

version 1.2



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Secondary Education

---

## French (Modular) 2007

### *Specification B*

This Specification should be read in conjunction with:  
Specimen Papers and Mark Schemes (Module 2)  
Past Papers and Mark Schemes (Module 4)  
Examiners' Reports  
A Teacher's Guide

---

AQA GCSE 4652

The specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. In the case of any difference between the printed and the website version of the specification, the version with the highest number, as currently published on the AQA website, is the definitive one.

Vertical black lines indicate a significant change or addition to the specification published for 2006.

Copyright © 2006 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications, including the specifications. However, the registered centres for AQA are permitted to copy material from this specification booklet for their own **internal** use.

# Contents

## Background Information

- |   |  |   |
|---|--|---|
| 1 | The Revised General Certificate of Secondary Education | 6 |
| 2 | Specification at a Glance                              | 8 |
| 3 | Availability of Assessment Units and Entry Details     | 9 |

## Scheme of Assessment

- |   |                       |    |
|---|-----------------------|----|
| 4 | Introduction          | 11 |
| 5 | Aims                  | 13 |
| 6 | Assessment Objectives | 14 |
| 7 | Scheme of Assessment  | 15 |

## Subject Content

- |    |  |    |
|----|--|----|
| 8  | Summary of Subject Content             | 26 |
| 9  | Modules and Topics                     | 27 |
| 10 | Language Tasks                         | 28 |
| 11 | Module 1 – My World                    | 30 |
| 12 | Module 2 – Holiday Time & Travel       | 32 |
| 13 | Module 3 – Work & Lifestyle            | 34 |
| 14 | Module 4 – The Young Person in Society | 36 |

15	Grammar and Linguistic Structures	38
16	Communication Strategies	40
17	Vocabulary	48
<b>Key Skills and Other Issues</b>		
18	Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence	75
19	Spiritual, Moral, Ethical, Social, Cultural and Other Issues	80
<b>Centre-Assessed Components</b>		
20	Nature of the Centre-Assessed Components	82
21	Guidance on Setting the Centre-Assessed Components	83
22	Assessment Criteria	89
23	Supervision and Authentication	94
24	Standardisation	95
25	Administrative Procedures	96
26	Moderation	97
<b>Awarding and Reporting</b>		
27	Grading, Shelf-Life and Re-Sits	98

## Appendices

<b>A</b>	Grade Descriptions	102
<b>B</b>	Record Forms	104
<b>C</b>	Coursework Comments Sheet	109
<b>D</b>	Candidate's Notes Proforma	111
<b>E</b>	Overlaps with Other Qualifications	112

## Background Information

### 1

## The Revised General Certificate of Secondary Education

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

### 1.1 Changes at GCSE

#### Key Skills

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

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

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

#### ICT

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

#### Tiering

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

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

#### Citizenship

From 2002 onwards, students in England are required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

## 1.2 Changes to the Modern Foreign Languages Criteria

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

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

2

## Specification at a Glance

### French (Modular)

- This is one of three specifications in the subject offered by AQA, the others being a Linear specification and a Linear Short Course specification;
- There are four modules and two tiers of Assessment: Foundation (G-C) and Higher (D-A\*).

GCSE French (Modular)											
Module 1 Untiered	<table border="1"> <tr> <td>Module 1</td> <td>12.5%</td> </tr> <tr> <td>Coursework (centre-assessed)</td> <td></td> </tr> <tr> <td>Speaking</td> <td>12.5%</td> </tr> </table>	Module 1	12.5%	Coursework (centre-assessed)		Speaking	12.5%				
Module 1	12.5%										
Coursework (centre-assessed)											
Speaking	12.5%										
Module 2 Foundation Tier Higher Tier	<table border="1"> <tr> <td>Module 2</td> <td>25%</td> </tr> <tr> <td>Listening</td> <td>12.5% - 40 minutes including 5 minutes reading time</td> </tr> <tr> <td>Reading</td> <td>12.5% - 40 minutes</td> </tr> </table>	Module 2	25%	Listening	12.5% - 40 minutes including 5 minutes reading time	Reading	12.5% - 40 minutes				
Module 2	25%										
Listening	12.5% - 40 minutes including 5 minutes reading time										
Reading	12.5% - 40 minutes										
Module 3 Untiered	<table border="1"> <tr> <td>Module 3</td> <td>12.5%</td> </tr> <tr> <td>Coursework (centre-assessed)</td> <td></td> </tr> <tr> <td>Writing</td> <td>12.5%</td> </tr> </table>	Module 3	12.5%	Coursework (centre-assessed)		Writing	12.5%				
Module 3	12.5%										
Coursework (centre-assessed)											
Writing	12.5%										
Module 4 Foundation Tier Higher Tier	<table border="1"> <tr> <td>Module 4</td> <td>50%</td> </tr> <tr> <td>Listening</td> <td>12.5% 30 minutes including 5 minutes reading time</td> </tr> <tr> <td>Reading</td> <td>12.5% 30 minutes</td> </tr> <tr> <td>Speaking</td> <td>12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes</td> </tr> <tr> <td>Writing</td> <td>12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes</td> </tr> </table>	Module 4	50%	Listening	12.5% 30 minutes including 5 minutes reading time	Reading	12.5% 30 minutes	Speaking	12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes	Writing	12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes
Module 4	50%										
Listening	12.5% 30 minutes including 5 minutes reading time										
Reading	12.5% 30 minutes										
Speaking	12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes										
Writing	12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes										

## 3

## Availability of Assessment Units and Entry Details

- 
- 3.1 Availability of Assessment Units** Module 1 is available in the January series only.
- Module 2 is available in the June series only (normally Year 10).
- Module 3 is available in the January series only.
- Module 4 is available in the June series only (normally Year 11).
- 
- 3.2 Entry Codes** Normal entry requirements apply, but the following information should be noted. The **Subject Code** for the GCSE award is 4652.
- 
- 3.3 Prohibited Combinations** Candidates entering for this examination are prohibited from entering any other GCSE French specifications in the same examination series. Each specification is assigned to a national classification code, indicating the subject area to which it belongs.
- Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.
- The classification code for this specification is 5650.
- 
- 3.4 Private Candidates** This specification is only available for private candidates where they attend an AQA centre which will supervise and assess the coursework. Private candidates should write to AQA for a copy of “*Supplementary Guidance for Private Candidates*”.
- 
- 3.5 Access Arrangements and Special Consideration** AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.
- Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.
- Further details can be found in the Joint Council for Qualifications (JCQ) document:  
*Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination*  
*GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills*  
 This document can be viewed via the AQA site ([www.aqa.org.uk](http://www.aqa.org.uk))
- Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

**3.6 Language of Examinations**

All components will be provided in English. Assessment material will not be provided in Welsh or Gaelge.

# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This GCSE French Specification complies with the following:

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

### 4.2 Rationale

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

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

All four skills are equally weighted: Listening and Reading are externally assessed; Speaking and Writing are assessed by both coursework and externally assessed components.

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

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

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

**4.3 Prior level of attainment and recommended prior learning**

Whilst no prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification, the specification does build on the knowledge, skills and understanding acquired by candidates following the National Curriculum programme of study for Key Stage 3, including knowledge and understanding of the language, language skills, language learning skills and cultural awareness.

---

**4.4 Progression**

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of French or related subjects.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

## Aims

A course based on this specification should encourage candidates to:

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

# 6

## Assessment Objectives

---

### 6.1 Assessment objectives

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

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

### 6.2 Knowledge, skills and understanding

Candidates at Foundation Tier will be required to:

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

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

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

## 7

## Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises 4 modules.

## Module 1 – My World

Speaking 12.5% 56 marks

Module 1 is assessed in the winter of the first year of the course, normally Year 10. It may be retaken in the second year of the course.

Speaking is centre-assessed and is untiered.

The Speaking assessments must be completed and marked by the specified date, at which time sample tapes must be submitted for postal moderation in accordance with AQA procedures.

For the Speaking assessment candidates produce a short tape-recorded monologue in French on some of the prescribed content of Module 1, as set out in Section 21 of this specification. Candidates record the tape on a single occasion, under supervision by the teacher. Full details are given in Section 21. The work must be authenticated as the candidate's own.

## Module 2 – Holiday Time and Travel

Listening 12.5% – 40 minutes including 5 minutes reading time  
40 marks

Reading 12.5% – 40 minutes 40 marks

## General

Module 2 is externally assessed by means of an end-of-module test set in the June series. The test also assesses the subject content of Module 1. The test is normally taken in the first year of the course (Year 10), but it may be retaken in the following summer. Candidates take **either** the Foundation Tier paper **or** the Higher Tier paper. There are separate tests for Listening and Reading but these are taken in one session.

Candidates are **not** allowed to refer to dictionaries in any Module 2 component. In the Module 2 tests, the vocabulary may be drawn from the General Notions and the vocabulary lists for Modules 1 and 2.

The arrangements for each skill are as follows:

## Listening

Pre-recorded audiocassette tapes are provided for centres for the Listening tests, with Foundation Tier on one side and Higher Tier on the other side. The texts are recorded by native speakers, and use material appropriate to the spoken language. Candidates hear each text twice and write their answers in the question and answer booklet provided. At the beginning of the test candidates have 5 minutes to read the questions before they hear the recorded material for the test itself.

The first section of the Foundation Tier paper will consist of questions in English requiring responses in English. The last section of the Higher Tier paper will likewise consist of questions in English requiring responses in English.

Reading

The remainder of the papers will consist of questions in French, requiring non-verbal answers or responses in French. A range of question types will be used in both papers.

The Reading test is based on a variety of written texts including texts from ICT-based sources. Candidates are provided with a question and answer booklet in which they write their answers.

The first section of the Foundation Tier paper will consist of questions in English requiring responses in English. The last section of the Higher Tier paper will likewise consist of questions in English requiring responses in English.

The remainder of the papers will consist of questions in French, requiring non-verbal answers or responses in French. A range of question types will be used in both papers.

Module 3 – Work and Lifestyle

Writing 12.5% 40 marks

Module 3 is assessed through coursework in the winter of the second year of the course, normally Year 11. It may be retaken in the following year, in which case Module 4 must also be retaken.

Writing is centre-assessed and is untiered.

Candidates submit two written assignments which are to be chosen from the list set out in Section 21 of this specification. Sections 21 and 22 also contain detailed instructions and guidance for the coursework assignments.

The Writing tasks need not be completed under controlled conditions, but the work must be authenticated as the candidate's own.

All assignments must be completed and marked by the specified date, at which time sample work must be submitted for postal moderation in accordance with AQA procedures.

Module 4 – The Young Person in Society

Speaking 12.5% – Foundation Tier up to 5 minutes 56 marks  
 – Higher Tier up to 8 minutes 70 marks

Listening 12.5% – 30 minutes including 5 minutes reading time  
 30 marks

Reading 12.5% – 30 minutes 30 marks

Writing 12.5% – Foundation Tier 40 minutes 26 marks  
 Higher Tier 50 minutes 40 marks

General

Module 4 is externally assessed by a terminal examination, which also assesses the subject content of Modules 1-3. It is taken in the summer series, normally in the second year of the course (Year 11). Candidates take **either** four Foundation Tier papers **or** four Higher Tier papers.

