
finally	enfin
firstly	d'abord
from now on	désormais
immediately	immédiatement
in other words	c'est-à-dire
maybe, perhaps	peut-être
nearly	presque
neither... nor	ne...ni...ni
not yet	ne...pas encore
obviously	évidemment
only	uniquement
only, nothing but	ne...que

<b>Adverbs: Higher ONLY</b>	
<b>English</b>	<b>French</b>
otherwise, in a different way, differently	autrement
particularly	particulièrement
previously, before, formerly	auparavant
rather	plutôt
seriously	sérieusement
so much	tellement
so much, so many	tant
so, thus	ainsi
sometimes	parfois
somewhere else, besides, by the way	ailleurs
then, next	puis
usually	d'habitude
yet	toutefois

## Adjectives

This is the complete list of adjectives included in our vocabulary list, in their base form (usually masculine singular). Students should be able to agree in gender and number all of the adjectives in this list that follow one of the patterns laid out in the 'Adjectives' section of *Appendix 2: Grammar*. For any adjectives that do not follow one of those patterns, after the masculine singular form we have listed all the other forms students are expected to learn.

### Foundation and Higher

Adjectives: Foundation and Higher	
English	French
a lot, many	beaucoup
active	actif
all, the whole	tout (m)
all, the whole, every	tous (mpl)
allergic	allergique
alone, only, lonely	seul
ancient, old, former	ancien
bad	mauvais
bad	mal
beautiful, handsome, nice (weather); step-	beau (m)/bel ; beau-
beautiful, handsome, nice (weather)	beaux (mpl)
beautiful, handsome, nice (weather); step-	belle (f) ; belle-
better, best	meilleur
big, large, lots of	gros (m)



<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
big, large, lots of	grosse (f)
bisexual	bisexuel
blond	blond
boring	ennuyeux
born	né
British	britannique
brown	châtain
busy	occupé
Canadian	canadien
central	central
certain	certain
classic, classical	classique
clean, proper, own	propre
closed	fermé
cold	froid
comfortable	confortable
common	commun
crazy, wild	fou (m)
crazy, wild	folle (f)
cultural	culturel
dangerous	dangereux
dead	mort

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
delicious	délicieux
different	différent
difficult	difficile
direct	direct
disabled	handicapé
diverse, various	divers
double	double
each, every	chaque
easy	facile
electric	électrique
empty	vide
English	anglais
enormous, big	énorme
equal	égal
essential	essentiel
European	européen
exact	exact
excellent	excellent
exciting	passionnant
expensive, dear	cher
extraordinary	extraordinaire
extreme	extrême

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
fair, just, only	juste
false	faux (m)
false	fausse (f)
family	familial
famous	célèbre
fashionable, trendy	tendance
fast, quick	rapide
favourite	préfér�
final	final
francophone	francophone
free	gratuit
free, available	libre
French	fran�ais
full, complete	complet (m)
full, complete	compl�te (f)
funny, fun	amusant
gay	gay
general	g�n�ral
glad, pleased, happy	content
global	global
good	bien
good	bon (m)

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
good	bonne (f)
great	génial
great, big, tall; grand-	grand; grand-
happy, lucky, fortunate	heureux
hard, difficult	dur
hardworking	travailleur (m)
hardworking	travailleuse (f)
healthy	sain
heavy	lourd
high, tall	haut
his, her, its, your	son (m)
his, her, its, your	sa (f)
his, her, its, everyone's, ones, your	ses (pl)
historical	historique
hot	chaud
ideal	idéal
ill	malade
important	important
impossible	impossible
included	inclus
independent	indépendant
instant	instant

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
interesting	intéressant
international	international
large, wide, big	large
lesbian	lesbien
less (...than); less, fewer (than + num)	moins (...que)
light	léger
light, bright, clear	clair
local	local
long	long (m)
long	longue (f)
low	bas (m)
low	basse (f)
main, principal	principal
medical	médical
mental	mental
modern	moderne
more (...than (+ num)), adj + -er (...than)	plus (...que)
my	mon (m)
my	ma (f)
my	mes (pl)
national	national
natural	naturel

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
necessary, essential	nécessaire
negative	négatif
new	nouveau/nouvel (m)
new	nouveaux (mpl)
new	nouvelle (f)
next	prochain
next, following	suisant
nice, kind	sympa
nice, pleasant	agréable
non-binary	non-binaire
normal, usual	normal
old	vieux (m)
old	vieille (f)
open, opened	ouvert
ordinary	ordinaire
original	original
other, another	autre
our	notre (m, f)
our	nos (pl)
patient	patient
perfect	parfait
personal	personnel

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
physical	physique
poor	pauvre
popular	populaire
positive	positif
possible	possible
practical, convenient	pratique
private	privé
public	public (m)
public	publique (f)
quiet	calme
real	réel
recent	récent
red, ginger	roux
regional	régional
regular	régulier
religious	religieux
responsible	responsable
rich	riche
right, straight	droit
rubbish, bad	nul (m)
rubbish, bad	nulle (f)
sad	triste

<b>Adjectives: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
same	même
school	scolaire
serious, important	sérieux
several, many	plusieurs
short	court
simple, plain	simple
sitting, seated	assis
slow	lent
small, little	petit
social	social
some	quelque
special	spécial
sporty, sports	sportif
straight	hétéro(sexuel)
strict	strict
strong, loud, good at	fort
sure, safe, certain	sûr
surprising, amazing, incredible	étonnant
terrible	terrible
their	leur (m, f)
their	leurs (pl)
these, those	ces (pl)



Adjectives: Foundation and Higher	
English	French
this, that, it	ce, cet (m), c'
this, that	cette (f)
tiring, exhausting	fatigant
traditional	traditionnel
transgender	transgenre
true, correct	vrai
unhealthy	malsain
unique, only (child)	unique
useful	utile
useless	inutile
usual	habituel
vegan	végan
vegetarian	végétarien
weak	faible
which(?), what(?)	quel (?)
worse, worst	pire
young	jeune
your	votre (m, f)
your	vos (pl)
your	ton (m)
your	ta (f)
your	tes (pl)

## Higher ONLY

Adjectives: Higher ONLY	
English	French
available	disponible
brief	bref (m)
brief	brève (f)
capable	capable
civil	civil
climate	climatique
complex, difficult	complexe
conscious, aware	conscient
contrary	contraire
current, present	actuel
daily	quotidien
dark	sombre
deep, profound	profond
dry	sec (m)
dry	sèche (f)
durable, sustainable	durable
efficient	efficace
enough, sufficient	suffisant
entire, full, whole	entier
essential	indispensable
exceptional	exceptionnel

<b>Adjectives: Higher ONLY</b>	
<b>English</b>	<b>French</b>
extra, additional	supplémentaire
foreign	étranger
fresh, cool	frais (m)
fresh, cool	fraîche (f)^
full	plein
global, world	mondial
huge, enormous, vast	vaste
human	humain
immediate	immédiat
loyal, faithful	fidèle
major, main	majeur
medium, average size	moyen
moral	moral
multicultural	multiculturel
narrow	étroit
no, not one, not any	ne...aucun
numerous, many	nombreux
obvious	évident
old	âgé
older, oldest	aîné^
permanent	permanent
previous, preceding	précédent

<b>Adjectives: Higher ONLY</b>	
<b>English</b>	<b>French</b>
professional	professionnel
proud	fier
prudent, careful, cautious	prudent
rare	rare
ready	prêt
renewable	renouvelable
same	pareil (m)
same	pareille (f)
serious, important, grave	grave
severe, strict, harsh	sévère
sour	aigre
stressed	stressé
sweet, sugary	sucré
tasty	savoureux
tight	moulant
twin	jumeau (m)
twin	jumeaux (mpl)
twin	jumelle (f)
unknown	inconnu
virtual	virtuel
wet, humid, moist	humide
worried, anxious	inquiet (m)

<b>Adjectives: Higher ONLY</b>	
<b>English</b>	<b>French</b>
worried, anxious	inquiète (f)
worrying	inquiétant
yearly	annuel

# Nouns

## Foundation and Higher

Nouns: Foundation and Higher	
English	French
accident	accident (m)
accommodation	logement (m)
action	action (f)
activity	activité (f)
actor	acteur (m)
address	adresse (f)
adult	adulte (m)
age	âge (m)
aid, help	aide (f)
air	air (m)
airport	aéroport (m)
ambition	ambition (f)
animal, pet	animal (m)
animals, pets	animaux (mpl)
answer, response, reply	réponse (f)
apartment, flat	appartement (m)
app	appli(cation) (f)
appointment	rendez-vous (m)
arm	bras (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
art	art (m)
artist	artiste (m, f)
attention	attention (f)
attitude	attitude (f)
aunt	tante (f)
back	dos (m)
bag, sack	sac (m)
baguette, French stick	baguette (f)
bakery	boulangerie (f)
bank	banque (f)
bank note, ticket	billet (m)
basketball	basket (m);
beach	plage (f)
bed	lit (m)
bedroom	chambre (f)
being	être (m)
belly, stomach	ventre (m)
bike, bicycle, cycling	vélo (m)
birthday	anniversaire (m)
board, painting, picture	tableau (m)
boat	bateau (m)
body	corps (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
book, textbook	livre (m)
boss	chef (m)
boss	chefe (f)
bottom, back	fond (m)
box, tin	boîte (f)^
boy	garçon (m)
brand, mark	marque (f)
bread	pain (m)
break (time)	pause (f)
breakfast	petit-déjeuner (m)
bridge	pont (m)
brother	frère (m)
building	bâtiment (m)
building, block of flats	immeuble (m)
bus	bus (m)
cake	gâteau (m)
camping, campsite	camping (m)
capital city	capitale (f)
car	voiture (f)
card, map, credit card, menu	carte (f)
career	carrière (f)
case	cas (m)



