



GCSE

Specification

French

Short Course

for exams June 2010 onwards
and certification June 2010 onwards

Full Course

for exams June 2010 onwards
and certification June 2011 onwards

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Contents

- 1 Introduction
 - 1.1 Why choose AQA?
 - 1.2 Why choose French?
 - 1.3 How do I start using this specification?
 - 1.4 How can I find out more?
- 2 Specification at a glance
- 3 Subject content
 - 3.1 Contexts and Purposes
 - 3.2 Unit 1 [4655]
 - 3.3 Unit 2 [4655]
 - 3.4 Unit 3 [4655]
 - 3.5 Unit 4 [4655]
 - 3.6 Grammar
 - 3.7 Communication Strategies
 - 3.8 Vocabulary
- 4 Scheme of assessment
 - 4.1 Aims and learning outcomes
 - 4.2 Assessment objectives
 - 4.3 National criteria
 - 4.4 Prior learning
 - 4.5 Access to Assessment: Diversity and Inclusion
- 5 Administration
 - 5.1 Availability of Assessment Units and Certification
 - 5.2 Entries
 - 5.3 Private Candidates
 - 5.4 Access Arrangements and Special Consideration
 - 5.5 Language of Examinations
 - 5.6 Qualification Titles
 - 5.7 Awarding Grades and Reporting Results
 - 5.8 Re-sits and shelf-life of Unit Results
- 6 Controlled Assessment Administration
 - 6.1 Authentication of Controlled Assessment Work
 - 6.2 Malpractice
 - 6.3 Teacher Standardisation
 - 6.4 Internal Standardisation of Marking
 - 6.5 Annotation of Controlled Assessment Work
 - 6.6 Submitting Marks and Sample Work for Moderation
 - 6.7 Factors Affecting Individual Candidates
 - 6.8 Retaining Evidence and Re-using Marks
- 7 Moderation
 - 7.1 Moderation Procedures
 - 7.2 Consortium Arrangements
 - 7.3 Post-moderation Procedures
- Appendices
 - A Performance Descriptions
 - B Spiritual, moral, ethical, social, legislative, economic and cultural issues
 - C Overlaps with other qualifications
 - D Key Skills
 - E Controlled Assessment Exemplar Tasks for Speaking
 - F Controlled Assessment Exemplar Tasks for Writing

1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

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

1.2 Why choose French?

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

1.3 How do I start using this specification?

Already using the existing AQA French specification?

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

Not using the AQA specification currently?

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

1.4 How can I find out more?

Ask AQA

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

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

Teacher Support

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

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

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

2 Specification at a glance

French			
Unit 1 Listening* [Code]	Unit 2 Reading* [Code]	Unit 3 Speaking† [Code]	Unit 4 Writing† [Code]
Examination 20% weighting	Examination 20% weighting	Controlled Assessment (internally assessed) 30% weighting	Controlled Assessment (externally assessed) 30% weighting
Foundation Tier 30 minutes (+ 5 minutes reading time) Higher Tier 40 minutes (+ 5 minutes reading time)	Foundation Tier 30 minutes Higher Tier 50 minutes		
Combines with Unit 3 to form short course GCSE in French: spoken language	Combines with Unit 4 to form short course GCSE in French: written language	Combines with Unit 1 to form short course GCSE in French: spoken language	Combines with Unit 2 to form short course GCSE in French: written language
A range of question types based on pre-recorded spoken material in French	A range of question types based on written material in French	Students submit for moderation two tasks	Students submit for marking two tasks

* In Listening and Reading there are two tiers of assessment: Foundation (G – C) and Higher (D – A*). Students may be entered for either Foundation or Higher in each of these two skills, eg Foundation Listening and Higher Reading.

† Speaking and Writing are untiered. Differentiation is by outcome, not by task.

3 Subject content

3.1 Contexts and Purposes

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

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

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

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

The purposes are described with respect to individual contexts (eg Lifestyle) and within particular topics (eg Relationships and Choices). In a given situation, individual purposes (eg eating and drinking habits and eating out) listed under a number of different topic headings may be combined. Purposes should be considered transferable, as appropriate, to any other context or topic.

Understand and provide information and opinions about these contexts relating to the student's own Lifestyle and that of other people.

Lifestyle

Health

- Eating and drinking habits
- Healthy and unhealthy lifestyles and their consequences
- Issues concerning smoking, alcohol and drugs
- Common illnesses and their treatment

Relationships and Choices

- Information about self, family and friends
- Different family situations
- Relationships with family and friends

- Future plans regarding: marriage/partnership
- Contribution to the wider community: charity/fundraising/voluntary work
- Social issues and equality: race/gender/poverty

Understand and provide information and opinions about these contexts relating to the student's own Leisure and that of other people.