Candidates take:

- a Speaking test, conducted by their teacher, recorded on tape, and marked by AQA;

- separate examinations testing Listening, Reading and Writing (total duration approximately 1 hour 40 minutes at Foundation Tier, 1 hour 50 minutes at Higher Tier).

Candidates are **not** allowed to refer to dictionaries in any Module 4 component.

The format of the tests is as follows:

### Listening

Pre-recorded audiocassette tapes are provided for centres for the Listening tests, with Foundation Tier on one side and Higher Tier on the other side. The texts are recorded by native speakers, and use material appropriate to the spoken language. Candidates hear each text twice and write their answers in the question and answer booklet provided. A range of question types is used, requiring responses in the target language or in some non-verbal form. No questions requiring responses in English will be set in Module 4. At the beginning of the test candidates have 5 minutes to read the questions before they hear the recorded material for the test itself.

### Reading

The Reading test is based on a variety of written texts including texts from ICT-based sources. Candidates are provided with a question and answer booklet in which they write their answers to a range of question types, requiring responses in the target language or non-verbal responses. No questions requiring responses in English will be set in Module 4.

### Writing

Candidates produce two pieces of written work in French. There is no choice of question.

#### *Foundation Tier*

Candidates produce two pieces of writing in French:

- a task involving listing items and writing short sentences in response to a stimulus;
- a task involving a response to a stimulus using different verb tenses.

#### *Higher Tier*

Candidates produce two pieces of writing in French:

- a task involving a response to a stimulus using different verb tenses;
- a task involving a response to a stimulus using different verb tenses.

### Speaking

The Speaking tests may be conducted at any time during a five week period identified by AQA in April – May.

The tests are conducted by a teacher-examiner appointed by the centre (normally the candidate's own teacher). The tests are recorded on blank audiocassettes provided by AQA and marked by an examiner appointed by AQA.

Detailed instructions for the teacher-examiner are issued before the examination. In order to prepare for conducting the tests, teachers may open the examination material up to three working days before the examination period.

### *Foundation Tier*

The duration of the test is approximately 5 minutes.

Candidates perform one role-play and conduct a conversation with the teacher-examiner on two topics. Sets of role-play cards and sets of topic cards for the conversation are provided by AQA, together with instructions on how cards are to be allocated to candidates.

Candidates have 5 minutes to prepare, during which time they may make notes. The notes may be taken into the examination room.

### *Higher Tier*

The duration of the test is approximately 8 minutes.

Candidates perform one role-play and conduct a conversation with the teacher-examiner on two topics. Sets of role-play cards and sets of topic cards for the conversation are provided by AQA, together with instructions on how cards are to be allocated to candidates. Candidates have 8 minutes to prepare, during which time they may make notes. The notes may be taken into the examination room.

The topics for the conversation in the Speaking test are in two groups, which are the same for both Foundation and Higher Tiers.

### *Group A*

Self, Family and Friends

Education

Career and Future Plans

### *Group B*

The Environment

Health

Youth Culture

Foundation Tier and Higher Tier candidates are tested on one topic from Group A and one topic from Group B.

Candidates are given a card indicating the topics they must cover in the conversation. At Foundation Tier the topics on the card are given in English. At Higher Tier, they are given in French. Instructions are issued to centres on how to allocate cards to candidates.

## 7.2 Weighting of Assessment Objectives

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

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

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

### 7.3 Criteria for Assessment

The assessment criteria for the externally assessed components appear in this section. The assessment criteria for the coursework components, Module 1 Speaking and Module 3 Writing, appear in Section 22.

**Listening & Reading (Modules 2 & 4)** The Listening and Reading tests consist of a number of discrete items and are marked according to a detailed marking scheme.

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

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

**Speaking** The marks for Module 4 Speaking are allocated in the following way.

Foundation	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	8	-	-	8
Conversation A	8	8	24	48
Conversation B	8			
Total	24	8	24	56

Higher	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	6	-	4	10
Conversation A	8	8	36	60
Conversation B	8			
Total	22	8	40	70

**Role-play** The following criteria are used for the role-playing situations in Module 4.

The Foundation Tier role-play is marked out of 8 as follows:

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

The Higher Tier role-play is marked out of 10 in the following way. Each task is marked out of 4 for Communication and Quality of Language.

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

Each response to an intervention question from the teacher-examiner is marked out of 2.

<b>Higher Tier Interventions - Communication</b>	
<b>0</b>	Required message not communicated.
<b>1</b>	Comprehension difficult or ambiguous. Some relevant information conveyed.
<b>2</b>	Required message conveyed even if not totally correct.
2 tasks x 2 = 4 marks	

The mark out of 16 for the four tasks is added to the mark out of 4 for the interventions. The resulting mark out of 20 is divided by 2 to give a total mark out of 10 for the Higher Tier role-play. (Half marks are rounded up at the end).

Conversation The following criteria will be used for the conversation in Module 4. Each conversation topic is marked out of 8 for Communication.

<b>Communication</b>	
<b>0</b>	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
<b>1-2</b>	A little relevant information is communicated. The candidate responds to a number of questions but replies are very brief and there is little if any development.
<b>3-4</b>	Some communication takes place. The candidate responds to many of the questions asked, and there is some further development.
<b>5-6</b>	Quite a lot of communication takes place. The candidate responds well to most of the questions and extends many of the answers.
<b>7-8</b>	The candidate communicates all that is required with only very occasional omissions and develops the conversation in an interesting and informative way.

The conversation as a whole is marked out of 8 for Spontaneity and Fluency using the criteria below.

<b>Spontaneity and Fluency</b>	
<b>0</b>	Very hesitant and disjointed.
<b>1-2</b>	Sometimes hesitant; little natural flow of language.
<b>3-4</b>	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
<b>5-6</b>	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
<b>7-8</b>	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

The mark for Quality of Language is limited by the mark for Communication.

<b>Communication Mark</b>	<b>Maximum Range &amp; Complexity</b>	<b>Maximum Pronunciation &amp; Accuracy</b>
0	0	0
1-2	6	6
3-4	8	8
5-6	10	10
7-8	12	12

The mark for Spontaneity and Fluency is not limited by the Communication mark band at either tier.

The conversation as a whole is marked for Quality of Language using the criteria below.

<b>Marks</b>	<b>Range &amp; Complexity</b>	<b>Pronunciation &amp; Accuracy</b>
0	Occasional words which make little coherent sense.	The language used makes comprehension almost impossible.
1 - 2	Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3 - 4	Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	Pronunciation generally recognisable as French but with quite frequent error. Messages usually communicated but errors quite frequent.
5 - 6	Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
7 - 8	Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
9 -10	Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
11 -12	Wide-ranging vocabulary and structures appropriately used in complex and extended answers.	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate French using a variety of tenses.

Marks are given out of 12 for Range & Complexity and Pronunciation & Accuracy. At Foundation Tier the total mark is out of 24. At Higher Tier, the mark out of 24 is multiplied by 3 and divided by 2 to give a total mark out of 36. (Half marks are rounded up at the end).

Module 4 Writing Marks are awarded for Communication and Quality of Language, as follows.

	Communication	Quality of Language	Total
Foundation	14	12	26
Higher	16	24	40

Communication **Foundation Tier Question 1**

The first task is in three parts. Each part is marked on a 0-1-2 scale for Communication, according to a marking scheme specific to the question paper.

**Foundation Tier Question 1 and Higher Tier Questions 1 and 2**

The following criteria are used for the assessment of Communication in all tasks:

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

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

The mark for Quality of Language is limited by the mark for Communication.

Maximum Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	6	6
3-4	8	8
5-6	10	10
7-8	12	12

**Quality of Language** At both Foundation Tier (Question 2) and Higher Tier (Questions 1 and 2), marks for Quality of Language are awarded **per question**, according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1 - 2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3 - 4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5 - 6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7 - 8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9 - 10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11 - 12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

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

Marks out of 12 are given for Range & Complexity and Accuracy. For each question the resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language. Half marks are rounded up at the end of the process.

# Subject Content

## 8

## Summary of Subject Content

### Modules and Topics

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

**My World**

**Holiday Time & Travel**

**Work & Lifestyle**

**The Young Person in Society**

### Language Tasks

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

### Grammar and Linguistic Structures

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

### Communication Strategies

Strategies to help candidates cope with unknown words.

### Vocabulary

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

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

## Modules and Topics

### Module 1 My World

- 1A Self, Family and Friends
- 1B Interests and Hobbies
- 1C Home and Local Environment
- 1D Daily Routine
- 1E School and Future Plans (up to age 18)

### Module 2 Holiday Time & Travel

- 2A Travel, Transport and Finding the Way
- 2B Tourism
- 2C Accommodation
- 2D Holiday Activities
- 2E Services

### Module 3 Work & Lifestyle

- 3A Home Life
- 3B Healthy Living
- 3C Part-Time Jobs and Work Experience
- 3D Leisure
- 3E Shopping

### Module 4 The Young Person in Society

- 4A Character and Personal Relationships
- 4B The Environment
- 4C Education
- 4D Careers and Future Plans (post age 18)
- 4E Social Issues, Choices and Responsibilities

## Language Tasks

---

### 10.1 Relationship to topics

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

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

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

**10.2 Relationship to Skills**

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

**Listening**

Candidates will be expected to understand

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

**Speaking**

Candidates will be expected

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

**Reading**

Candidates will be expected to understand

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

**Writing**

Candidates will be expected

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

11

## Module 1: My World

---

11.1 1A Self, Family and Friends

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

Spell out own name, street and town

Greet someone and respond to greetings

Ask how someone is and respond to similar enquiries

Make and understand informal introductions

Welcome and receive a visitor

Thank someone for hospitality

Exchange information about gender, marital status

Exchange opinions about and feelings towards members of family

11.2 1B Interests and Hobbies

State weekend and evening activities

Understand and respond to an invitation to participate

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

11.3 1C Home and Local Environment

State own address

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

Exchange information about having own room or sharing

Exchange information about travel into town and duration of journey

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

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

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

**11.4 1D Daily Routine**

Exchange information about daily routine on weekdays and at weekends

Exchange information and opinions about meals at school and at home

---

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

Make requests and understand instructions in the classroom

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

Exchange information and opinions about your school (size, location, facilities, etc)

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

Exchange information about future plans in the coming months

# 12

## Module 2: Holiday Time & Travel

---

### 12.1 2A Travel, Transport and Finding the Way

Attract the attention of a passer-by

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

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

Obtain and understand information from maps, street plans and timetables

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

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

---

### 12.2 2B Tourism

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

Describe weather conditions and give simple predictions

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

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

State preferences for different types of holiday

Exchange information about local customs, festivals, culinary specialities

---

### 12.3 2C Accommodation

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

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

Make and understand complaints about inadequate accommodation, problems with accommodation

**12.4 2D Holiday Activities**

Accept and decline offers of food and drink

Understand signs and announcements inside and outside restaurants and cafés

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

Make a complaint, giving reasons

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

---

**12.5 2E Services**

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

Exchange information about money transactions, including changing money and cheques