<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
castle	château (m)
cat	chat (m)
catastrophe	catastrophe (f)
cause	cause (f)
celebrity, star	célébrité (f)
centre	centre (m)
change	changement (m)
change, currency	monnaie (f)
channel, chain	chaîne (f)^
character	personnage (m)
checkout, till	caisse (f)
cheese	fromage (m)
child	enfant (mf)
chips, fries	frites (fpl)
chocolate	chocolat (m)
choice	choix (m)
cinema	cinéma (m)
classroom, class	classe (f)
clothes	vêtements (mpl)
club	club (m)
coach (transport)	car (m)
coast	côte (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
coffee, coffee house, café	café (m)
comedy	comédie (f)
comment, remark	commentaire (m)
communication	communication (f)
company, business	entreprise (f)
concert, gig	concert (m)
condition	condition (f)
console	console (f)
contact	contact (m)
conversation	conversation (f)
corner	coin (m)
cost	coût (m)
country	pays (m)
countryside	campagne (f)
couple	couple (m)
creation	création (f)
crime	crime (m)
crisis	crise (f)
cuisine, cooking, kitchen	cuisine (f)
culture	culture (f)
customer, client	client (m)
dance	danse (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
danger	danger (m)
date	date (f)
decision	décision (f)
definition	définition (f)
delay	retard (m)
departure	départ (m)
dessert	dessert (m)
destruction	destruction (f)
detail	détail (m)
difference	différence (f)
difficulty, issue, problem	difficulté (f)
direction	direction (f)
disability	handicap (m)
distance	distance (f)
doctor	médecin (mf)
dog	chien (m)
door	porte (f)
drama	tragédie (f)
dream	rêve (m)
dress	robe (f)
drug	drogue (f)
ear	oreille (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
earth, ground	terre (f)
east	est (m)
edge, side	bord (m)
education	éducation (f)
effect	effet (m)
effort	effort (m)
egg	œuf (m)
email	e-mail (m)
emotion, feelings	émotion (f)
energy	énergie (f)
entrance, starter	entrée (f)
environment	environnement (m)
equality	égalité (f)
equipment	équipement (m)
error, mistake	erreur (f)
euro	euro (m)
event	événement (m)^
exam, test	examen (m)
example	exemple (m)
exchange	échange (m)
exercise	exercice (m)
exercise book	cahier (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
exit, outing	sortie (f)
experience, experiment	expérience (f)
eyes	yeux (mpl)
face	visage (m)
fact	fait (m)
family	famille (f)
fan, supporter	fan (m, f)
farm	ferme (f)
fashion; fashionable, trendy	mode (f); à la mode
fast food, fast food restaurant	fastfood (m)
father, dad	père (m)
favour	faveur (f)
festival	festival (m)
festival, party	fête (f)
film, movie	film (m)
finger	doigt (m)
fire, traffic light	feu (m)
fish	poisson (m)
floor, ground	sol (m)
foot	pied (m)
football	foot(ball) (m)
forest	forêt (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
friend	ami (m)
front, face, side	face (f)
fruit	fruit (m)
future	avenir (m)
future	futur (m)
game	jeu (m)
garden	jardin (m)
gender, sex	sexe (m)
genre, type, sort	genre (m)
girl, daughter	fille (f)
glasses	lunettes (fpl)
goal, aim, purpose	but (m)
grace	grâce (f)
group, band	groupe (m)
hair	cheveux (mpl)
half	moitié (f)
hand	main (f)
handball	handball (m)
head	tête (f)
health	santé (f)
heart	cœur (m)
holidays	vacances (fpl)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
homework	devoirs (mpl)
hope	espoir (m)
horror	horreur (f)
horse	cheval (m)
hospital	hôpital (m)
hotel	hôtel (m)
house, home	maison (f)
hunger	faim (f)
husband	mari (m)
ice, ice-cream	glace (f)
idea	idée (f)
illness	maladie (f)
identity	identité (f)
image, picture	image (f)
importance	importance (f)
independence	indépendance (f)
influence	influence (f)
influencer	influenceur (m)
instrument	instrument (m)
internet, web	Internet (m)
island	île (f)^
job, position, post; post office	poste (m); poste (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
journey, travel, trip	voyage (m)
jumper	pull (m)
key	clé (f)
kilometre	kilomètre (m)
lake	lac (m)
language, tongue	langue (f)
laptop	ordinateur portable (m)
leisure, leisure activity, hobby	loisir (m)
left	gauche (f)
leg	jambe (f)
lesson	leçon (f)
lesson, course	cours (m)
letter	lettre (f)
level	niveau (m)
life	vie (f)
link	lien (m)
list	liste (f)
love	amour (m)
luck	chance (f)
lunch	déjeuner (m)
majority	majorité (f)
man	homme (m)



<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
map, plan, project	plan (m)
mark, grade, note	note (f)
market	marché (m)
marriage, wedding	mariage (m)
match	match (m)
maths	maths (mpl)
matter, business; belongings, things	affaire (f); affaires (fpl)
maximum	maximum (m)
meal	repas (m)
means, way	moyen (m)
meat	viande (f)
media	médias (mpl)
medicine, pill	médicament (m)
member	membre (m)
message	message (m)
metre	mètre (m)
milk	lait (m)
minimum	minimum (m)
mobile phone	portable (m)
model, role model	modèle (m)
money	argent (m)
mother, mum	mère (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
mountain	montagne (f)
mouth	bouche (f)
movement	mouvement (m)
museum	musée (m)
music	musique (f)
name, surname	nom (m)
nature	nature (f)
necessity	nécessité (f)
neighbour	voisin (m)
neighbourhood	quartier (m)
network	réseau (m)
news; information	informations (fpl); information (f)
newspaper	journal (m)
noise	bruit (m)
north	nord (m)
nose	nez (m)
number	nombre (m)
number	numéro (m)
offer	offre (f)
office, desk	bureau (m)
office	office (m)
opinion	opinion (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
opinion	avis (m)
order	ordre (m)
organisation	organisation (f)
organisation, charity, club, association	association (f)
page	page (f)
paper	papier (m)
parent	parent (m)
park	parc (m)
part	partie (f)
partner	partenaire (mf)
passion	passion (f)
passport	passeport (m)
password	mot de passe (m)
past	passé (m)
pasta	pâtes (fpl)
pâtisserie, cake shop, pastry, cake	pâtisserie (f)
pen	stylo (m)
people	gens (mpl)
people, person, nobody	personne (f)
period	période (f)
personality	personnalité (f)
pharmacy, chemist	pharmacie (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
photo	photo (f)
pitch (sports), ground	terrain (m)
place	endroit (m)
plan, project	projet (m)
plane	avion (m)
planet	planète (f)
plastic	plastique (m)
player	joueur (m)
playground, court	cour (f)
pleasure	plaisir (m)
pocket	poche (f)
point	point (m)
police, police station	police (f)
police officer	policier (m)
police officer	policière (f)
pollution	pollution (f)
population	population (f)
port, harbour	port (m)
possibility	possibilité (f)
present	cadeau (m)
present	présent (m)
presentation	présentation (f)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
president	président (m)
price	prix (m)
prison	prison (f)
problem, issue	problème (m)
programme	programme (m)
(TV) programme, broadcast	émission (f)
progress	progrès (m)
promise	promesse (f)
protection	protection (f)
province	province (f)
pupil, student	élève (m, f)
quality	qualité (f)
quantity	quantité (f)
quarter; quarter past; quarter to	quart (m) ; et quart ; moins le quart
question	question (f)
rabbit	lapin (m)
racism	racisme (m)
reading	lecture (f)
reality	réalité (f)
reason, right, correct	raison (f)
recipe	recette (f)
recycling	recyclage (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
region	région (f)
relationship	relation (f)
religion	religion (f)
research	recherche (f)
resource	ressource (f)
respect	respect (m)
rest, remainder; leftovers	reste (m) ; restes (mpl)
restaurant	restaurant (m)
result	résultat (m)
return	retour (m)
return ticket	aller-retour (m)
rhythm	rythme (m)
rice	riz (m)
right	droit (m)
right	droite (f)
risk	risque (m)
road, way, route	route (f)
role	rôle (m)
room	salle (f)
room, space, square, place	place (f)
rule, ruler	règle (f)
salary	salaire (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
sale	vente (f)
school	école (f)
science	science (f)
sci-fi	science-fiction (f)
sea	mer (f)
secondary school	collège (m)
secret	secret (m)
security, safety	sécurité (f)
sense, meaning, direction	sens (m)
series, soap opera	série (f)
service	service (m)
sexism	sexisme (m)
shape; in shape, fit, healthy	forme (f); en forme
shirt	chemise (f)
shock, clash	choc (m)
shoe	chaussure (f)
shop, shopping	magasin (m)
shopping	courses (fpl)
shopping centre	centre commercial (m)
show	spectacle (m)
side	côté (m)
silence	silence (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
singer	chanteur (m)
single ticket	aller (m)
sister	sœur (f)
site	site (m)
situation	situation (f)
sixth form, college	lycée (m)
size	taille (f)
skirt	jupe (f)
sky	ciel (m)
snow	neige (f)
society	société (f)
sock	chaussette (f)
solution	solution (f)
son	fil(s) (m)
song	chanson (f)
sort, kind, type	sorte (f)
south	sud (m)
souvenir, memory	souvenir (m)
space, room	espace (m)
sport	sport (m)
stadium	stade (m)
start of school year	rentrée (f)