Leisure

Free Time and the Media

- Free time activities at home
- Free time activities outside the home
- Money for free time activities
- Shopping, fashion and trends
- Advantages and disadvantages of new technology

Holidays

- Plans, preferences, experiences
- Tourist attractions
- Getting around
- Eating out
- Customs

Understand and provide information and opinions about these contexts relating to the student's own Home and Environment and that of other people.

Home and Environment

Home and Local Area

- Home, where it is and what it is like
- Daily routine on weekdays and at weekends
- Helping around the house
- Special occasions celebrated in the home
- Town, neighbourhood and region, where it is and what it is like
- Facilities for young people

Environment

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

Understand and provide information and opinions about these contexts relating to the student's own Work and Education and that of other people.

Work and Education

School/College and Future Plans

- What school/college is like
- Routine and extra-curricular activities
- Subjects, teachers/lecturers and work-related learning
- Rules and uniform
- Pressures and problems
- What changes could be made to the school/college
- Plans for future study or work

Current and Future Jobs

- Looking for and getting a job
- Work routine
- Communications within the workplace
- Advantages and disadvantages of different jobs

3.2 Unit 1 French Listening

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

20% of the marks

Foundation Tier	30 minutes	35 marks
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The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items and telephone messages will be required, together with some material which will be longer and may include reference to past, present and future events and some unfamiliar language. Students will be expected to identify main points and extract details and points of view.

The use of dictionaries will not be permitted.

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

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

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

Higher Tier	40 minutes	40 marks
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The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types,

normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material. Students will be expected to understand discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, draw conclusions and summarise what they have heard.

The use of dictionaries will not be permitted.

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

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

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

3.3 Unit 2 French Reading

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

20% of the marks

Foundation Tier	30 minutes	35 marks
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Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

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

The use of dictionaries will not be permitted.

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

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

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

Higher Tier	50 minutes	45 marks
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Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

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

The use of dictionaries will not be permitted.

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

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

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

3.4 Unit 3 French Speaking

30% of the marks

60 marks

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

One task will be a form of monologue whilst the other will be a form of dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation. The work of individual students may be informed by working with others but they must provide an individual response. Students must not submit the same task for Speaking and Writing.

Assessment Criteria

	Monologue	Dialogue	Total
Communication	15	10	25
Range of Language	5	5	10
Pronunciation and Intonation	5	5	10
Interaction and Fluency	n/a	5	5
Accuracy	5	5	10
TOTAL	30	30	60

Monologue Marks	Communication	Dialogue Marks
13-15	Very Good Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.	9-10
10-12	Good A good amount of information and points of view are conveyed and regularly developed.	7-8
7-9	Sufficient A reasonable amount of information and points of view are conveyed and sometimes developed.	5-6
4-6	Limited Some simple information and opinions are conveyed. Few, if any, responses are developed.	3-4
1-3	Poor Little relevant information communicated. Very few appropriate responses are developed.	1-2
0	No relevant information conveyed. A zero score.	0

Marks	Range of Language
5	A wide range of vocabulary, complex structures and a variety of verb tenses.
4	A range of vocabulary; some complex structures.
3	Limited vocabulary; sentences generally simple but occasionally more complex.
2	Very limited vocabulary; short, simple sentences.
1	Isolated words of vocabulary. Occasional short phrases.
0	No language produced is worthy of credit.

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

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

Marks	Accuracy
5	All messages are clear and errors usually appear only in more complex structures.
4	Messages are clear in spite of some errors.
3	Most messages are communicated though errors are quite frequent.
2	Some messages are communicated but errors are very frequent.
1	Almost no messages are communicated.
0	No language produced is worthy of credit.

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

Monologue

Communication	Maximum Mark for each of Range of Language, Pronunciation and Intonation and Accuracy
0	0
1 – 3	0 – 2
4 – 6	0 – 3
7 – 9	0 – 4
10 – 12	0 – 5
13 – 15	0 – 5

Dialogue

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

Controlled Assessment Tasks

See Appendix E for exemplar tasks.

Task Setting – Limited Control

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

One task (the dialogue) must involve interaction with another person and will involve an unpredictable element. (See examples A-C). The second task (the monologue) must be independent speech where candidates produce a monologue or a presentation, for example. (See examples D-F).

Adapting Exemplar Tasks

For the interactive task, teachers may adapt the exemplars in the following ways.

Exemplar A - the task must be an interview. It could be adapted to be an interview with, for example, a celebrity.

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

For the independent speech, teachers may adapt the exemplars in the following ways.

Exemplar D – the task must be a commentary. It could be adapted to be a commentary on, for example, the candidate's school/college/workplace.