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

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

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

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

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

## Module 3: Work & Lifestyle

---

### 13.1 3A Home Life

Exchange information and opinions about meals, mealtimes and eating habits

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

Offer and ask for help to do something around the house

Exchange information about important festivals

---

### 13.2 3B Healthy Living

Express preferences in food and drink

Exchange information about eating habits

Understand publicity and announcements about food

Exchange information about healthy meals and how to prepare them

Exchange information about healthy and unhealthy lifestyles

Exchange opinions about radio and TV broadcasts about food and health

---

### 13.3 3C Part-time Jobs and Work Experience

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

Make a telephone call and ask to speak to someone

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

Exchange information and opinions about weekend jobs and work experience

Give information about the availability of suitable work

Make arrangements to contact and be contacted by phone, fax or e-mail

---

**13.4 3D Leisure**

- Exchange information and opinions about TV programmes, radio, music, performers, personalities
- Exchange information about leisure facilities, including times and prices
- Make arrangements to go out, including invitation, location, time
- Understand publicity about leisure activities and public events
- Exchange opinions about leisure activities and opportunities
- Exchange information and preferences about events, such as theatre, films, dances
- Exchange information and opinions about sporting events including watching and participating
- Narrate the main features of a book, newspaper, television or radio programme, film or play

---

**13.5 3E Shopping**

- Understand signs and announcements in and around shops and advertisements about shops and shopping including opening and closing times, special offers, discounts, sales
- Exchange information about particular goods, including description, price, quantity, size, availability, acceptability, payment
- Exchange information and opinions about shopping facilities in a town or area
- Exchange information and opinions about shopping experiences and preferences
- Say you will or will not buy something, giving the reason
- Make a complaint about unsatisfactory goods, giving reasons, and ask for a refund or replacement

## Module 4: The Young Person in Society

---

### 14.1 4A Character and Personal Relationships

Exchange information and opinions about:

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

### 14.2 4B The Environment

Exchange information and opinions about:

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

### 14.3 4C Education

Exchange information and opinions about:

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

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

Exchange information and opinions about:

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

---

14.5 4E **Social Issues, Choices  
and Responsibilities**

Exchange information and opinions about:

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

## Grammar and Linguistic Structures

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

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

<b>15.1</b>	<b>Foundation Tier</b>	<p><b>Nouns:</b> gender singular and plural forms</p> <p><b>Articles:</b> definite, indefinite and partitive, including use of <i>de</i> after negatives</p> <p><b>Adjectives:</b> agreement position comparative and superlative: regular demonstrative (<i>ce, cet, cette, ces</i>) indefinite (<i>chaque, quelque</i>) possessive interrogative (<i>quel, quelle</i>)</p> <p><b>Adverbs:</b> comparative and superlative: regular interrogative (<i>comment, quand</i>) adverbs of time and place (<i>aujourd'hui, demain, ici, là-bas</i>) common adverbial phrases</p> <p><b>Quantifiers/Intensifiers</b> (<i>très, assez, beaucoup, peu, trop</i>)</p> <p><b>Pronouns:</b> personal: all subject, including <i>on</i> reflexive relative: <i>qui</i> relative: <i>que</i> (R) object: direct (R) and indirect (R) position and order of object pronouns (R) disjunctive/emphatic demonstrative (<i>ça, cela</i>) indefinite (<i>quelqu'un</i>) interrogative (<i>qui, que</i>) use of <i>y, en</i> (R)</p>
-------------	------------------------	--

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

Prepositions

Conjunctions

Number, quantity, dates and

time: including use of *depuis* with present tense

## 15.2 Higher Tier

All grammar and structures listed for Foundation Tier, plus:

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

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

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

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

**Time:** including use of *depuis* with imperfect tense

## Communication Strategies

While recognising that it is helpful to teachers and learners to have a defined syllabus, it is accepted that it would be impossible to include in the syllabus all the words which might occur in an examination which uses authentic texts. Candidates cannot be expected to have met and mastered all the linguistic elements they will come across when reading and listening to authentic French in an examination. This leads to the need to develop communication strategies that can be used to cope successfully with unknown words.

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

### 16.1 Strategies for Understanding

- a. **Ignoring words which are not needed for a successful completion of the task set.** Many texts contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the learner may not understand a point in one form of words and understand it fully in another.

Learners can be trained to read and listen in positive ways, seeking out in the text only the information they need to answer questions and to complete communication tasks and ignoring the rest.

- b. **Using the visual and verbal context.** The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the type-face and any related pictures. This is why texts are presented in the examination in their original format as much as possible.

When reading and listening, pupils can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word *mancienne* could, after some appropriate practice be expected to understand from the following context that it is some sort of tree: *Il s'est assis sous une mancienne: dans ses branches, un oiseau chantait.*

- c. **Making use of grammatical markers and categories.** Learners will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns or verbs, the ways verbs change to form tenses, word order and other such features which will help them to recognise to which category (verb, noun, adjective, etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.
- d. **Making use of the social and cultural context.** Another aid to correct inferencing is for the pupils to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of the words, that represent these occurrences.

This is one reason why it is important for a French course to develop knowledge and understanding of countries and communities where French is spoken (Aim 5e of the specification). Work along these lines would probably help candidates who have listened to a recording of a French-speaking person buying two cinema tickets for 46 francs to avoid saying that she paid 4.6 francs or 46 centimes.

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

## 16.2 Strategies Specifically for Reading and Understanding

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

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

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

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

### 16.3 Strategies Specifically for Listening and Understanding

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

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

*le grand pont – les grands ponts;*

- Verbs either have no plural form at all:

*il donne/ils donnent: il chantait/ils chantaient*

or add a consonant:

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

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

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

- Ignoring words which are not needed for a successful completion of the task set;
- Using the (visual and) verbal context;
- Making use of the social and cultural context;
- Using common patterns within French.

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

h. **Near-cognates**

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

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

In addition candidates will be expected to hear

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

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

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

## 16.4 Strategies for Production

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

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

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

### Non Verbal Strategies

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

### Verbal Strategies

- a. **Using a word which refers to a similar item** to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (e.g. "*montre*" for "*horloge*", "*tasse*" for "*verre*", "*fleur*" for "*rose*" or "*prêter*" for "*louer*"). This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.
- b. **Description or physical properties** to refer to something of which the name has been forgotten (e.g. "*c'est rond*" .... "*le fruit jaune*"... "*l'objet qu'on voit sur la table*"..). The physical properties refer, for example, to colour, size, material, position and shape. Again, the use of this strategy in an examination would be assessed according to its communicative effectiveness.

- c. **Requests for help** can include requests for translation (e.g. "*Comment dit-on 'chair' en français ...?*" "*Qu'est-ce que cela veut dire en anglais?*") and questions which make no reference to English (e.g. "*comment s'appelle ce machin-là?*" ... "*Ça s'écrit comment?*"). Use of this strategy in the examination will not allow candidates to be given full credit. However, it is clearly preferable to use such requests for help than for communication to collapse and its use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the candidate and carrying out the tasks set.
- d. **Simplification**, when a learner avoids the use of a form of which he/she is unsure (e.g. *il faut que je m'en aille* .. "*je viendrai s'il fait beau*") by using a form which he/she finds simpler. (e.g. "*Je dois partir*" ... "*Je viens s'il fait beau*").

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

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

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

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

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

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

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

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

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

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

## Vocabulary

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

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

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

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

The Vocabulary List consists of the following components:

- Rubrics;
- General Vocabulary;
- Vocabulary by Themes;
- Alphabetical Vocabulary.

### 17.1 Rubrics and Instructions

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

- Choisissez la bonne réponse dans la liste;
- Cochez la bonne phrase/la case;
- Complétez... en français;
- Décrivez...;
- Ecoutez/lisez l'exemple;
- Ecrivez environ ...mots;
- Ecrivez... une phrase/les détails/la bonne lettre/le bon chiffre /une lettre (A,B,C ou D)...dans le bon ordre;
- Expliquez...;
- Faites correspondre...;
- Faites une liste/une description de... en français;
- Identifiez les phrases correctes. Ecrivez **P** (positive), **N** (négative) ou **P+N** (positive et négative);
- Indiquez si les phrases sont vraies(**V**) ou fausses(**F**) ou pas mentionnées (**PM**);
- Lisez... le texte/la lettre/les phrases suivantes;
- Mentionnez ...;

- Mettez....(e.g. les illustrations) dans le bon ordre;
- Notez...;
- Regardez cette publicité/ces illustrations;
- Remplissez la grille en français;
- Répondez aux questions en français;
- Soulignez la bonne réponse;
- Trouvez la bonne réponse;

Utilisez les mots dans la liste ci-dessous.

17.2 General Vocabulary

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

**1. Existential**

**(a) Existence, non-existence**

être  
être situé  
il n'y a pas  
il y a  
ne...jamais  
ne...pas  
ne...personne  
ne...plus  
ne...rien  
se trouver

**(b) Presence, absence**

absent  
avec  
encore  
ici  
là  
non  
oui  
présent  
sans

**(c) Availability, non-availability**

avoir  
avoir besoin de  
il me faut  
il me reste  
impossible  
ne pas avoir  
peut-être  
possible

**(d) Occurrence, non-occurrence**

avoir lieu  
par chance  
pas encore  
se passer

**(e) Demonstration**

ça  
ce/cette/ces  
cela  
voici  
voilà

**2. Space**

**(a) Location**

à  
à côté de  
au bord de  
au bout de  
au fond de  
au milieu de  
autour de  
contre  
dans  
de l'autre côté  
dedans  
dehors  
derrière  
devant  
en  
en bas  
en haut  
en face de  
entre  
jusqu'à (as far as)  
là-bas  
partout  
sous  
sur  
vers  
y

**(b) Distance**

à ...mètres d'ici etc  
à quelle distance?  
loin de  
par ici/par là  
partout  
près, tout ....  
près de  
proche

**(c) Motion**

aller  
arriver  
descendre  
entrer  
monter  
partir  
quitter  
rentrer  
retourner  
revenir  
sortir  
tomber  
tourner  
traverser  
venir

**(d) Direction**

nord, sud, est, ouest  
à droite  
à gauche  
tout droit  
toutes directions  
+ see 2(a)

**(e) Origin**

de  
d'où  
de quelle direction?