<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
station	gare (f)
step-brother, half-brother	demi-frère (m)
step-sister, half-sister	demi-sœur (f)
(bus) stop, (tube) station	station (f)
story, history	histoire (f)
streaming	streaming (m)
street	rue (f)
strike	grève (f)
student (university)	étudiant (m)
studies	études (fpl)
style	style (m)
subject	matière (f)
subject, topic	sujet (m)
success	succès (m)
sugar	sucre (m)
sun	soleil (m)
supermarket	supermarché (m)
surprise	surprise (f)
swimming	natation (f)
swimming pool	piscine (f)
symbol	symbole (m)
system	système (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
table	table (f)
tablet	tablette (f)
taste	goût (m)^
tea	thé (m)
teacher	professeur, prof (mf)
team	équipe (f)
technology	technologie (f)
teenager	adolescent (m)
telephone	téléphone (m)
television, TV	télé(vision) (f)
tennis	tennis (m)
tent	tente (f)
text	texte (m)
theatre, drama	théâtre (m)
theme, topic	thème (m)
thing	chose (f)
thing	truc (m)
thirst	soif (f)
throat	gorge (f)
tie	cravate (f)
time, weather, climate	temps (m)
title	titre (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
toilet(s)	toilettes (fpl)
tour; tower	tour (m); tour (f)
tourist	touriste (m)
tourism	tourisme (m)
town, city	ville (f)
tradition	tradition (f)
traffic	trafic (m)
train	train (m)
trainers	baskets (fpl)
training, apprenticeship	formation (f)
(public) transport, transportation	transport(s) (m)
treatment	traitement (m)
trend, tendency	tendance (f)
trousers	pantalon (m)
truth	vérité (f)
type, kind, sort	type (m)
uncle	oncle (m)
underground, tube	métro (m)
uniform	uniforme (m)
university	université (f)
value	valeur (f)
vegetables	légumes (mpl)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
version	version (f)
victim	victime (m, f)
victory, winning	victoire (f)
video	vidéo (f)
view	vue (f)
village	village (m)
violence	violence (f)
virus	virus (m)
visit, excursion	visite (f)
volume	volume (m)
wall	mur (m)
water	eau (f)
way, manner	manière (f)
west	ouest (m)
wheelchair	fauteuil roulant (m)
wind	vent (m)
window	fenêtre (f)
woman, wife	femme (f)
wood, woods	bois (m)
word	mot (m)
work	travail (m)
world	monde (m)

<b>Nouns: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
wrong, incorrect	tort (m)
young person	jeune (m)
zone	zone (f)

## Higher ONLY

Nouns: Higher ONLY	
English	French
accent	accent (m)
access	accès (m)
act, gesture	acte (m)
advantage, pro	avantage (m)
advice	conseil (m)
agreement	accord (m)
ally	allié (m)
anger	colère (f)
apprentice	apprenti (m)
arrival	arrivée (f)
article	article (m)
aspect	aspect (m)
athletics	athlétisme (m)
behaviour	comportement (m)
the best	(le) meilleur, (la) meilleure, (les) meilleur(e)s
the best	le mieux
bill	addition (f)
birth	naissance (f)
blanket	couverture (f)
blood	sang (m)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
border	frontière (f)
boss	patron (m)
boss	patronne (f)
boss, headteacher	directeur (m)
bottle	bouteille (f)
bullying, harassment	harcèlement (m)
care	soin (m)
citizen	citoyen (m)
(council) estate	cité (f)
code	code (m)
community	communauté (f)
company	compagnie (f)
competence, skill, ability	compétence (f)
competition	concours (m)
conflict	conflit (m)
consequence	conséquence (f)
consumption	consommation (f)
courage, bravery	courage (m)
crowd	foule (f)
cyber crime, online crime	cybercriminalité (f)
damage, (what a) pity	dommage (m)
data	données (fpl)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
device, apparatus	appareil (m)
disadvantage, con, inconvenience	inconvénient (m)
discrimination	discrimination (f)
discussion	discussion (f)
dish, course	plat (m)
documentary	documentaire (m)
doubt	doute (m)
drink	boisson (f)
economy	économie (f)
emergency	urgence (f)
employee	employé (m)
employment	emploi (m)
explanation	explication (f)
excuse	excuse (f)
expression	expression (f)
failure	échec (m)
faith	foi (f)
fear, fright	peur (f)
feeling	sentiment (m)
field	champ (m)
fight	lutte (f)
film screening, session	séance (f)



<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
flight, robbery	vol (m)
flood	inondation (f)
floor	étage (m)
flower	fleur (f)
food	nourriture (f)
fork	fourchette (f)
freedom	liberté (f)
friend, mate	copain (m)
friend, mate	copine (f)
friendship	amitié (f)
gap	écart (m)
generation	génération (f)
gift, talent, donation	don (m)
glass	verre (m)
gold	or (m)
government	gouvernement (m)
gym	gymnase (m)
happiness	bonheur (f)
hat	chapeau (m)
headphones, earbuds	écouteurs (m)
help, aid, assistance (in an emergency)	secours (m)
home	foyer (m)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
impression	impression (f)
individual	individu (m)
industry	industrie (f)
inhabitant, resident	habitant (m)
intention	intention (f)
interview	entretien (m)
jacket	veste (f)
job	métier (m)
joy	joie (f)
judgement	jugement (m)
justice	justice (f)
knife	couteau (m)
knowledge	connaissance (f)
lack	manque (m)
landscape	paysage (m)
law	loi (f)
library	bibliothèque (f)
lift	ascenseur (m)
light	lumière (f)
loss, waste	perte (f)
mail	courrier (m)
memory	mémoire (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
minority	minorité (f)
most	plupart (f)
need	besoin (m)
novel	roman (m)
object	objet (m)
objective	objectif (m)
occasion, chance, opportunity	occasion (f)
origin	origine (f)
path, way	chemin (m)
peace	paix (f)
piece of information	renseignement (m)
place	lieu (m)
plate	assiette (f)
platform	quai (m)
play, coin, room	pièce (f)
police station	commissariat (m)
power	pouvoir (m)
pressure	pression (f)
pride	fierté (f)
principle	principe (m)
product	produit (m)
protest, demonstration	manifestation (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
public, audience	public (m)
purchase	achat (m)
rate	taux (m)
regime, diet	régime (m)
relationship	rapport (m)
representation	représentation (f)
responsibility	responsabilité (f)
review, criticism	critique (f)
river	rivière (f)
sand	sable (m)
scene, stage	scène (f)
scholarship, grant	bourse (f)
screen	écran (m)
seat	siège (m)
separation	séparation (f)
shame	honte (f)
sign	signe (m)
skin	peau (m)
smile	sourire (m)
sound	son (m)
species, type, kind, cash	espèce (f)
speech, word, speaking; lyrics	parole (f); paroles (fpl)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
spirit	esprit (m)
spoon	cuillère (f)
stairs	escalier (m)
state, condition	état (m)
stop	arrêt (m)
subscription	abonnement (m)
suburb	banlieue (f)
success	réussite (f)
suitcase	valise (f)
support	soutien (m)
survey	enquête (f)
teaching	enseignement (m)
temperature, fever	fièvre (f)
test	épreuve (f)
third	tiers (m)
thought	pensée (f)
threat	menace (f)
timetable	emploi du temps (m)
track, trail	piste (f)
traffic	circulation (f)
tree	arbre (m)
trust, confidence	confiance (f)

<b>Nouns: Higher ONLY</b>	
<b>English</b>	<b>French</b>
unemployment	chômage (m)
union	union (f)
unity	unité (f)
vehicle	véhicule (m)
voice	voix (f)
waste, rubbish	déchets (mpl)
way	façon (f)
weight	poids (m)
will, desire	volonté (f)
wish, desire, want	envie (f)
work, task	œuvre (f)
worry	souci (m)
worry, anxiety	inquiétude (f)
the worst	(le/la) pire, (les) pires
youth	jeunesse (f)

# Verbs

Students are required to know the conjugated forms of these verbs following the regular patterns in the tenses outlined at each tier in the 'Verbs' section of *Appendix 2: Grammar*. They are also required to know some irregular inflected forms: where this is the case, we have marked the infinitive form with an asterisk (\*) and then set out the required irregular inflected forms, per tier, in separate tables below.

For infinitives, as well as for the present and imperfect tenses, students are expected to know both the English simple (e.g. infinitive *to do*; present *I do*; imperfect *I did, I used to do*) and English continuous (e.g. infinitive *to be doing*; present *I am doing*; imperfect *I was doing*) translations. We have only listed the English simple translations in the table below for simplicity.

## Foundation and Higher

Verbs: Foundation and Higher	
English	French
to accept	accepter
to ache, hurt	avoir mal à la/au/aux
to announce	annoncer
to answer, reply (to)	répondre (à)
to arrive; to manage	arriver; arriver à
to ask (someone to + verb); to wonder, ask oneself	demander (à... de + infinitive) ; se demander
to ask, pose (a question)	poser
to be*	être*
to be able to, can*	pouvoir*
to be interested in	s'intéresser à
to be...years old	avoir...ans
to become	devenir

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
to believe*	croire*
to buy	acheter
to call; to be called	appeler; s'appeler
to cause	causer
to change; to get changed	changer; se changer
to choose	choisir
to close, shut (down)	fermer
to come	venir
to come back	revenir
to compare	comparer
to continue, go on, carry on	continuer (de)
to cost	coûter
to cross	traverser
to cry	pleurer
to cut, switch off	couper, se couper
to dance	danser
to decide (to)	décider (de)
to depend (on)	dépendre (de)
to describe	décrire
to deserve	mériter
to discuss, talk about, chat	discuter (de)



<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
to do, make, go on/for + noun; to do + -ing, go + -ing, play + noun*	faire; faire de + noun*
to download	télécharger
to dream (about, of)	rêver (à/de)
to dress; to get dressed	habiller; s'habiller
to drink*	boire*
to drive, lead	conduire
to eat	manger
to enjoy oneself	s'amuser
to enter, go in	entrer
to exchange	échanger
to fall	tomber
to find; to be situated	trouver; se trouver
to finish	finir (de + infinitive)
to follow*	suivre*
to forbid, ban	interdire de
to forget	oublier
to form	former
to function, work	fonctionner
to gather, meet, reunite	réunir
to get married	se marier
to give	donner

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
to go*	aller*
to go back in, return	rentrer
to go down	descendre
to go out	sortir
to go up	monter
to hate	détester
to have*	avoir*
to have to, must*	devoir*
to hear; to get on (with)	entendre; s'entendre (avec)
to help (to)	aider (à)
to hold	tenir
to hope	espérer
to improve	améliorer
to inform	informer
to inspire	inspirer
to invite	inviter
to know, be familiar with*	connaître*^
to know how to, can*	savoir*
to last	durer
to laugh*	rire*
to learn	apprendre
to leave	partir

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
to leave	quitter
to let, leave behind	laisser
to lift, raise; to get up	lever; se lever
to like	aimer
to listen (to)	écouter (de)
to live	habiter
to load, charge	charger
to look for, search	chercher
to look for, search, collect	rechercher
to lose	perdre
to love	adorer
to mean	vouloir dire
to meet (up)	rencontrer
to miss (public transport)	manquer
to move	bouger
to open	ouvrir
to order	commander
to organise	organiser
to participate, take part (in)	participer (à)
to party, have fun	faire la fête
to pay	payer
to phone	téléphoner

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
to play (+ noun e.g. sport/instrument)	jouer (à/de)
to practise	pratiquer
to prefer	préférer
to prepare	préparer
to pronounce	prononcer
to protect	protéger
to put (in, on)*	mettre*
to read*	lire*
to recall, remind; to remember	rappeler ; se rappeler de
to receive*	recevoir*
to recognise	reconnaître
to recommend	recommander
to recycle	recycler
to reduce	réduire
to regret	regretter
to repeat	répéter
to reserve, book	réserver
to respect, follow	respecter
to rest	se reposer
to return, come back	retourner
to return, hand in, give back	rendre
to run*	courir*

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
to save, rescue	sauver
to say, tell	dire
to see*	voir*
to sell	vendre
to send	envoyer
to serve	servir
to share	partager
to show	montrer
to sing	chanter
to sleep	dormir
to smile	sourire
to speak, talk (about)	parler (de)
to spend (time), take (an exam); to happen, take place	passer; se passer
to start (to), begin (to)	commencer (à)
to stay	rester
to stop, arrest	arrêter (de)
to struggle, fight, battle	lutter
to study	étudier
to succeed, pass (an exam)	réussir (à)
to take, have	prendre
to take, remove; to take away	emporter ; à emporter

<b>Verbs: Foundation and Higher</b>	
<b>English</b>	<b>French</b>
to think (of)	penser (à/de)
to throw away, out	jeter
to translate	traduire
to travel	voyager
to treat, handle, deal with	traiter
to try; to try on (clothes)	essayer; essayer de
to turn	tourner
to understand	comprendre
to use	utiliser
to visit	visiter
to wait	attendre
to walk, to function	marcher
to want (to)*	vouloir*
to watch, to look	regarder
to wear, to carry	porter
to win, to earn	gagner
to work	travailler
to write*	écrire*

## Higher ONLY

Verbs: Higher ONLY	
English	French
to accompany, go with	accompagner
to act	agir
to adapt	adapter
to adopt	adopter
to advise	conseiller
to allow, permit	permettre
to apologise	s'excuser
to appreciate	apprécier
to attract	attirer
to avoid	éviter (de)
to be bored, get bored	s'ennuyer
to be quiet, keep quiet*	se taire*
to behave	se comporter
to belong (to)	appartenir (à)
to borrow	emprunter
to bring	apporter
to build	construire
to burn	brûler, se brûler^
to call, name	nommer
to celebrate	fêter
to check	vérifier

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>French</b>
to check, control	contrôler
to communicate	communiquer
to complain*	se plaindre*
to concentrate	se concentrer
to concern, be relevant to	concerner
to consider	considérer
to contain	contenir
to contribute	contribuer
to convince	convaincre
to count (on), intend	compter (sur)
to create	créer
to dare	oser
to defend; to forbid, ban	défendre; défendre de
to desire	désirer
to destroy	détruire
to develop	développer
to disappear	disparaître^
to disappoint	décevoir
to discover*	découvrir*
to encourage	encourager
to escape (from)	échapper (à) ; s'échapper (de)
to exist	exister



<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>French</b>
to explain	expliquer
to express; to express oneself	exprimer; s'exprimer
to fight	combattre
to fill (in, out, up)	remplir
to finish, end	terminer
to follow*	suivre*
to free, set free, release	libérer
to get, obtain, get hold of	obtenir
to harm	nuire
to hide	caler, se caler
to hire	louer
to hurt, injure ; to hurt oneself, injure oneself	blesser; se blesser
to identify (with), relate (to)	s'identifier (à)
to ignore, not know	ignorer
to imagine	imaginer
to impose	imposer
to increase	augmenter
to integrate, to fit in	intégrer, s'intégrer
to introduce	introduire
to invent	inventer
to judge	juger

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>French</b>
to keep	garder
to keep, preserve	conserver
to lead	mener
to lend	prêter
to limit	limiter
to live	vivre
to look after, take care of	s'occuper de
to look like, resemble	ressembler à
to lower, turn down	baisser
to maintain	maintenir
to mean	signifier
to note, notice	noter
to observe, watch	observer
to offer	offrir
to own, have, possess	posséder
to please	plaire
to present; to introduce yourself	présenter; se présenter
to prevent	empêcher de
to produce	produire
to promise	promettre
to propose, suggest	proposer
to protest, show	manifester

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>French</b>
to provide, supply, give	fournir
to pursue	poursuivre
to rain*	pleuvoir*
to reach	atteindre
to record	enregistrer
to reflect	refléter
to refuse	refuser de
to rely on	se fier
to remember	se souvenir (de)
to replace, swap	remplacer
to represent	représenter
to require, oblige, force	obliger
to reuse	réutiliser
to risk	risquer
to see, notice	apercevoir
to seem	sembler
to separate	séparer ; se séparer
to settle, set	régler
to shout	crier
to show concern for	se soucier
to sign	signer
to sit	s'asseoir

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>French</b>
to situate, locate	situer, se situer
to smell; to feel	sentir; se sentir
to solve, resolve	résoudre
to spend (money)	dépenser
to steal, fly	voler
to stop	cesser
to suffer, be in pain	souffrir
to support, sustain	soutenir
to surprise	surprendre
to take advantage, profit, make the most of	profiter de
to taste, try	goûter^
to teach	enseigner
to tell	raconter
to thank	remercier
to think about, reflect	réfléchir
to threaten	menacer
to tolerate	tolérer
to touch, affect	toucher
to train	s'entraîner^
to try, attempt	tenter de
to vote	voter

<b>Verbs: Higher ONLY</b>	
<b>English</b>	<b>French</b>
to warn	prévenir
to watch, keep an eye on	surveiller
to welcome	accueillir
to wish	souhaiter
to worry	inquiéter, s'inquiéter

## Irregular inflected verb forms: Higher and Foundation

English	French
<b>(to) be</b>	<b>être</b>
(I) am   (I) was	suis
(you) are   (you) were	es
(she, he, it, one) is   (she, he, it, one) was   (we) are   (we) were	est
(we) are   (we) were	sommes
(you (pl, sing formal)) are   (you (pl, sing formal)) were	êtes
(they) are   (they) were	sont
was   (have, has) been	(aux) été
(I) was   (I) used to be   (you) were   (you) used to be	étais
(she, he, it, one) was   (she, he, it, one) used to be   (we) were   (we) used to be	était
<b>(to) be able to, can</b>	<b>pouvoir</b>
(I) am able to, can   (you) are able to, can	peux
(she, he, it, one) is able to, can   (we) are able to, can	peut
(we) are able to, can	pouvons
(you (pl, sing formal)) are able to, can	pouvez
(they) are able to, can	peuvent

English	French
<b>(to) believe</b>	<b>croire</b>
(I, you) believe   believe! (sing informal) (she, he, it, one) believes   (we) believe believed   (have, has) believed	crois   crois ! croit (aux) cru