**(f) Motion with person or thing**

accompagner  
apporter  
conduire  
emmener  
mettre  
prendre + transport  
rouler  
suivre

**(g) Places**

banlieue  
campagne  
centre  
centre-ville  
chez  
côte  
en ville  
la forêt  
à l'étranger  
mer  
montagne  
pays  
quartier  
région  
village  
ville

**(h) Dimensions**

bas  
court  
étroit  
grand  
gros  
haut  
large  
long  
mince  
moyen  
petit

**3. Time**

**(a) Calendar**

c'est le premier/le deux...  
c'est quel jour?  
quelle est la date?

days:  
lundi, mardi, mercredi, jeudi,  
vendredi, samedi, dimanche

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

seasons:  
printemps, été, automne, hiver  
an  
année

congé  
fête  
jour  
jour férié  
mois  
Noël  
Nouvel An  
Pâques  
quinze jours  
rentrée (scolaire)  
saison  
semaine  
vacances  
week-end

**(b) Clock**

Numbers 1-60  
  
(à) quelle heure...?  
à 9 heures etc  
demi(e)  
environ  
heure  
il est...heure(s)  
midi  
minuit  
minute  
moins  
quart  
quelle heure est-il?  
vers (about)

**(c) Point in time**

après-demain  
après-midi  
aujourd'hui  
avant  
avant-hier  
bientôt  
ce matin  
de bonne heure  
demain  
en train de  
hier  
instant, dans un instant  
lendemain  
maintenant  
matin  
moment, en ce moment  
nuit  
pendant  
récemment

récent  
soir  
soirée  
tard  
tôt

**(d) Length of time**

combien de temps?  
durer  
jusqu'à (until)  
longtemps  
temps (time)

**(e) Frequency**

d'habitude  
de temps en temps  
encore une fois  
fois  
en général  
généralement  
le lundi etc  
normalement  
parfois  
quelquefois  
seul (only)  
seulement  
souvent  
toujours  
tous les jours  
toutes les ... minutes

**(f) Sequence**

alors  
après  
d'abord  
enfin  
ensuite  
et  
plus tard  
puis

**(g) Imminence**

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

tout de suite

**(h) Rapidity**

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

**(i) Contemporaneousness**

en même temps  
pendant que

**(j) Begin, continue and end**

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

**(k) Change and permanence**

changer  
devenir  
rester

**4. Qualities and Characteristics**

**(a) Size**

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

+ see 2(h)

**(b) Age**

adolescent  
adulte  
âge  
âgé  
aîné  
ancien  
avoir ...ans  
bébé  
cadet  
jeune  
moderne  
né le..  
neuf (new)  
nouveau  
vieux

**(c) Appearance**

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

**(d) Quantity**

assez  
beaucoup  
boîte  
bouteille  
chaque  
douzaine  
encore du/de la etc  
gramme  
kilo  
litre  
morceau  
paquet  
pas mal de  
peu  
plein de (lots of)  
plus  
plusieurs  
pot

presque  
quelques  
rare  
rien  
tout  
tranche  
très  
trop  
un peu  
un/une/des  
unique

**(e) Shape**

carré  
rond

**(f) Temperature**

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

**(g) Quality**

abominable  
affreux  
agréable  
aimable  
amusant  
bavard  
bien  
bon  
célèbre  
chouette  
comique  
compliqué  
confortable  
dangereux  
drôle  
excellent  
faible  
fantastique  
fort  
frais/fraîche  
génial  
gentil  
important  
inutile  
joyeux  
mauvais  
meilleur

mieux  
nul  
pauvre  
pénible  
pratique  
riche  
simple  
typique  
utile

**(h) Access**

complet  
fermé  
fermer  
interdit  
libre  
occupé  
ouvert  
ouvrir

**(i) Value**

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

**(j) Correctness**

avoir raison  
avoir tort  
correct  
corriger  
devoir  
erreur  
exact  
exactement  
faute

faux  
il faut  
juste  
nécessaire  
obligatoire  
parfait  
vrai

**(k) Nationality**

nationalities:

allemand  
américain  
anglais  
autrichien  
belge  
britannique  
canadien  
danois  
écossais  
espagnol  
français  
gallois  
grec  
hollandais  
irlandais  
italien  
norvégien  
portugais  
suédois  
suisse

countries and continents:

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

Suède  
Suisse

+ Geographical locations:

Douvres  
Edimbourg  
Londres  
Manche  
Méditerranée

**(l) Facility**

aider  
difficile  
difficulté  
essayer (de)  
facile  
pouvoir  
problème

**(m) Interest**

animé  
avec plaisir  
barbant  
bof!  
bonne idée  
bravo  
ça dépend  
ça me fait rire  
ça ne me dit rien  
ça ne va pas  
ça va  
d'accord  
enchanté  
ennuyeux  
entendu  
extra  
favori  
formidable  
intéressant  
intéresser, s' .... à  
j'en ai marre  
je veux bien  
magnifique  
moche  
passion  
passionnant  
plaire  
s'il vous plaît  
super

**(n) Emotion**

adorer  
aimer

avoir de la chance  
avoir peur  
content  
désolé  
détester  
dommage  
énervé  
Mon Dieu  
passionner  
plaire  
préférer  
s'excuser  
triste  
zut

**(o) Strength**

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

**(p) Materials**

bois  
papier  
plastique  
verre

**(q) Taste and smell**

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

**(r) Colour**

de quelle couleur?  
blanc  
bleu  
blond

brun  
clair  
foncé  
gris  
jaune  
marron  
noir  
orange  
rose  
rouge  
roux  
vert  
violet

**(s) Personal characteristics**

casse-pieds  
égoïste  
équilibré  
fatigant  
généreux  
heureux  
(mal)honnête  
idiot  
impatient  
impoli  
intelligent  
malheureux  
méchant  
optimiste  
paresseux  
patient  
personnalité  
pessimiste  
plein de vie  
poli  
sportif  
sympa  
timide  
travailleur

**(t) Audibility**

bruit  
calme  
écouter  
entendre  
fort (loud)  
répéter  
silence

**(u) Degree, manner**

surtout

vraiment  
  
+ see 4(d)

**5. Mental Notions**

**(a) Senses**

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

**(b) Communication**

(s')appeler  
bavarder  
comprendre  
demander  
dire  
discuter  
écrire  
langue  
lettre  
mot  
parler  
raconter  
répondre  
sourire  
téléphoner  
voix

**(c) Expression**

avoir envie  
désirer  
espérer  
savoir  
vouloir

**(d) Reflection**

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

## 6. Relations

### (a) Logical

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

### (b) Actions

acheter  
s'amuser  
apprendre  
s'asseoir  
boire  
chercher  
comparer  
se coucher  
danser  
donner  
dormir  
envoyer  
étudier  
faire  
fumer  
gagner  
inviter  
jouer  
(se) laver  
(se) lever  
lire  
louer  
manger  
marcher (walk; work)  
nager  
passer le temps à  
payer  
perdre  
porter  
pousser  
préparer  
prêter  
se promener  
recevoir

refuser  
rencontrer  
réserver  
se réveiller  
signer  
tirer  
travailler  
trouver  
utiliser  
vendre  
visiter  
voyager

### (c) Question words

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

### (d) Indefinites

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

### (e) Referring to the Future

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

+ Future tense

aller + infinitive  
je voudrais + infinitive

Present tense + future time  
reference

+ see 3(c) General notions

### (f) Referring to the Present

Present tense  
+ see 3(c) General notions

### (g) Referring to the Past

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

+ Past tenses  
+ see 3(c) General notions

### (h) Ownership

(c'est) à moi etc  
avoir

+ possessive adjectives &  
pronouns

### (i) Similarity and difference

à part  
autre  
avantage  
contraire  
différence  
différent  
être pour/contre  
inconvenient  
même  
par contre  
sauf  
aussi...que  
moins...que  
plus...que  
+ regular comparatives

## 7. Numbers

1-1000 + million

## 8. Letters of the alphabet

9. Pronouns: see Grammar  
Section 15.1

**17.3 Vocabulary List – Topic Based** Vocabulary listed under a particular topic should be considered transferable, as appropriate, to any other topic.

**MODULE 1 MY WORLD**

**1A Self, Family and Friends**

agent de police	divorcé	parents
ami	emploi	père
amitiés	employé (de banque etc)	pleurer
animal	enfant	poisson
anniversaire	épaule	prénom
au revoir	épicier	présenter
avenue	facteur	professeur
barbe	famille	profession
beau-frère	femme	propriétaire
beau-père	fermier	remercier
belle-mère	filles	rire
belle-sœur	frère	rue
bien sûr	gant	sac à main
bienvenue	garçon	salut
bon anniversaire	garçon de café	sans travail
bon voyage	grand-mère	secrétaire
bon week-end	grands-parents	séjour
bonjour	grand-père	séparé
bonne année	habiter	serveur
bonne chance	hamster	sœur
bonne fête	homme	souris
bonne nuit	hospitalité	tante
bonsoir	hôtesse de l'air	travailler comme/chez/dans
boucher	infirmier/infirmière	vendeur
boulangier	informaticien	visage
boulevard	ingénieur	visite
bureau	invitation	voisin
ça va?	lapin	yeux
caissier	lunettes	
célibataire	madame	<b>1B Interests and Hobbies</b>
chat	mademoiselle	alpinisme
châtain	maman	athlétisme
chauffeur	mari	bande dessinée
cheval	marié	basket
cheveux	mécanicien	boules
chien	médecin	boum
chômage	membre(s) de la famille	camping: faire du camping
chômeur	merci	cartes
coiffeur	mère	cassette
copain/copine	métier	CD
correspondant	monsieur	cinéma
cousin	mort	club
demi-frère	naissance	concert
demi-sœur	nom	concour
dentiste	oiseau	courir
directeur	oncle	course
	papa	cyclisme

disco (thèque)	ski	ferme
disque; disque compact	sport	fleur
empêcher	stade	four (à micro-ondes)
entraînement	télévision	frigo
s'entraîner	tennis	garage
équipe	terrain	gare
équitation	théâtre; faire du théâtre	gare routière
film	vélo	gazon
football	voile	habitant
frapper	volley	hi-fi
groupe		historique
gymnastique	<b>1C Home and Local Environment</b>	hôtel de ville
handball		immeuble
hockey		industriel
jeu	à pied	jardin
jeu-vidéo	adresse	lampe
lecture	appartement	lavabo
loisir	arbre	lave-vaisselle
match	armoire	lit
membre	arrêt d'autobus	machine à laver
montrer	auto	magasin
musique (pop/classique/rock)	autobus	mairie
natation	balcon	maison
occasion	bâtiment	métro
on se retrouve à quelle heure?	bord	meuble
orchestre	bruit	miroir
ordinateur	bureau des objets trouvés	monument
parc	bus	moquette
partie	canapé	mouton
passe-temps	car (coach)	mur
patiner	cathédrale	musée
patin à glace	cave	partager
patin à roulettes	chaîne-stéréo	pelouse
patinoire	chaise	pièce (room)
pêche (fishing)	chambre	placard
photo	champ	place
piano	château	plage
ping-pong	chauffage central	plante
piscine	code postal	pollué
planche à voile	collège/C.E.S	pont
planche à roulettes	congestionnement	port
portable	cuisine	porte
prêt	cuisinière électrique/à gaz	poster
promenade	déménager	recycler
radio	distractions	réveil
randonnée	douche	rez-de-chaussée
rendez-vous	école, école primaire	rideau
roman	église	rivière
rugby	endroit	route
sauter	escalier	salle à manger
se baigner	espaces	salle de bains
se reposer	étage	salle de séjour
si on allait ...?	fauteuil	salon
skate	fenêtre	SNCF

station	rôti	espagnol
stationnement	sandwich	étude
stationner	se brosser (les dents/les cheveux)	étudier
table	s'habiller	examen
tapis	soupe	faire attention
téléphone	thé	français
toilettes	toast	géo
train	uniforme	géographie
trajet	vaisselle	gomme
vache	vêtements	histoire
verts	viande	histoire-géo
vivre		informatique
voiture		instruction civique
vue (view)	<b>1E School and Future Plans</b>	je n'ai pas de...
WC	<b>(up to age 18)</b>	je ne sais pas
<b>1D Daily Routine</b>	allemand	je peux avoir ...?
affaires	anglais	laboratoire
aller au lit	appel	leçon
(s')approcher	apprenti(e)	livre
argent	art dramatique	lycée
argent de poche	atelier	maths
(se) baigner	avenir	matière
bain	bac(calauréat)	métier
biscuit	bibliothèque	mi-temps
(se) brosser les dents	bic	mi-trimestre
café	biologie	mixte
café-crème	ça s'écrit comment?	naturelles
cantine	cahier	note (mark)
céréales	centre sportif	option
chips	chimie	page, c'est quelle ...?
cours; avoir cours à	classe (=year)	partenaire; travailler avec
croissant	collège	un/une partenaire
déjeuner	comment dit-on...en français?	passer un examen (to take an exam)
(se) dépêcher	copier	pause-déjeuner
dessert	cour	petit emploi
devoirs	cours	physique
dîner	crayon	poser des questions
(se) doucher	de rien	privé
eau	décrire	projet
frites	demi-pensionnaire	que veut dire... en anglais?
fruit	dessin	récré / récréation
gâteau	dessiner	règle (ruler)
goûter (tea)	dialogue	règlement
(s')habiller	discipline	religion
heure du déjeuner	échange	résultat
jus de fruit, d'orange etc	éducation physique/EPS	retenue
lait	élève	salle de classe
pain (... grillé)	ambiance	sciences
(se) peigner	emploi du temps	scolaire; journée scolaire
petit déjeuner	enseignement	SNCF
potage	en sixième etc	sondage
récréation	épeler	stylo
repas	apprentissage	tableau
	épreuve	

technologie  
travail  
travaux manuels / EMT

trimestre  
tu es en quelle classe?  
tu peux me prêter...?

tu veux m'aider?

## MODULE 2 HOLIDAY TIME & TRAVEL

### 2A Travel, Transport and Finding the Way

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

réservation  
retour  
rond-point  
roue  
Route Nationale, la N7 etc.  
salle d'attente  
sans plomb  
sortie  
sortie de secours  
station-service  
ticket  
tomber en panne  
tracteur  
transports en commun.  
valise  
véhicule  
vérifier  
voie  
voyageur  
+see 1C

### 2B Tourism

à l'étranger  
agence de voyages  
avion  
bateau  
brochure  
camping; faire du camping  
caravane  
dépliant  
dortoir  
douane  
drapeau  
ensoleillé  
faire beau  
faire du brouillard  
faire du soleil  
faire du vent  
faire mauvais  
geler  
gîte  
hôtel  
île  
lac  
météo  
neige  
neiger

nuage  
pleuvoir  
pluie  
pluvieux  
prévisions  
restaurant  
sable  
valise  
vol (flight)

### 2C Accommodation

aménagements  
amicalement  
arrhes  
ascenseur  
auberge de jeunesse  
(en) avance  
balcon (balcony)  
bar  
brosse à dents  
chambre de libre  
chambre, ...double,... de  
famille, ...pour une personne  
clé/clef  
confirmer  
dentifrice  
drap  
eau potable/non potable  
emplacement  
garer  
loger  
par... personne, ...nuit  
parking  
passeport  
pension complète; demi-  
pension  
place (room, space)  
pour ...nuit(s), ...personne(s)  
recommander  
savon  
servir  
serviette  
tente

## 2D Holiday Activities

addition  
assiette  
baguette  
balle  
ballon  
beurre  
bière  
bœuf  
boisson  
bol  
boules  
c'est quoi?  
carte (menu)  
chocolat chaud  
cidre  
ciel  
coca  
colline  
commander  
couloir  
couteau  
crêpe  
croque-monsieur  
crudités  
cuiller/ère  
eau minérale  
fourchette  
fromage  
fruits de mer  
garçon! (waiter)  
glace  
hamburger  
haricot vert  
hors-d'œuvre  
jambon  
légume  
limonade  
mademoiselle!  
menu à ...francs, ...à prix fixe  
omelette  
orangina  
pâté  
pâtes  
pâtisserie  
pêche  
petits pois  
pizza  
planche à voile  
plat  
plat du jour  
plat principal  
porc

poulet  
pourboire  
pour commencer  
queue  
riz  
salade  
sauce  
saucisse  
saucisson  
se baigner  
service  
service (non) compris  
ski  
spaghettis  
spécialité  
sports d'hiver  
steak  
sucre  
tasse  
tomate  
vanille  
veau  
végétarien  
verre  
vin  
voile  
volley  
yaourt  
+ see 3B

## 2E Services

alimentation  
ambulance  
aspirine  
attendez la tonalité  
au secours  
avoir mal + part of body  
banque  
blessé  
boîte aux lettres  
bouche  
boucherie  
boulangerie  
boutique  
bras  
brochure  
bureau de change  
bureau de renseignements  
cabine téléphonique  
caisse  
carte postale  
casser  
ceinture de sécurité

centre commercial  
charcuterie  
chèque de voyage  
cirque  
composez le numéro  
comprimés  
confiserie  
corps  
cou  
couper  
décrochez  
dent  
dépliant  
docteur  
doigt  
dos  
enrhumé  
entrée (entrance charge)  
épicerie  
estomac  
excursion  
fièvre  
genou  
gorge  
grand magasin  
grave  
grippe  
heurter  
hypermarché  
incendie  
introduisez (la télécarte/une  
pièce de ...franc(s)  
jambe  
lettre  
librairie  
location  
main  
mal au cœur  
marché  
médicament  
mettre à la poste  
nez  
nombre  
objets (trouvés)  
œil/yeux  
office de tourisme  
oreille  
paquet (parcel)  
pastilles  
pâtisserie (cake shop)  
pharmacie  
pied  
police  
poste

raccrochez  
retirez (la télécarte)  
rhume  
sac de couchage  
sapeurs-pompiers  
se sentir malade

sirop  
supermarché  
syndicat d'initiative  
tabac, bureau de ...  
télécarte  
tête

timbre (à ...francs)  
trousse de premiers secours  
ventre  
voler  
vomir  
VTT

## MODULE 3 WORK & LIFESTYLE

### 3A Home Life

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

+ see 1A, 1B, 1D

### 3B Healthy Living

abricot  
ananas  
baguette  
banane  
beurre  
bière  
bifteck  
bœuf  
boisson  
bol  
bon appétit  
bonbon  
carotte  
cerise  
champignon  
chocolat  
chocolat chaud  
chou  
chou-fleur  
cidre  
citron  
coca (cola)  
confiture  
crème  
crêpe

eau minérale  
en forme  
fraise  
framboise  
fromage  
fruits de mer  
glace  
gras  
hamburger  
haricot vert  
huile  
jambon  
légume  
limonade  
moutarde  
nourriture  
œuf  
omelette  
parfum  
pâté  
pâtes  
pêche  
petits pois  
pizza  
plat  
plat principal  
poire  
poivre  
pomme  
pomme de terre  
porc  
poulet  
raisin  
riz  
salade  
sauce  
saucisse  
saucisson  
sel  
spaghettis  
spécialité  
steak  
sucre  
tomate

vanille  
veau  
végétarien  
vin  
vinaigre  
vitamine  
yaourt

+ see 1D

### 3C Part-Time Jobs and Work Experience

à l'appareil  
allô  
baby-sitting  
client  
connaître  
de la part de qui  
distribuer  
économies  
emploi  
job  
journal  
laisser  
livrer  
machine  
message  
métier  
numéro de téléphone  
organiser  
patron  
photocopie  
rappeler  
répondeur  
salaire  
stage  
taxi  
téléphone portable  
tout le monde  
usine  
varié

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

### 3D Leisure

à part  
 accepter  
 acteur/actrice  
 attendre  
 bal  
 balcon (circle)  
 brochure  
 bureau de renseignements  
 certainement  
 chanson  
 chanteur/euse  
 cirque  
 de science-fiction  
 dépliant  
 dessin animé  
 documentaire  
 drôle  
 émission  
 entrée (entrance charge)  
 étudiant  
 excursion  
 feuilleton  
 film:  
     comique  
     d'amour  
     d'aventures  
     d'épouvante  
     d'horreur  
     de science-fiction  
 il s'agit de  
 informations  
 liste  
 malheureusement  
 office de tourisme  
 pièce d'identité  
 pièce de théâtre  
 place (seat)  
 policier  
 programme  
 proposer  
 publicité  
 raison

regretter  
 salle  
 séance  
 série  
 sous-titré  
 spectacle  
 surprise  
 syndicat d'initiative  
 touriste  
 vedette  
 version française/original  
 + see 1A, 1B, 2E

### 3E Shopping

achat  
 alimentation  
 anorak  
 appareil-photo  
 banque  
 baskets  
 blouson  
 boucherie  
 boulangerie  
 boutique  
 cadeau  
 caisse  
 carte de crédit  
 casquette  
 centre commercial  
 chapeau  
 charcuterie  
 chaussette  
 chaussure  
 chemise  
 confiserie  
 coton  
 cravate  
 cuir  
 dépenser  
 enveloppe  
 épicerie  
 grand magasin

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

MODULE 4 THE YOUNG PERSON IN SOCIETY

**4A Character and Personal Relationships**

amour  
bête  
critiquer  
dispute  
permission  
petit(e) ami(e)  
rapports  
s'entendre avec  
sage  
se disputer  
sens de l'humour

+ see 1A, 3D

**4B The Environment**

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

monde  
par terre  
pollué  
pollution  
recycler  
studio  
transports en commun  
trottoir  
zone piétonne  
+ see 1C, 1D, 1E, 2A, 2C

**4C Education**

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

retenue  
sécurité  
vandalisme  
violence

+ see 1D, 1E

**4D Careers and Future Plans**

avenir  
commerce  
en plein air  
fac  
faire dans la vie  
marketing  
responsabilité  
tourisme  
université