English	French
<b>(to) do, make, go on/for + noun; (to) do + -ing, go + -ing, play + noun</b>	<b>faire; faire de + noun</b>
(I, you) do, make, go (on/for) + noun   do!, make!, go (on/for) + noun! (sing informal); (I, you) do + -ing, go + -ing, play + noun   do + -ing!, go + -ing!, play + noun! (sing informal)	fais   fais !; fais de + noun   fais de + noun !
(she, he, it, one) does, makes, goes (on/for) + noun   (we) do, make, go (on/for) + noun   did, made, went (on/for) + noun   (have, has) done, (have, has) made, (have, has) gone (on/for) + noun; (she, he, it, one) does + -ing, goes + -ing, plays + noun   (we) do + -ing, go + -ing, play + noun   did + -ing, went + -ing, played + noun   (have, has) done + -ing, (have, has) gone + -ing, (have, has) played + -ing	fait   (aux) fait; fait de + noun   (aux) fait de + noun
(we) do, make, go (on/for) + noun; (we) do + -ing, go + -ing, play + noun	faisons; faisons de + noun
you (pl, sing formal) do, make, go (on/for) + noun   do!, make!, go (on/for) + noun! (pl, sing formal); you (pl, sing formal) do + -ing, go + -ing, play + noun   do + -ing!, go + -ing!, play + noun! (pl, sing formal)	faites   faites !; faites de   faites de !
(they) do, make, go (on/for) + noun; (they) do + -ing, go + -ing, play + noun	font; font de
(I, you) used to do, used to make, used to go (on/for) + noun; (I, you) used to do + -ing, used to go + -ing, used to play + noun	faisais; faisais de
(she, he, it, one) used to do, used to make, used to go (on/for) + noun   (we) used to do, used to make, used to go (on/for) + noun; (she, he, it, one) used to do + -ing, used to go + -ing, used to play + noun   (we) used to do + -ing, used to go + -ing, used to play + noun	faisait; faisait de



<b>English</b>	<b>French</b>
<b>to drink</b>	<b>boire</b>
(I, you) drink   drink! (sing informal) (she, he, it, one) drinks   (we) drink  drank   (have, has) drunk	bois   bois !  boit  (aux) bu
<b>to follow</b>	<b>suivre</b>
(I, you) follow   follow! (sing informal) (she, he, it, one) follows   (we) follow  followed   (have, has) followed	suis   suis !  suit  (aux) suivi
<b>to go</b>	<b>aller</b>
(I) go (you) go (she, he, it, one) goes   (we) go   go! (sing informal) (they) go	vais  vas  va   va !  vont

English	French
<b>to have</b>	<b>avoir</b>
(I) have	ai
(you) have	as
(she, he, it, one) has   (we) have	a
(we) have	avons
(you (pl, sing formal)) have	avez
(they) have	ont
had   (have, has) had	(aux) eu
(I, you) had   (I, you) used to have	avais
(she, he, it, one) had   (she, he, it, one) used to have   (we) had   (we) used to have	avait

<b>English</b>	<b>French</b>
<b>to have to, must</b>	<b>devoir</b>
(I, you) have to, must	dois
(she, he, it, one) has to, must   (we) have to, must	doit
(we) have to, must	devons
(you (pl, sing formal)) have to, must	devez
(they) have to, must	doivent
<b>to know, be familiar with</b>	<b>connaître^</b>
(I) know, am familiar with   (you) know, are familiar with   know! (sing informal)	connais   connais !
(she, he, it, one) knows, is familiar with   (we) know, are familiar with	connaît^
knew, was familiar with   (have, has) known, (have, has) been familiar with	(aux) connu
<b>to know how to, can</b>	<b>savoir</b>
(I, you) know how to, can	sais
(she, he, it, one) knows how to, can   (we) know how to, can	sait
(we) know how to, can	savons
(you (pl, sing formal)) know how to, can	savez
(they) know how to, can	savent

<b>English</b>	<b>French</b>
<b>to laugh</b>	<b>rire</b>
(I) laugh   (you) laugh   laugh! (sing informal)	ris   ris !
(she, he, it, one) laughs   (we) laugh	rit
laughed   (have, has) laughed	(aux) ri
<b>to put (in, on)</b>	<b>mettre</b>
(I, you) put (in, on)	mets
(he, she, it, one) puts (in, on)	met
put (in, on)   (has, have) put (in, on)	(aux) mis
<b>to read</b>	<b>lire</b>
read   (has, have) read	(aux) lu
<b>to receive</b>	<b>recevoir</b>
(I, you) receive   receive! (sing informal)	reçois   reçois !
(she, he, it, one) receives   (we) receive	reçoit
received   (have, has) received	(aux) reçu
<b>to run</b>	<b>courir</b>
(I, you) run   run! (sing informal)	cours   cours !
(she, he, it, one) runs   (we) run	court
ran   (have, has) run	(aux) couru

English	French
<b>to see</b>	<b>voir</b>
(I, you) see   see! (sing informal) (she, he, it, one) sees   (we) see  saw   (have, has) seen	vois   vois !  voit  (aux) vu
<b>to want (to)</b>	<b>vouloir</b>
(I, you) want (to) (she, he, it, one) wants (to)   (we) want (to) (we) want (to) (you (pl, sing formal)) want (to) (they) want (to)  (I) would like   (you) would like (she, he, it, one) would like   (we) would like	veux  veut  voulons  voulez  veulent  voudrais  voudrait
<b>to write</b>	<b>écrire</b>
(I, you) write   write! (sing informal)  (she, he, it, one) writes   (we) write   wrote   (have, has) written	écris   écris !  écrit   (aux) écrit

## Irregular inflected verb forms: Higher ONLY

English	French
<b>(to) be</b>	<b>être</b>
(I) have been	suis
(you) have been	es
(she, he, it, one) has been   (we) have been	est
(we) have been	sommes
(you (pl, sing formal)) have been	êtes
(they) have been	sont
(I) would be   (you) would be	serais
(she, he, it, one) would be   (we (informal) would be	serait
(I) will be   (I) am going to be	serai
(you) will be   (you) are going to be	seras
(she, he, it, one) will be   (she, he, it, one) is going to be   (we) will be   (we) are going to be	sera
be...! (sing informal)	sois... !
be...! (pl, sing formal)	soyez... !
being	étant

English	French
<b>to be able to, can</b>	<b>pouvoir</b>
was/were able to, could   (have, has) been able to	(aux) pu
<b>to be quiet, keep quiet</b>	<b>se taire</b>
was quiet   kept quiet	(aux) tu
<b>to believe</b>	<b>croire</b>
(I, you) have been believing	crois
(she, he, it, one) has been believing   (we) have been believing	croit
<b>to complain</b>	<b>se plaindre</b>
complained   (has, have) complained	(aux) plaint
<b>to discover</b>	<b>découvrir</b>
discovered   (has, have) discovered	(aux) découvert

English	French
<b>to do</b>	<b>faire</b>
<p>(I, you) have been doing, have been making, have been going on/for + noun;  (I, you) have been doing + -ing, have been going + -ing, have been playing + noun</p> <p>(she, he, it, one) has been doing, has been making, has been going on/for + noun   (we) have been doing, have been making, have been going on/for + noun;  (she, he, it, one) has been doing + -ing, has been going + -ing, has been playing + noun   (we) have been doing + -ing, have been going + -ing, have been playing + noun</p> <p>(we) have been doing, have been making, have been going on/for + noun   let's do!, let's make!, let's go on/for + noun!;  (we) have been doing + -ing, have been going + -ing, have been playing   let's do + -ing!, let's go + -ing!, let's play + noun!</p> <p>(you (pl, sing formal)) have been doing, have been making, have been going on/for + noun   do!, make!, go on/for + noun! (pl, sing formal); (you (pl, sing formal)) have been doing + -ing, have been going + -ing, have been playing + noun   do + -ing!, go + -ing!, play + noun! (pl, sing formal)</p>	<p>fais   fais !; fais de + noun   fais de + noun !</p> <p>fait   (aux) fait; fait de + noun   (aux) fait de + noun</p> <p>faisons   faisons !; faisons de + noun   faisons de + noun !</p> <p>faites   faites !; faites de   faites de !</p>



English	French
<b>to do</b>	<b>faire</b>
<p>(they) have been doing, have been making, have been going on/for + noun;            (they) have been doing + -ing, have been going + -ing, have been playing + noun</p>	font; font de
<p>(I, you) would do, would make, would go on/for + noun;            (I, you) would do + -ing, would go + -ing, would play + noun</p>	ferais; ferais de
<p>(she, he, it, one) would do, would make, would go on/for + noun   (we) would do, would make, would go on/for + noun;            (she, he, it, one) would do + -ing, would go + -ing, would play + noun   (we) would do + -ing, would go + -ing, would play + noun</p>	ferait; ferait de
<p>(I) will do, will make, will go on/for + noun   (I) am going to do, am going to make, am going to go on/for + noun;            (I) will do + -ing, will go + -ing, will play + noun   (I) am going to do + -ing, am going to go + -ing, am going to play + noun</p>	ferai; ferai de
<p>(you) will do, will make, will go on/for + noun   (you) are going to do, are going to make, are going to go on/for + noun;            (you) will do + -ing, will go + -ing, will play + noun   (you) are going to do + -ing, are going to go + -ing, are going to play + noun</p>	feras; feras de

English	French
<b>to do</b>	<b>faire</b>
<p>(she, he, it, one) will do, will make, will go on/for + noun   (she, he, it, one) is going to do, is going to make, is going to go on/for + noun   (we) will do, will make, will go on/for + noun   (we) are going to do, are going to make, are going to go on/for + noun; (she, he, it, one) will do + -ing, will go + -ing, will play + noun   (she, he, it, one) is going to do + -ing, is going to go + -ing, is going to play + noun   (we) will do + -ing, will go + -ing, will make + noun   (we) are going to do + -ing, are going to go + -ing, are going to play + noun</p> <p>doing, making, going on/for + noun; doing + -ing, going + -ing, playing + noun</p>	<p>fera; fera de</p> <p>faisant; faisant de</p>
<b>to drink</b>	<b>boire</b>
<p>(I, you) have been drinking</p> <p>(she, he, it, one) has been drinking   (we) have been drinking</p>	<p>bois</p> <p>boit</p>
<b>to follow</b>	<b>suivre</b>
<p>(I, you) have been following</p> <p>(she, he, it, one) has been following   (we) have been following</p>	<p>suis</p> <p>suit</p>

English	French
<b>to go</b>	<b>aller</b>
(I) have been going	vais
(you) have been going	vas
(she, he, it, one) has been going   (we) have been going	va
(they) have been going	vont
(I) would go   (you) would go	irais
(she, he, it, one) would go   (we) would go	irait
(I) will go   (I) am going to go	irai
(you) will go   (you) are going to go	iras
(she, he, it, one) will go   (she, he, it, one) is going to go   (we) will go   (we) are going to go	ira

English	French
<b>to have</b>	<b>avoir</b>
(I) have been having	ai
(you) have been having	as
(she, he, it, one) has been having   (we) have been having	a
(we) have been having	avons
(you (pl, sing formal)) have been having	avez
(they) have been having	ont
(I, you) would have	aurais
(she, he, it, one) would have   (we) would have	aurait
(I) will have   (I) am going to have	aurai
(you) will have   (you) are going to have	auras
(she, he, it, one) will have   (she, he, it, one) is going to have   (we) will have   (we) are going to have	aura
having	ayant

English	French
<b>to have to</b>	<b>devoir</b>
(I, you) have been having to	dois
(she, he, it, one) has been having to   (we) have been having to	doit
(we) have been having to	devons
(you (pl, sing formal)) have been having to	devez
(they) have been having to, must	doivent
had to   (have, has) had to	(aux) dû
<b>to know how to, can</b>	<b>savoir</b>
knew how to, could   (have, has) known how to, (have, has) been able to	(aux) su
<b>to laugh</b>	<b>rire</b>
(I, you) have been laughing	ris
(she, he, it, one) has been laughing   (we) have been laughing	rit
<b>to rain</b>	<b>pleuvoir</b>
(it) rained	(il a) plu
<b>to receive</b>	<b>recevoir</b>
(I, you) have been receiving	reçois
(she, he, it, one) has been receiving   (we) have been receiving	reçoit

<b>English</b>	<b>French</b>
<b>to run</b>	<b>courir</b>
(I, you) have been running (she, he, it, one) has been running   (we) have been running	cours court
<b>to see</b>	<b>voir</b>
(I, you) have been seeing (she, he, it, one) has been seeing   (we) have been seeing	vois voit
<b>to want (to)</b>	<b>vouloir</b>
(I, you) have been wanting (to) (she, he, it, one) has been wanting (to)   (we) have been wanting (to) (we) have been wanting (to) (you (pl, sing formal)) have been wanting (to) (they) have been wanting (to)  wanted   (have, has) wanted	veux veut voulons voulez veulent  (aux) voulu

# Appendix 2: Grammar

The following grammar list is the full grammar content that will be assessed by this qualification, in both receptive and productive tasks, at each tier.

## Nouns, pronouns and determiners

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Foundation + Higher	Higher only
<p><u>Forming feminine nouns</u></p> <ul style="list-style-type: none"><li>• Add -e</li><li>• No change</li><li>• -eur → -rice / -euse</li><li>• -en → -enne</li></ul>	
<p><u>Forming plural nouns</u></p> <ul style="list-style-type: none"><li>• Add -s</li><li>• Add -x to masculine nouns ending in - (e)au, -eu</li><li>• No change for nouns ending in -s, -x</li></ul>	
<p><u>Infinitives used as nouns</u></p> <p>As equivalent of -ing (gerund) in English (e.g. <i>Manger trop de fastfood est mauvais pour la santé</i>)</p>	
<p><u>Determiners</u></p> <p>Articles</p> <ul style="list-style-type: none"><li>• Agreement of definite and indefinite articles with noun for gender and number</li></ul>	<p><u>Determiners</u></p> <p>Articles</p> <ul style="list-style-type: none"><li>• Partitive articles with uncountable nouns (e.g. <i>du lait</i>)</li></ul>

Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• <i>le/la</i> → <i>l'</i> before singular nouns that start with a vowel or <i>h muet</i></li> <li>• Functions of definite and indefinite articles, including where their use or omission differs from English (e.g. <i>La santé est importante; le mercredi</i>)</li> <li>• Use of definite article before an adjective to form a noun, including uninflected adjectives for languages and addition of a capital letter where the resulting noun is a nationality (e.g. <i>seul</i> → <i>le seul</i>; <i>anglais</i> → <i>l'anglais</i>, <i>français</i> → <i>les Français</i>)</li> <li>• Partitive articles when distinguishing between parts and wholes (e.g. <i>un pain</i> vs <i>du pain</i>); after <i>jouer</i> with musical instruments (e.g. <i>jouer du piano</i>); after <i>faire</i> with sports (e.g. <i>je fais de la danse</i>)</li> <li>• Use of <i>de</i> (and omission of article) before nouns following a verb in negative and after expressions of quantity (e.g. <i>je n'ai pas de stylo</i>; <i>beaucoup de choses</i>)</li> <li>• Contraction of <i>de</i> to <i>d'</i> before a word beginning with a vowel (e.g. <i>beaucoup d'animaux</i>)</li> </ul> <p><i>Other determiners</i></p> <ul style="list-style-type: none"> <li>• Demonstrative adjectives (<i>ce, cet, cette, ces</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of article with <i>dans</i>; omission of article with <i>en</i> (e.g. <i>dans le restaurant</i>; <i>en France</i>)</li> </ul> <p><i>Other determiners</i></p> <ul style="list-style-type: none"> <li>• Use of negative adjective determiner <i>aucun(e)</i> (e.g. <i>je n'ai aucune idée</i>)</li> </ul>



Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• Possessive adjectives (<i>mon, ma, mes, ton, ta, tes</i> etc.)</li> <li>• Interrogative adjectives (<i>quel, quelle, quels, quelles</i>)</li> <li>• Agreement patterns for indefinite adjectives (e.g. <i>chaque, plusieurs, autre(s), tout(e)(s), tous</i>)</li> </ul>	
<p><u>Pronouns</u></p> <ul style="list-style-type: none"> <li>• Subject pronouns, their agreement and position</li> <li>• Position of singular direct object pronouns <i>me, te, vous, le, la</i> before verb, not juxtaposed with indirect object pronouns (e.g. <i>je l'ai envoyé à mon père</i> <b>but not</b> <i>je le lui ai envoyé</i>)</li> <li>• Position of singular indirect object pronouns <i>me, te, vous, lui</i> before verb, not juxtaposed with direct object pronouns (e.g. <i>il me donne un livre</i> <b>but not</b> <i>il me le donne</i>)</li> <li>• Position of singular reflexive pronouns (<i>me, te, se</i>) before verb</li> <li>• <i>me → m', te → t', le/la → l', se → s'</i> before a vowel or <i>h muet</i></li> <li>• Use of emphatic pronouns <i>moi</i> and <i>toi</i> after prepositions</li> <li>• Use of relative pronoun <i>qui</i> in subject relative clauses</li> </ul>	<p><u>Pronouns</u></p> <ul style="list-style-type: none"> <li>• Use of pronouns <i>y</i> and <i>en</i> before verb (e.g. <i>j'y vais, j'en veux</i>), not juxtaposed with other object pronouns except in the phrases '<i>il y en a</i>', '<i>il y en avait</i>' and '<i>il y en aura</i>'</li> <li>• Position of plural direct object pronouns <i>nous, vous, les</i> before verb, not juxtaposed with indirect object pronouns (e.g. <i>tu les montres à tes amis</i> <b>but not</b> <i>tu les leur montres</i>)</li> <li>• Position of plural indirect object pronouns <i>nous, vous, leur</i> before verb, not juxtaposed with direct object pronouns (e.g. <i>elle vous achète des cadeaux</i> <b>but not</b> <i>elle vous les achète</i>)</li> <li>• Use of emphatic pronouns <i>lui, elle, nous, vous, eux, elles</i> after prepositions</li> <li>• Position of plural reflexive pronouns <i>nous, vous, se</i> before verb</li> <li>• Negative subject pronouns <i>personne</i> <i>ne</i> + verb and <i>rien</i> <i>ne</i> + verb as equivalent of English 'nobody + verb' and 'nothing + verb'</li> </ul>

Foundation + Higher	Higher only
	<ul style="list-style-type: none"><li>• Relative clauses using pronouns <i>où</i>, <i>quand</i> and <i>que</i></li></ul>