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

**4E Social Issues, Choices and Responsibilities**

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

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

## 17.4 Alphabetical Vocabulary List

**A**

à  
à bientôt  
à côté (de)  
à demain  
à droite  
à gauche  
à l'appareil  
à l'avance  
à l'avenir  
à l'étranger  
à l'heure  
à ... kilomètres/mètres/  
minutes  
à la mode  
à moi etc  
à mon avis  
à part  
à partir de  
à pied  
à toute à l'heure  
à toute vitesse  
abricot l' (m)  
absent  
accepter  
accompagner  
achat l' (m)  
acheter  
acteur l' (m)  
actrice l' (f)  
addition l' (f)  
adolescent l' (m)  
adorer  
adresse l' (f)  
adulte l' (mf)  
aéroport l' (m)  
affaires les (f)  
affreux  
Afrique l' (f)  
âge l' (m)  
agence de voyages l' (f)  
âgé  
agent de police l' (m)  
agréable  
aider  
aimable  
aimer  
aîné  
air l' (m); avoir l'air  
alcool l' (m)  
alimentation l' (f)  
Allemagne l' (f)

allemand  
aller  
aller bien/mieux (to be  
well/better)  
aller retour l' (m)  
aller simple l' (m)  
allô  
alors  
alpinisme l' (m)  
ambulance l' (f)  
aménagement les (m)  
américain  
Amérique l' (f)  
ami l' (m); amie l' (f)  
amicalement  
amitiés les (f)  
amour l' (m); film d'...  
amusant  
amuser, s'...  
an l' (m)  
ananas l' (m)  
ancien  
anglais  
Angleterre l' (f)  
animal l' (m)  
animé  
année l' (f)  
anniversaire l' (m)  
annonce l' (f)  
anorak l' (m)  
août  
appareil-photo l' (m)  
appartement l' (m)  
appel l' (m)  
appeler, s'...  
appétit l' (m)  
apporter  
apprendre  
apprenti l' (m), apprentie l' (f)  
apprentissage l' (m)  
après  
après-demain  
après-midi l' (m/f)  
(s')approcher  
arbre l' (m)  
argent, ...de poche l' (m)  
armoire l' (f)  
arrêt, ... d'autobus l' (m)  
arrêter; s'arrêter  
arrhes les (f)  
arrivée l' (f)  
arriver

art dramatique l' (m)  
ascenseur l' (m)  
aspirine l' (f)  
asseoir, s'...  
assez  
assiette l' (f)  
attaquer  
attendre  
attention l' (f); faire attention  
au bord de  
au bout de  
au fond de  
au milieu de  
au revoir  
au secours  
auberge de jeunesse l' (f)  
aucun  
aujourd'hui  
aussi  
aussi...que  
auto l' (f)  
autobus l' (m)  
automne l' (m)  
autoroute l' (f), la A 6 etc  
autour de  
autre  
Autriche l' (f)  
(en) avance  
avant  
avantage l' (m)  
avant-hier  
avec  
avec plaisir  
avenir l' (m)  
aventure l' (f); film d'aventures  
avenue l' (f)  
avion l' (m)  
avis l' (m)  
avoir, avoir lieu  
avril

**B**

baby-sitting le; faire du  
baby-sitting  
bac(calauréat) le  
bagages les (m)  
baguette la  
baigner, se...  
bain le  
bal le  
balcon le (balcony; circle)  
balle la

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

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

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

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

historique	intéresser, s'... à	lait le
hiver l' (m)	introduire	lampe la
hockey le	inutile	langue la
hollandais	invitation l' (f)	lapin le
Hollande la	inviter	large
homme l' (m)	irlandais	lavabo le
hôpital l' (m)	Irlande l' (f)	laver; se laver
horaire l' (m)	Italie l' (f)	lave-vaisselle le
horreur l' (f); film d'...	italien	leçon la
hors-d'œuvre inv. (m)		lecture la
hospitalité l' (f)	<b>J</b>	légume le
hôtel l' (m)	j'en ai marre	lendemain le
hôtel de ville l' (m)	jamais	lent
hôtesse de l'air l' (f)	jambe la	lentement
huile l' (f)	jambon le	lettre la
hypermarché l' (m)	janvier	lever; se lever
	jardin le	librairie la
<b>I</b>	jardinage le	libre
ici	jaune	ligne la
idée l' (f)	je ne sais pas	limonade la
identifier	je veux bien	lire
idiot	jean le	liste la
île l' (f)	jeter	lit le; faire le lit
il faut	jeu le	litre le
il me faut	jeudi	lieu le; avoir lieu
il me reste	jeune	livre le
il n'y a pas	jeu-vidéo le	livre sterling la
il s'agit de	job le	livrer
il y a	jogging le	local le
il y a + time (...ago )	joli	location la
il y avait	jouer; jouer à/jouer de	logement le
illustration l' (f)	jour le	loger
image l' (f)	journal le	loin de
immeuble l' (m)	journée la	loisir le
impatient	joyeux	Londres
imper(méable) l' (m)	juillet	long
impoli	juin	longtemps
important	jumelé	louer
impossible	jupe la	lundi
incendie l' (m)	jus le, ...de fruit, ...d'orange	lunettes les (f); ...de soleil
inconvenient l' (m)	jusqu'à (as far as; until)	lycée le, .... technique
indiquer	juste	
individuel		<b>M</b>
industriel	<b>K</b>	machine la
infirmier l' (m)	kilo le	machine à laver la
infirmière l' (f)	kilomètre le	madame
informations les (f)		mademoiselle
informatique l' (f)	<b>L</b>	mademoiselle! (waitress!)
ingénieur l' (m)	là	magasin le
instruction civique l' (f)	là-bas	magazine le
instant l' (m)	laboratoire le	magnifique
intelligent	lac le	mai
interdit	laine la	maillot le; ...de bain
intéressant	laisser	main la

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

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

pourquoi	quelquefois	rester
pousser	question la	résultat le
pouvoir	qui	retard le
pratique	quinze jours	retenue la
préférer	quitter	retirer
premier	quoi	retour le
prendre		retourner
prénom le	<b>R</b>	réveil le
préparer	raccrocher	réveiller, se...
près , tout ....	raconter	revenir
près de	radio la	revoir
présent	raisin le	rez-de-chaussée le
présenter	raison la; avoir raison	rhume le
presque	randonnée la	riche
prêt	ranger	rideau le
prêter	rapide	rien
prévisions les (f)	rapidement	rire
printemps le	rappel le	rivière la
privé	rappeler	riz le
prix le; ...fixe	rapports les (m)	robe la
problème le	rare	roman le
prochain	rayon le	rond
proche	récemment	rond-point le
professeur le	récent	rose
profession la	recevoir	rôti
programme le	recommander	rouge
projet le	récréation la	roue la
promenade la; faire une...	recycler	rouler
promener, se...	réduction la	route la
proposer	réduit	Route Nationale la (la RN7etc)
propre	refuser	roux
propriétaire le/la	regarder	rue la
protection la	région la	rugby le
protéger	règle la (ruler; rule)	
publicité la	regretter	<b>S</b>
puis	religieux	s'il vous plaît
pull(over) le	religion la	sable le
pyjama le	remercier	sac le
	remplir	sac à main le
<b>Q</b>	rencontrer, se...	sac de couchage le
quai le	rendez-vous le	sage
quand	renseignements les (m)	sain
quart	rentrée la	saison la
quartier le	rentrer	salade la
quatrième; en...	repas le	salaire le
qu'est-ce que	répéter	sale
qu'est-ce que c'est	répondeur le	salle la
que	répondre	salle à manger la
queue la	réponse la	salle d'attente la
que veut dire... en anglais?	reposer, se...	salle de bains la
quel/quelle	réservation la	salle de classe la
quelqu'un	réserver	salle de séjour la
quelque chose	responsabilité la	salon le
quelque(s)	restaurant le	salut

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

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

## Key Skills and Other Issues

18

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

#### 18.1 Introduction

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

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

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

The units for each Key Skill comprise three sections:

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

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

#### 18.2 Key Skills Opportunities in French

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

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

**Communication Level 1**

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

**Communication Level 2**

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

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

**Information Technology Level 1**

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

**Information Technology Level 2**

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

**Working with Others Level 1**

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

**Working with Others Level 2**

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

**Improving own Learning and Performance Level 1**

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

**Improving Own Learning and Performance Level 2**

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

**Problem Solving Level 1**

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

**Problem Solving Level 2**

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

19

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

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

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

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

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

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

### 19.2 European Dimension

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

### 19.3 Environmental Issues

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

### 19.4 Citizenship

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

### 19.5 Avoidance of Bias

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

19.6 ICT

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

- Accessing and/or downloading material in French on the internet;
- Producing word-processed material in French for coursework, or as practice material for the writing test;
- Receiving and/or sending emails via links with France or a French-speaking country.

These opportunities can be related to any of the modules, eg:

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

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

## Centre-Assessed Components

20

### Nature of the Centre-Assessed Components

#### 20.1 Module 1

Module 1 Speaking is assessed through coursework in the winter of the first year of the course, normally Year 10.

Candidates produce a short tape-recorded monologue in French on some of the prescribed content of Module 1, as specified in Section 21.

The Speaking tape must be recorded under supervised conditions in the centre. The work must be authenticated as the candidate's own. Centres are responsible for marking the task, carefully applying the assessment criteria set out in Section 22 below.

The task should be completed and marked by the specified date, at which time sample work is submitted for postal moderation in accordance with AQA procedures.

#### 20.2 Module 3

Module 3 is assessed through coursework in the winter of the second year of the course, normally Year 11.

Candidates submit two written assignments, which are to be chosen from the list set out in Section 21 of this specification, which also contains detailed instructions and guidance for the coursework assignments.

Centres are responsible for the marking of the coursework assignments, carefully applying the assessment criteria set out in Section 22 below.

The task should be completed and marked by the specified date, at which time sample work is submitted for postal moderation in accordance with AQA procedures.

## Guidance on Setting the Centre-Assessed Components

### 21.1 Module 1 Speaking

Candidates produce a short tape-recorded monologue in French on some of the prescribed content of Module 1, as specified below.

Candidates should aim to speak about all the following six topics. They should attempt to communicate any four items of information for each topic, not necessarily those suggested below. Where the words “anything else” appear, this is intended to invite more able candidates to extend what they say beyond a minimum performance of the task.

#### 1. **Myself and my family**

- Personal details;
- A little about my family;
- A description of ONE person in the family;
- How I get on with that person and why;
- Anything else.

#### 2. **Where I live**

- A little about my house/flat;
- Description of town/village/area, including what there is to see and visit in the area;
- Opinion of town/village/area;
- Comparison with a French-speaking area;
- Anything else.

#### 3. **My School**

- Description of school;
- Subjects I study;
- Subjects I like and dislike and why;
- Homework;
- Anything else.

#### 4. **My free time**

- What I do in my free time;
- Where, when and with whom;
- What I am going to do at the weekend;
- What I did last weekend;
- Anything else.

### 5. Routine

- Before school;
- After school;
- Weekend routines;
- What I did yesterday;
- Anything else.

### 6. Future plans

- Plans to visit a French-speaking area;
- A new hobby I would like to try in the future;
- What I plan to do after taking my GCSEs;
- Where I would like to live in the future and why;
- Anything else.

The assessment criteria reflect the grade criteria for Speaking. In order to be able to advise their candidates effectively on preparing their spoken presentation, teachers will need to be familiar with these criteria, as well as the marking schemes for Communication and Quality of Language.

#### Preparing and producing the Module 1 Speaking tape

The Speaking tape must be recorded **under supervision** in the centre.

During the performance of the task the candidates may refer to brief notes which they have made themselves in preparation for the task, but **they must not read aloud from a prepared script or anything which could reasonably be considered a script**. Any notes they use must consist of key words only and must be made on the AQA proforma in appendix D of this Specification. Candidates may write **no more than 60 words in total** and there must be **no conjugated verbs or complete sentences**. Candidates must sign the proforma, whether they have used it or not, and hand it to their teacher with the tape. The notes must be submitted to the moderator with the sample of work requested for moderation. The work must be authenticated as the candidate's own.

In preparing for making the recording, candidates may make use of reference materials including dictionaries and coursebooks, but the final product should be their own work. Any assistance given by the teacher will be reflected in the mark awarded (see Section 22.2).

Although candidates may be encouraged to produce a practice tape, teachers **must not comment on or correct any language produced by the candidate, other than by using the AQA comments sheet in Appendix C of this specification**. The feedback to candidates on their practice tape should be in general terms: for example, *check pronunciation, check agreement of adjectives*. All comments should appear on the comments sheet. The comments sheet may only be used to comment on a practice tape. Teachers may not comment further on or correct any language produced by the candidate once the practice tape has been handed back to the candidate with a completed comments sheet.

**The recording should be no more than five minutes long: any material beyond five minutes will not be marked.**

## 21.2 Module 3

## Writing

Five topic areas are offered for Module 3 Writing, as follows:

- Home Life;
- Healthy Living;
- Part-time Jobs and Work Experience;
- Leisure;
- Shopping.

For each topic area, two assignment titles are provided. Candidates are required to submit **two** assignments, which must be drawn from **different** topics. Each assignment should be up to approximately 200 words in length, dependent upon the ability of the candidate.

The titles in each topic area are prescriptive and cannot be changed in any way. However, the bullet points given under the titles are not prescriptive. They are suggestions as to how the assignments may be planned and are intended to encourage candidates to produce their best work within the task title. The suggestions may be used as set, but alternatives may be substituted for these so that the candidate does not feel limited to the strict confines of detailed set tasks. Where alternatives are substituted, teachers should ensure that they demand an equivalent level of response to the original suggestions.

Teachers are advised that they should be fully acquainted with the relevant grade criteria for Writing before advising their candidates on their best choice of tasks and the requirements for achieving different grades.

For the award of Grade C and above, candidates must demonstrate the ability to refer to past, present and future events (involving the use of different tenses) and to express personal opinions.

The writing topics set in this specification remain the same from year to year.

Choosing the Module 3  
Writing tasks

Candidates should

- select two assignment titles from the list in Section 21.3 below;
- ensure that their choice is realistic and that source material is readily available if needed;
- ensure that the assignments are drawn from different topics;
- make their choice in consultation with their teacher.

Teachers should

- consider ways in which the coursework can be integrated with the rest of the French language course;
- consider class size and the materials available when planning the work of the group and guiding individual candidates in their choice of assignment.

## Sources

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

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

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

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

## Preparing and Producing the Writing Assignments

Having chosen two assignments and studied whatever source material is required, the candidate should

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

Although the teacher will have discussed with the candidate the choice of assignments, any source material, and the plan, teachers must not comment on or correct any language produced by the candidate once the candidate has begun to write the work to be submitted, other than by using the AQA comments sheet. A copy of the comments sheet appears in Appendix C. The comments sheet may only be used to comment on a first draft. Teachers may not comment further on or correct any language produced by the candidate once the first draft has been handed back to the candidate with a completed comments sheet.

**21.3 Assignment Titles – Module 3  
Writing****Topic A****Assignment 1: Home Life in the UK and a French Speaking Country**

- Describe what you did at home last weekend;
- Compare your lifestyle with that of a young person in a French speaking country;
- Say which lifestyle you prefer and why;
- Give a comparison of meals and meal times in both countries;
- Say what you will do to help at home this weekend;
- Anything else.

**Assignment 2: A Festival or Special Occasion**

- How this festival or special occasion is celebrated in the UK;
- How this festival or special occasion is celebrated in a French speaking country;
- Say what you think about this festival or special occasion and why;
- Describe something which happened on this occasion in the past;
- Say whether you would like to celebrate this festival in a French-speaking country in the future and why;
- Anything else.

**Topic B****Assignment 1: Keeping fit**

- Describe your current state of fitness;
- Describe what you do to keep fit;
- Say whether you think keeping fit is important and why;
- Describe what you have done in the past to keep fit;
- Describe your future plans;
- Anything else.

**Assignment 2: Healthy lifestyle**

- Current and previous eating habits;
- Your views on what represents a healthy diet and why;
- Your views on what represents an unhealthy diet and possible consequences;
- How you could improve your lifestyle to make yourself more healthy;
- Other lifestyle choices affecting health;
- Anything else.

### Topic C

#### Assignment 1: **Work experience**

- How the experience was organised and duration;
- Your daily routine while on work experience;
- Details of work undertaken;
- Your opinion of the work and your work colleagues;
- Say whether you would like to work in a similar organisation in future and why;
- Anything else.

#### Assignment 2: **Part time jobs**

- How you got your part time job;
- Your daily routine whilst at work;
- Hours worked, pay rates and details of work undertaken;
- Your opinion of the work and your work colleagues;
- Say whether you would like to work in a similar organisation in future and why;
- Anything else.

### Topic D

#### Assignment 1: **Television**

- What you like to watch on TV;
- Your favourite programme – when it's on, how long it lasts, type of programme;
- Why you like it;
- An outline of what happened in the last programme you watched;
- Why you would recommend this programme to a friend;
- Anything else.

#### Assignment 2: **A day out**

- Where you went, when and with whom;
- Description of the place you visited;
- Activities including meals;
- Your feelings about the day out;
- Your plans for a similar or different outing in the future with reasons;
- Anything else.

**Topic E****Assignment 1: Shopping in my home town**

- Describe the shopping facilities available;
- When and where you would normally go shopping and why;
- Description of your last shopping trip;
- Say whether you would recommend the facilities in your town to others and why (or why not);
- The future of shopping – internet/catalogue/shops;
- Anything else.

**Assignment 2: Money matters**

- How you get money at the moment – pocket money, part time job etc.;
- What you have recently spent your money on and why;
- Whether you think young people get enough pocket money and why;
- Whether you save money and what you are saving for;
- Your plans for the future – how you intend to earn money in future;
- Anything else.

---

**21.4 Coursework Advisers**

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details are available from AQA.

---

**22****Assessment Criteria**

---

**22.1 Introduction**

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

---

**22.2 Criteria**

Criteria are provided for the assessment of communication and quality of language in both Speaking and Writing.

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

22.3 Speaking Module 1

The marks for the Module 1 Speaking assignment are allocated in the following way:

Communication	Development	Quality of Language	Total
24	8	24	56

**Communication**

The task consists of 6 sections. Each section requires four different items of information. An item of information is defined as a sentence, clause or phrase containing a verb, which conveys a new idea in a manner which would be readily understood by a sympathetic native speaker without ambiguity. One mark is awarded for each item of information to give a total out of 24, with a maximum of 4 items of information per section.

Summary:

0	Item of information not communicated.
1	Item of information successfully communicated

**Development**

Marks are awarded for Development according to the following criteria.

Marks	Development
0	Communicates basic information only (e.g. simple facts) with no additional developments.
1-2	Candidate is able to give additional details e.g. simple opinions and descriptions.
3-4	Candidate is able to give more detailed information including personal opinions.
5-6	Candidate is able to give full descriptions, give detailed information and express frequent opinions.
7-8	In addition to giving full descriptions and detailed information, the candidate expresses and justifies ideas and points of view.

### Quality of Language

The Module 1 Speaking task is marked for Quality of Language using the mark bands and descriptors below: Marks are awarded out of 12 for each of Range & Complexity and Pronunciation & Accuracy, to give a total mark out of 24.

Quality of Language		
Mark	Range & Complexity	Pronunciation & Accuracy
0	Almost nothing effective. Occasional single words which make little coherent sense.	The language used makes comprehension almost impossible.
1-2	Occasional words/lists or short sentences communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3-4	Vocabulary and structure limited to basic needs of task – some complete sentences and some attempt at a wider range of vocabulary.	Pronunciation generally accurate. Messages usually communicated in spite of frequent errors.
5-6	Simple sentences with some successful use of a wider range of vocabulary.	Pronunciation and structures make responses generally intelligible.
7-8	Appropriate reference to past, present and future events. Some more complex sentences with a wider range of vocabulary and structure attempted.	Time frames understandable but not always well formed. Errors of structure and/or pronunciation cause only occasional communication problems.
9-10	A range of vocabulary and structures appropriate to more complex sentences.	Generally accurate structures and pronunciation. Errors cause no serious communication problems.
11-12	Wide-ranging vocabulary and structures, appropriately used. Frequent use of extended sentences.	Only minor errors in structure and pronunciation. No impedance to communication.  Good accent and intonation.

The marks for Communication, Development and Quality of Language are added together to give a total mark out of 56 for Module 1.

### Relationship between Communication, Development and Quality of Language Mark Scheme

Mark for Communication	Max. Marks for Development	Max. Marks for Quality of Language
0	0	0
1-6	0-2	1-8
7-12	0-4	1-16
13-18	0-6	1-20
19-24	0-8	1-24

22.4 Writing Module 3

Communication is marked according to the following criteria.

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

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

The mark for Quality of Language is limited by the mark for Communication.

Mark Range for Communication	Mark Range for Quality of Language
0	0
1 - 2	1 - 6
3 - 4	1 - 8
5 - 6	1 - 10
7 - 8	1 - 12

A mark for Quality of Language is given according to the following criteria.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1 - 2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3 - 4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5 - 6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7 - 8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9 - 10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11 - 12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

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

Marks are awarded out of 12 for each of Range & Complexity and Accuracy and the resulting mark out of 24 is divided by 2 to give a total mark out of 12 (half marks are rounded up at the end of the process).

The total marks out of 20 for each assignment are added together, to give a total mark for Module 3 out of 40.

**22.5 Evidence to Support the Award of Marks**

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

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form for each module appears in Appendix B.

---

**23**

**Supervision and Authentication**

---

**23.1 Supervision of Candidates' Work**

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

In Module 1, the Speaking assignment must be completed under supervision by the teacher. In practical terms this could mean that the teacher is present during the recording of each candidate's assignment, although this does not necessarily have to be the case.

In Module 3, the Writing assignments do not have to be completed under controlled conditions, and may be completed by the candidate at home, provided that the teacher can be certain that every candidate's work is his/her own. Work could likewise be produced during a normal classroom session, provided that the teacher can be certain that every candidate's work is his/her own and not the product of a joint effort. If the teacher cannot be certain of this, then strict test conditions should be applied.

Further guidance on the supervision of candidates' work is given in the Teacher's Guide.

---

**23.2 Guidance by the Teacher**

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

Where a candidate is given assistance in producing spoken or written coursework the amount of assistance must be taken into account in marking the work (see Section 22 on applying the assessment criteria).

---

**3.3 Unfair Practice**

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

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

## 24

# Standardisation

- 24.1 **Standardising Meetings** Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:
- where there has been a serious misinterpretation of the specification requirements;
  - where the nature of coursework tasks set by a centre has been inappropriate;
  - where a significant adjustment has been made to a centre's marks in the previous year's examination.
- Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the administration of appropriate coursework tasks and assessment procedures.

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

## 25

# Administrative Procedures

### 25.1 Recording Assessments

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

The following should accompany the sample of work

- Centre Declaration Sheet (one per centre);
- Candidate Record Form, fully completed, including bibliography (one per candidate);
- Coursework Comments Sheet (one per assignment);
- Written stimulus materials relating directly to the assignments submitted (one copy per centre, if the same material has been used with all candidates);
- Candidates' Notes Proformas (for Module 1 Speaking).

### 25.2 Submitting Marks and Sample Work for Moderation

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

### 25.3 Factors affecting Individual Candidates

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

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

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

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

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

**25.4 Retaining Evidence and Re—Using Marks**

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

**26****Moderation****26.1 Moderation Procedures**

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

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

**26.2 Post-Moderation Procedures**

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

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

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

# Awarding and Reporting

27

## Grading, Shelf-Life and Re-Sits

### 27.1 Qualification Titles

The qualification based on this specification has the following title:  
AQA GCSE in French.