# Verbs

Foundation + Higher	Higher only
<p><u>Negation</u></p> <p>Syntax of negation with:</p> <ul style="list-style-type: none"> <li>• <i>ne...pas</i></li> <li>• <i>ne...jamais</i></li> <li>• <i>ne...rien</i> (as equivalent of 'not verb anything' and 'verb nothing')</li> <li>• <i>ne...personne</i> (as equivalent of 'not verb anyone/anybody' and 'verb nobody')</li> </ul>	<p><u>Negation</u></p> <p>Syntax of negation with:</p> <ul style="list-style-type: none"> <li>• <i>ne...plus</i></li> <li>• <i>ne...ni... (ni ...)</i></li> <li>• <i>ne... pas encore</i></li> <li>• <i>ne...que</i></li> </ul>
<p><u>Interrogatives and asking questions</u></p> <p>Interrogatives expressed through:</p> <ul style="list-style-type: none"> <li>• Intonation with SV word order, including when followed by a question word (<i>qui, quand, quoi, pourquoi, comment, combien, où</i>) (e.g. <i>il vient quand?; tu veux aller où?</i>)</li> <li>• Est-ce que + SV word order (e.g. <i>est-ce que tu veux aller au cinéma?</i>), including when followed by a question word (<i>qu', quand, pourquoi, comment, combien, où</i>: e.g. <i>quand est-ce qu'il vient?; où est-ce que tu veux aller?</i>)</li> <li>• Question word (<i>que/qu', quand, pourquoi, comment, combien, où</i>) + VS word order (e.g. <i>quand vient-il?; où veux-tu aller?</i>)</li> </ul>	

Foundation + Higher	Higher only
	<u>Passive voice</u>  In the present using <i>par</i>
<u>Impersonal verbs</u> <ul style="list-style-type: none"> <li>• <i>il y a; il y avait; il y aura</i></li> <li>• <i>il fait</i> + adjective</li> <li>• <i>il</i> + weather expressions</li> <li>• <i>il faut</i> + infinitive</li> <li>• <i>il est</i> for telling the time</li> </ul>	<u>Impersonal verbs</u> <ul style="list-style-type: none"> <li>• <i>il est</i> + adjective + <i>de</i></li> <li>• <i>il manque</i> + noun</li> <li>• <i>il vaut mieux</i> + infinitive</li> <li>• <i>il vaut la peine de</i> + infinitive</li> </ul>
<u>Reflexive verbs</u>  1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> persons singular (using reflexive pronouns <i>me, te, se</i> ) (e.g. <i>je m'habille</i> )	<u>Reflexive verbs</u>  1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person plural (using reflexive pronouns <i>nous, vous, se</i> ), with reflexive and reciprocal meanings (e.g. <i>nous nous levons tôt; ils se donnent des cadeaux</i> )
	<u>Periphrastic time expressions</u> <ul style="list-style-type: none"> <li>• <i>être en train de</i></li> <li>• <i>venir de</i></li> </ul>

## Verbs: Tenses

Foundation + Higher	Higher only
<p><u>Present</u></p> <p>Present indicative, as equivalent of:</p> <ul style="list-style-type: none"> <li>• English simple (I walk)</li> <li>• English continuous (I am walking)</li> <li>• English simple and continuous with time adverbs to express the future (the holidays start tomorrow; I am working this evening)</li> </ul> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural:</b></p> <ul style="list-style-type: none"> <li>• -er verbs</li> <li>• <i>choisir, partir, venir, ouvrir</i> and other -ir verbs following the same four patterns</li> <li>• <i>entendre, prendre, traduire</i> and other -re verbs following the same three patterns</li> <li>• <i>aller</i></li> <li>• <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective', e.g. <i>j'ai faim</i>)</li> <li>• <i>être</i></li> <li>• <i>faire</i></li> <li>• <i>mettre</i></li> </ul>	<p><u>Present</u></p> <p>Present indicative with <i>depuis</i>, as equivalent of 'have been -ing for' + time period</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural:</b></p> <ul style="list-style-type: none"> <li>• <i>connaître, écrire</i> and other verbs following the same two patterns</li> </ul>

Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• <i>devoir</i> + infinitive</li> <li>• <i>pouvoir</i> + infinitive</li> <li>• <i>savoir</i> + infinitive</li> <li>• <i>vouloir</i> + infinitive</li> </ul> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only</b>:</p> <ul style="list-style-type: none"> <li>• <i>boire</i></li> <li>• <i>connaître</i></li> <li>• <i>courir</i></li> <li>• <i>croire</i></li> <li>• <i>écrire</i></li> <li>• <i>recevoir</i></li> <li>• <i>rire</i></li> <li>• <i>suivre</i></li> <li>• <i>voir</i></li> </ul>	
<p><u>Perfect</u></p> <p>As equivalent of:</p> <ul style="list-style-type: none"> <li>• English simple past (I walked, he went)</li> <li>• present perfect (I have walked, he has gone)</li> </ul> <ul style="list-style-type: none"> <li>• 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b>, including past participle formation: <ul style="list-style-type: none"> <li>• -er verbs</li> </ul> </li> </ul>	<p><u>Perfect</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural</b>, including past participle formation:</p> <ul style="list-style-type: none"> <li>• <i>connaître, écrire</i> and other verbs following the same two patterns</li> <li>• <i>devoir</i> + infinitive</li> <li>• <i>pouvoir</i> + infinitive</li> <li>• <i>savoir</i> + infinitive</li> </ul>

Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• <i>choisir, partir, venir, ouvrir</i> and other <i>-ir</i> verbs following the same four patterns</li> <li>• <i>entendre, prendre, traduire</i> and other <i>-re</i> verbs following the same three patterns</li> <li>• <i>aller</i></li> <li>• <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective')</li> <li>• <i>être</i></li> <li>• <i>faire</i></li> <li>• <i>lire</i></li> <li>• <i>mettre</i></li> <li>• <i>pleuvoir</i> (<i>il</i> form only)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>vouloir</i> + infinitive</li> <li>• <i>découvrir</i></li> <li>• <i>se plaindre</i></li> <li>• <i>convaincre</i></li> <li>• <i>taire</i></li> </ul>
<p><u>Imperfect</u></p> <p>As equivalent of:</p> <ul style="list-style-type: none"> <li>• habitual (I used to walk)</li> <li>• continuous (I was walking)</li> </ul> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only, excluding 'you' formal:</b></p> <ul style="list-style-type: none"> <li>• <i>-er</i> verbs</li> <li>• <i>choisir, partir, venir, ouvrir</i> and other <i>-ir</i> verbs following the same four patterns</li> <li>• <i>entendre, prendre, traduire</i> and other <i>-re</i> verbs following the same three patterns</li> </ul>	<p><u>Imperfect</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>plural:</b></p> <ul style="list-style-type: none"> <li>• <i>-er</i> verbs</li> <li>• <i>choisir, partir, venir, ouvrir</i> and other <i>-ir</i> verbs following the same four patterns</li> <li>• <i>entendre, prendre, traduire</i> and other <i>-re</i> verbs following the same three patterns</li> <li>• <i>aller</i></li> <li>• <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective')</li> <li>• <i>être</i></li> <li>• <i>faire</i></li> </ul>

Foundation + Higher	Higher only
<ul style="list-style-type: none"> <li>• <i>aller</i></li> <li>• <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective')</li> <li>• <i>être</i></li> <li>• <i>faire</i></li> </ul>	<p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural:</b></p> <ul style="list-style-type: none"> <li>• <i>connaître, écrire</i> and other verbs following the same two patterns</li> </ul>
<p><u>Periphrastic future</u></p> <p><i>Aller</i> + infinitive, as equivalent of:</p> <ul style="list-style-type: none"> <li>• 'will' + verb (I will walk)</li> <li>• 'be going to' + verb (I am going to walk)</li> </ul> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural:</b></p> <ul style="list-style-type: none"> <li>• <i>-er</i> verbs</li> <li>• <i>choisir, partir, venir, ouvrir</i> and other <i>-ir</i> verbs following the same four patterns</li> <li>• <i>entendre, prendre, traduire</i> and other <i>-re</i> verbs following the same three patterns</li> <li>• <i>aller</i></li> <li>• <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective')</li> <li>• <i>être</i></li> <li>• <i>faire</i></li> </ul>	<p><u>Periphrastic future</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural:</b></p> <ul style="list-style-type: none"> <li>• <i>connaître, écrire</i> and other verbs following the same two patterns</li> </ul>



Foundation + Higher	Higher only
	<p><u>Inflectional future</u></p> <p>As equivalent of:</p> <ul style="list-style-type: none"> <li>• 'will' + verb (I will walk)</li> <li>• 'be going to' + verb (I am going to walk)</li> </ul> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural:</b></p> <ul style="list-style-type: none"> <li>• -er verbs</li> <li>• 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only:</b></li> <li>• <i>aller</i></li> <li>• <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective')</li> <li>• <i>être</i></li> <li>• <i>faire</i></li> </ul>
<p><u>Conditional</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only, excluding 'you' formal:</b></p> <ul style="list-style-type: none"> <li>• <i>vouloir</i> (meaning 'would like')</li> </ul>	<p><u>Conditional</u></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular and plural:</b></p> <ul style="list-style-type: none"> <li>• -er verbs</li> <li>• 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons <b>singular only:</b></li> <li>• <i>aller</i></li> <li>• <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective')</li> <li>• <i>être</i></li> <li>• <i>faire</i></li> </ul>