### 27.2 Grading System

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

The result of each module is recorded as a mark on a Uniform Mark Scale of 0-360. The ranges of UMS marks corresponding to each subject grade are as follows:

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

#### Module 1

Module 1 is untiered.

The result of Module 1 is recorded as a mark out of 45 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 1 are as follows:

A*	40 – 45
A	35 – 39
B	30 – 34
C	25 – 29
D	20 – 24
E	15 – 19
F	10 – 14
G	5 – 9

**Module 2**

Candidates must be entered for either Foundation Tier or Higher Tier. For candidates entered for Foundation Tier, grades C–G are available. For candidates entered for Higher Tier the targeted range of grades is A\*–D.

The result of Module 2 is recorded as a mark out of 90 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 2 are as follows:

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

A ‘safety net’ for candidates entered for the Higher Tier is provided. Higher tier candidates who fail to achieve the minimum raw mark for grade D will receive uniform marks in the range 0–39. However, centres are warned that uniform mark scores may decrease rapidly below the grade D raw mark boundary.

**Module 3**

Module 3 is untiered. The result of Module 3 is recorded as a mark out of 45 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 3 are as follows:

A*	40 – 45
A	35 – 39
B	30 – 34
C	25 – 29
D	20 – 24
E	15 – 19
F	10 – 14
G	5 – 9

### Module 4

Candidates must be entered for either Foundation Tier or Higher Tier. For candidates entered for Foundation Tier, grades C-G are available. For candidates entered for Higher Tier the targeted range of grades is A\*-D.

The result of Module 4 is recorded as a mark out of 180 on the Uniform Mark Scale. The minimum UMS marks required for each grade within Module 4 are as follows:

A*	160 – 180
A	140 – 159
B	120 – 139
C	100 – 119
D	80 – 99
E	60 – 79
F	40 – 59
G	20 – 39

A ‘safety net’ for candidates entered for the Higher Tier is provided. Candidates who fail to achieve the minimum raw mark for grade D will receive uniform marks in the range 0-79. However, centres are warned that uniform mark scores may decrease rapidly below the grade D raw mark boundary.

---

### 27.3 Re-Sits and Re-Using Marks

Module 1, Module 3, and each tier of Module 2, may be re-taken before certification of the qualification. The best result for each module will count towards the final award. Module 4 is the terminal module and must always be taken last.

Candidates who wish to re-take the qualification after first certification may, on request, re-use results from Modules 1-3, but Module 4 must be taken again. For Module 1 and Module 3, the two most recent results, and for Module 2 the two most recent results from each tier, will be considered, and the best of these results will count towards the final award. For example, if a candidate attempts Module 2 once at the Higher tier and twice at the Foundation tier before first certification, then once more at the Foundation tier before certifying again, the Higher tier attempt and the second and third Foundation tier attempts are eligible to count towards the final award. In the case of Module 4 the most recent attempt will always be the one that counts.

Candidates may take the whole qualification an unlimited number of times.

---

### 27.4 Minimum Requirements

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

To qualify for a subject award, candidates must have entered all four modules.

---

27.5	<b>Carrying Forward of Centre-Assessed Marks</b>	Candidates repeating the examination may carry forward their moderated coursework marks.
27.6	<b>Awarding and Reporting</b>	This specification complies with the grading, awarding and certification requirements of the <i>GCSE</i> , <i>GCSE in vocational subjects</i> , <i>GCE</i> , <i>VCE</i> , <i>GNVQ</i> and <i>AEA Code of Practice</i> and will be revised in the light of any subsequent changes for future years.

---

# Appendices

## A

## Grade Descriptions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**B**

## Record Forms



# Centre-assessed work Centre Declaration Sheet

Specification Title: ..... Unit Code: .....

Centre Name: ..... Centre No: 

--	--	--	--	--

### Authentication

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

*Signature(s) of teacher(s) responsible for assessment*

Teacher 1 ..... Teacher 2 .....

Teacher 3 ..... Teacher 4 .....

Teacher 5 ..... Teacher 6 .....

(Continue overleaf if necessary)

### Internal Standardisation of Marking

Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates in the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark the unit.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that:

- (a) \*I have marked the work of all candidates for this component;
- (b) \*the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.

Signed: ..... Date: .....

Signature of Head of Centre ..... Date: .....

*This form should be completed and sent to the moderator with the sample of centre-assessed work.*



# Centre-assessed work GCSE MFL Candidate Record Form 2007

- Language  GCSE French B (Modular) 4652  
 [please tick]:  GCSE German B (Modular) 4662  
 GCSE Spanish B (Modular) 4692

## Module 1

<b>TOTAL MARK</b>	
-------------------	--

Centre name: .....

Centre no:

--	--	--	--	--

Candidate name: .....

Candidate no:

--	--	--	--

*This side is to be completed by the candidate*

**Sources of advice and information**

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO) .....
2. If you have answered YES, give details below. Continue on a separate sheet if necessary.

.....

3. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

.....

.....

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

**Declaration by candidate**

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact [crf@aqa.org.uk](mailto:crf@aqa.org.uk)

Candidate's signature: .....

Date: .....

*This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.*

PTO

*This side is to be completed by the teacher*

Marks must be awarded in accordance with the instructions and criteria in section 22 of the specification.

Supporting information to show how the marks have been awarded should be given in the spaces provided below.

Please complete the boxes to show the marks awarded and use the space in the concluding comments box to make any summative comments which seem appropriate.

Speaking	Max. mark	Mark awarded	Teacher's supporting statement
Total for Communication	24		
Development	8		
Quality of Language: Range & Complexity	12		
Pronunciation & Accuracy	12		
<b>Total mark awarded</b>	<b>/56</b>		

Concluding comments

**Details of additional assistance given (if any)**  
 Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher/assessor's signature: ..... Date: .....



# Centre-assessed work GCSE MFL Candidate Record Form 2007

- Language  GCSE French B (Modular) 4652  
 [please tick]:  GCSE German B (Modular) 4662  
 GCSE Spanish B (Modular) 4692

**Module 3**

TOTAL MARK	
------------	--

Centre name: .....

Centre no: 

--	--	--	--	--

Candidate name: .....

Candidate no: 

--	--	--	--

*This side is to be completed by the candidate*

**Sources of advice and information**

4. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO) .....

5. If you have answered YES, give details below. Continue on a separate sheet if necessary.

.....

6. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

.....

.....

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

**Declaration by candidate**

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact [crf@aqa.org.uk](mailto:crf@aqa.org.uk)

Candidate's signature: .....

Date: .....

*This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.*

PTO

*This side is to be completed by the teacher*

Marks must be awarded in accordance with the instructions and criteria in section 22 of the specification. Supporting information to show how the marks have been awarded should be given in the spaces provided below.

Please complete the boxes to show the marks awarded and use the space in the concluding comments box to make any summative comments which seem appropriate.

*Only whole numbers should be used.*

Writing	Assignment 1		Assignment 2	
	Max. mark	Mark awarded	Max. mark	Mark awarded
Communication	8		8	
Quality of Language	12		12	
Total for Assignment	/20		/20	

Total mark awarded	/40	<input type="text"/>
--------------------	-----	----------------------

Concluding comments

**Details of additional assistance given (if any)**  
 Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher/assessor's signature: ..... Date: .....

**C**

# Coursework Comments Sheet



## Centre-assessed work GCSE MFL Comments Sheet 2007

Language  GCSE French B (Modular) 4652      **Module 1 – Speaking**  
 [please tick]:  GCSE German B (Modular) 4662  
 GCSE Spanish B (Modular) 4692

Centre name: ..... Centre no: 

--	--	--	--	--

Candidate name: ..... Candidate no: 

--	--	--	--

*This sheet should be completed by the teacher/assessor by ticking the appropriate box(es) when listening to the candidate's practice tape. The sheet should then be returned to the candidate, who should ensure that it is attached to the completed piece of work when it is handed in to the teacher/assessor for marking.*

CONTENT	
<i>Make sure what you say fits the title</i>	
<i>Add some more ideas</i>	
<i>Make sure that you have covered all parts of the task</i>	
<i>Try not to use the same words too often</i>	
<i>Add more detail to your descriptions/accounts</i>	
<i>Include more personal opinions</i>	
<i>Give some reasons for your opinions</i>	
<i>Use some longer sentences</i>	
<i>Use some linking words</i>	
PRESENTATION	
<i>Tape recording too long / too short (maximum 5 minutes)</i>	
<i>Identification details incomplete / missing</i>	
LANGUAGE	
<i>Check your pronunciation</i>	
<i>Check word order</i>	
<i>Check that you have used the right choice of vocabulary</i>	
<i>Check the genders of nouns</i>	
<i>Check that you have the right person of the verbs</i>	
<i>Check that you have the right tense of the verbs</i>	
<i>Check that you have the right endings of the verbs</i>	
<i>Check that adjectives agree (masculine/feminine/singular/plural)</i>	

Teacher's signature: ..... Date: .....



# Centre-assessed work GCSE MFL Comments Sheet 2007

- Language  GCSE French B (Modular) 4652  
 [please tick]:  GCSE German B (Modular) 4662  
 GCSE Spanish B (Modular) 4692

## Module 3 – Writing

Centre name: .....

Centre no:

--	--	--	--	--

Candidate name: .....

Candidate no:

--	--	--	--	--

Assignment title:

*This sheet should be completed by the teacher/assessor by ticking the appropriate box(es) when looking at the candidate's first draft. The sheet should then be returned to the candidate, who should ensure that it is attached to the completed piece of work when it is handed in to the teacher/assessor for marking.*

CONTENT	
Make sure what you have written fits the title	
Add some more ideas	
Make sure that you have covered all parts of the task	
Try not to use the same words too often	
Add more detail to your descriptions/accounts	
Include more personal opinions	
Give some reasons for your opinions	
Use some longer sentences	
Use some linking words	
PRESENTATION	
I sometimes cannot read your writing	
LANGUAGE	
Check word order	
Use a dictionary to check your spellings and accents	
Check that you have used the right choice of vocabulary	
Check the genders of nouns	
Check that you have the right person of the verbs	
Check that you have the right tense of the verbs	
Check that you have the right endings of the verbs	
Check that adjectives agree (masculine/feminine/singular/plural)	

Teacher's signature: .....

Date: .....

**D**

# Candidate's Notes Proforma



## Centre-assessed work GCSE MFL Candidate's Notes 2007

Language  GCSE French B (Modular) 4652      **Module 1 – Speaking**  
 [please tick]:  GCSE German B (Modular) 4662  
 GCSE Spanish B (Modular) 4692

Centre name: ..... Centre no: 

--	--	--	--	--

Candidate name: ..... Candidate no: 

--	--	--	--

- If you want to make notes for your Module 1 Speaking Assignment you must use this sheet.
- Don't write more than 60 words in total, and these must not contain conjugated verbs or complete sentences.
- Remember to try to refer to past, present and future events in your presentation.
- You must sign this sheet and hand it to your teacher together with your tape – whether you have used it or not.

1 Myself and my family	2 Where I live
3 My school	4 My free time
5 Routine	6 Future plans

Number of words used 

--

Candidate's signature: ..... Date: .....

**E**

## Overlaps with other Qualifications

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