Foundation + Higher	Higher only
<p><u>Imperative</u></p> <p>2<sup>nd</sup> person singular and plural only; not reflexive:</p> <ul style="list-style-type: none"> <li>• -er verbs</li> <li>• <i>choisir, partir, venir, ouvrir</i> and other -ir verbs following the same four patterns</li> <li>• <i>entendre, prendre, traduire</i> and other -re verbs following the same three patterns</li> <li>• <i>aller</i></li> <li>• <i>faire</i></li> </ul>	<p><u>Imperative</u></p> <p>2<sup>nd</sup> person singular and plural; not reflexive:</p> <ul style="list-style-type: none"> <li>• <i>être</i></li> <li>• <i>connaître, écrire</i> and other verbs following the same two patterns</li> </ul> <p>1<sup>st</sup> person plural, not reflexive (meaning 'Let's + verb'):</p> <ul style="list-style-type: none"> <li>• -er verbs</li> <li>• <i>choisir, partir, venir, ouvrir</i> and other -ir verbs following the same four patterns</li> <li>• <i>entendre, prendre, traduire</i> and other -re verbs following the same three patterns</li> </ul>
	<p><u>Present participle</u></p> <p>After <i>en</i>, including adjectival use where relevant:</p> <p>-er verbs</p> <ul style="list-style-type: none"> <li>• <i>choisir, partir, venir, ouvrir</i> and other -ir verbs following the same four patterns</li> <li>• <i>entendre, prendre, traduire</i> and other -re verbs following the same three patterns</li> <li>• <i>connaître, écrire</i> and other verbs following the same two patterns</li> <li>• <i>avoir</i></li> <li>• <i>être</i></li> <li>• <i>faire</i></li> </ul>

# Adjectives

Foundation + Higher	Higher only
<p><u>Agreement in gender</u></p> <ul style="list-style-type: none"> <li>• Add final <i>-e</i></li> <li>• No change with adjectives ending in mute <i>-e</i></li> <li>• <i>-x</i> → <i>-se</i></li> <li>• <i>-el</i> → <i>-elle</i></li> <li>• <i>-en</i> → <i>-enne</i></li> <li>• <i>-f</i> → <i>-ve</i></li> <li>• <i>-er</i> → <i>-ère</i></li> </ul>	
<p><u>Agreement in number</u></p> <ul style="list-style-type: none"> <li>• Add final <i>-s</i></li> <li>• No change for masculine forms already ending in <i>-s</i> and <i>-x</i></li> <li>• <i>-al</i> → <i>-aux</i> for masculine adjectives</li> </ul>	
<p><u>Position</u></p> <ul style="list-style-type: none"> <li>• Mostly after nouns</li> <li>• Before nouns, sometimes with a specific meaning: <i>ancien; bon; cher; dernier; grand; nouveau; propre; seul</i></li> </ul>	
<p>Regular comparative adjectival structures (e.g. <i>plus...que, moins...que, aussi...que</i>)</p>	<p>Regular superlative adjectival structures (e.g. <i>le meilleur, la meilleure, les meilleur(e)s</i>)</p>

## Adverbs

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Foundation + Higher	Higher only
Position of adverbs of time (e.g. <i>tôt</i> ), manner (e.g. <i>vite</i> ), frequency (e.g. <i>souvent</i> ), place (e.g. <i>ici</i> )	
Regular comparative adverbial structures (e.g. <i>plus...que, moins...que, aussi...que</i> )	Regular superlative adverbial structures ( <i>le mieux, le pire</i> )

## Prepositions

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Foundation + Higher	Higher only
Use of <i>à</i> / <i>de</i> after some verbs, before a noun or second verb (e.g. <i>commencer à</i> ; <i>decider de</i> )	
Use of <i>en</i> / <i>à</i> with proper nouns for places	
Contraction of definite article when used with <i>à</i> and <i>de</i> to agree with the gender and number	
<i>De</i> to indicate possession	
<i>Pour</i> / <i>sans</i> + infinitive	<i>avant de</i> + infinitive <i>après avoir</i> + past participle

## Derivational morphology

These grammar rules are only required for the Reading exam, as derived forms of any base words listed in our vocabulary list (for example, *'cinquième'* as a derived form of *'cinq'*), or base words for any derived forms in our vocabulary list (for example, *'particulier'* as a derived form of *'particulièrement'*), may appear in the Reading exam.

Foundation + Higher	Higher only
<p><u>Prefixes</u></p> <p>Adding <i>in-</i> or <i>im-</i> to adjectives, adverbs, and nouns, only where the English equivalent is <i>un-</i> or <i>in-</i>, or means 'opposite of' (e.g. <i>également</i> → <i>inégalement</i>; <i>sécurité</i> → <i>insécurité</i>; <i>possible</i> → <i>impossible</i>)</p>	
<p><u>Suffixes</u></p> <ul style="list-style-type: none"> <li>• Ordinal numbers created by adding <i>-ième</i> (or by dropping <i>-e</i> and adding <i>-ième</i>) to cardinal numbers</li> <li>• Adjectives created by adding <i>-able</i> or <i>-eable</i> to the verb stem, only where the English equivalent is <i>-able</i> or <i>-ible</i> (e.g. <i>changer</i> → <i>changeable</i>)</li> <li>• Nouns created by adding <i>-ion</i> or <i>-ation</i> to the verb stem, only where the English equivalent is <i>-ion</i> or <i>-ation</i> (e.g. <i>préparer</i> → <i>préparation</i>)</li> <li>• Only where the English equivalent is <i>-ly</i>, adverbs created by adding <i>-ment</i> to the feminine form of adjectives (e.g. <i>première</i> → <i>premièrement</i>) or by dropping <i>-ant(e)</i> / <i>-ent(e)</i> from an adjective and adding <i>-amment</i> / <i>-emment</i> (e.g. <i>patient</i> → <i>patiemment</i>)</li> </ul>	<p><u>Suffixes</u></p> <ul style="list-style-type: none"> <li>• Agent nouns created by adding <i>-eur</i> or <i>-ateur</i> to a verb stem, e.g. <i>porter</i> → <i>porteur</i></li> </ul>

## Sound-symbol correspondences (SSCs)

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The list which follows specifies key differences in sound-symbol correspondences (SSCs) between French and English which students will need to learn at GCSE to be able to read out loud (Read aloud task in Paper 1, Speaking) and transcribe (Dictation task in Paper 2, Listening) with sufficient accuracy at this level, along with an example word from our vocabulary list containing the SSC. It is not an exhaustive list of all the SSCs in the French language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in French as in English, it is not listed.

Students will be expected to pronounce words with stress patterns that allow their speech to be clear and comprehensible.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

Sound-symbol correspondence	Example
silent final consonant	tout
a	aller
i/y	il/stylo
eu	peu
e	je
au/eau/closed o/ô	autre/eau/nos/tôt
ou	vous
u	tu
silent final e	elle
é/-er/-ez	été/parler/avez
en/an/em/am	entendre/dans/temps/jambe
on/om	mon/combien

Sound-symbol correspondence	Example
ain/in/aim/im	pain/fin/faim/important
è/ê/ai	collège/être/faire
oi/oy	moi/moyen
ch	cher
ç/soft 'c'	reçu/cette
qu	qui
j	jouer
-tion	pollution
-ien	bien
s-liaison	vous avez
t-liaison	on peut aller
n-liaison	on a
x-liaison	deux heures
h	hôtel
un	un
-gn-	gagner
r	rien
open eu/œu	leur/sœur
open o	notre
-s-	faisons
th	théâtre
-ill-/-ille	billet/famille
-aill-/ail	travailler/travail



# Appendix 3: Names of people used in assessments

Assessments in this qualification will only use names taken from the following list, which is representative of the most popular French names in France and across the French speaking world, in the current GCSE level age group, as well as some names for older adults.

We hope students will all become familiar with these names during the course of teaching, so that all students come to the exams with the same knowledge and understanding. By committing to only use these names in our assessments, we aim to remove a barrier to understanding and avoid possible confusion over whether a proper noun is referring to a person or place. Ideally, if all students are familiar with these names before starting an assessment, all their comprehension focus can be on understanding the assessed content of the paper.

<b>14-16-year-old girls' names</b>	<b>14-16-year-old boys' names</b>	<b>14-16-year-old names used by both boys and girls</b>
Ana	Ahmed	Alex
Chloé	Alessandro	Axel(lle)
Clara	Clément	Camille
Diane	Dorian	Charlie
Emma	Enzo	Gabriel(lle)
Eva	Hugo	Louis(e)
Fathia	Jules	Maxime
Fatima	Louis	Morgan(e)
Inès	Lucas	Sacha
Jade	Luis	Toni

<b>14-16-year-old girls' names</b>	<b>14-16-year-old boys' names</b>	<b>14-16-year-old names used by both boys and girls</b>
Léa	Mathis	
Lola	Mehdi	
Lucie	Mohamed	
Manon	Nathan	
Maria	Rachid	
Marie	Raphaël	
Myriam	Sofiane	
Nadia	Théo	
Sarah	Thomas	
Yasmina	Tom	
Zoé	Yanis	

<b>Adult male names</b>	<b>Adult female names</b>
Pierre	Sabrina
Richard	Sylvie

# Appendix 4: Transferable skills

## The need for transferable skills

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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.’<sup>[1]</sup>

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:<sup>[2]</sup>

### 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.<sup>[3]</sup>

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<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

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

## 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.

## Appendix 5: Codes

Type of code	Use of code	Code
Discount codes	<p>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.</p> <p>Discount codes are published by DfE in the RAISEonline library (<a href="http://www.raiseonline.org">www.raiseonline.org</a>)</p>	FKF
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>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.</p>	<p>The QN for this qualification is:</p> <p>610/2718/2</p>
Subject codes	<p>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.</p>	GCSE – 1FR1
Paper/Component codes	<p>These codes are provided for reference purposes. Students do not need to be entered for individual components/papers.</p>	<p>Non-examination assessment: Paper 1: 1FR1/1F and 1H Paper 2: 1FR1/2F and 2H Paper 3: 1FR1/3F and 3H Paper 4: 1FR1/4F and 4H</p>

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