Exemplar E – must give information on one of the student's interests. The exemplar is drawn from Leisure. It could be adapted to be a presentation about the candidate's charity work/fundraising, drawn from the Relationships and Choices aspect of the 'Lifestyle' context. It could also be drawn from outside the range of contexts listed in the specification.

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

Devising Tasks

Teachers may choose to devise your own tasks. However, all students must meet the requirement to submit one piece of independent speech and one task involving interaction with another person. When devising your own tasks, teachers must ensure that students aiming to achieve grades C and above use a variety of structures which may relate to past and future events and express points of view, present information and show ability to deal with some unpredictable elements. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, to narrate events, producing extended sequences of speech.

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

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

General

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

Centres must submit different tasks for Speaking and Writing.

Task Taking - Medium Control

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

Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task. There is no time limit for this stage. Students may make use of reference materials and resources of all kinds including course books, dictionaries and internet resources as part of these teaching and learning activities.

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

Stage Two

This stage begins when students are given the task. The teacher should discuss the task with the students, including the kind of language they might need and how to use their preparatory work. There must be no other support from the teacher. Students may have access to reference materials including dictionaries, course books and internet resources. Draft recordings are not permitted in Stage Two or Stage Three. Students may prepare notes or a visual stimulus to use when they produce the final version (see Stage Three). If students use notes, AQA's notes pro-forma must be used. Notes should consist of bullet points with not more than 40 words for each task. Bullet points must not include conjugated verbs. A visual stimulus means images and contains no words, letters or symbols. Teachers must not comment on the notes.

Stage Three

This stage is when students produce the final version. They may have access to their notes or visual stimulus. Notes should not be submitted with the work. They should be retained in the centre until the end of October and then destroyed. There must be no intervention or help from the teacher at Stage Three. Students must not

have access to a dictionary or any other resource except their notes or visual stimulus and the task itself.

Duration – the independent speech should last a maximum of 5 minutes. The interactive task should last a maximum of 7 minutes.

Task Marking - Medium Control

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

One task for each student must be recorded and made available to AQA for external moderation. This can be either the independent speech or the interactive task. It is not necessary to include both task types in the work submitted.

3.5 Unit 4 French Writing

30% of the marks

60 marks

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

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

Assessment Criteria

Content

Marks	Criteria
17-20	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
13-16	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
9-12	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
5-8	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-4	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range Of Language

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

Accuracy

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

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

Content Mark	Maximum Mark for each of Range of Language and Accuracy
0	0
1 – 4	0 – 2
5 – 8	0 – 3
9 – 12	0 – 4
13 – 16	0 – 5
17 – 20	0 – 5

Controlled Assessment Tasks

See Appendix F for exemplar tasks.

Task Setting - Limited Control

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

Adapting Exemplar Tasks

Teachers may adapt exemplar tasks in the following ways.

Exemplar Task 1

'A day in the life of a celebrity' could be adapted to 'A day in my life' or 'My ideal day' as a blog for a web page.

Exemplar Task 3

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

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

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

Devising Tasks

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

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

General

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

Centres must submit different tasks for Speaking and Writing.

Task Taking - High Control

Stage One

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

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

Stage Two

This stage begins when students are given the task. This stage must be completed under informal supervision. This stage must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others but students must provide an individual response.

Teachers should discuss the task with the students and may suggest ways in which the task stimulus could be exploited. Students can produce a draft version (though this is not a requirement) and teachers may make general comments on the draft version using the AQA feedback sheet. Teachers may not, however, correct specific points of language or grammar. Teachers must not write on the student's draft.

During Stage Two, students may have access to reference materials including dictionaries, course books and internet resources.

Students may prepare notes to use when they produce the final version. The notes must be in the form of bullet points and must be no more than 40 words for each task. Bullet points must not include conjugated verbs. The AQA notes pro-forma must be used.

Stage Three

This stage is when students produce the final version.

Students must spend no more than 60 minutes, per task, on writing the final version.

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

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

Students must produce the final version independently. There must be no interaction with other students. There must be no teacher involvement at Stage Three.

When writing up the final version, students may have access to notes. The notes must be submitted to AQA with the final version.

Students should have access to a dictionary (this may include an on-line dictionary) and to the task itself when producing the final version. The use of other resources, including on-line resources such as foreign language grammar, spell-checks and electronic translations is not permitted. Students may word process their tasks, provided the above restrictions are observed.

Students may not have access to their draft or feedback sheet when writing up their final version. It is not necessary to submit drafts or feedback sheets to AQA with the final version.

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

Task Marking - High Level of Control

The awarding body marks the controlled assessment.

3.6 Grammar

GCSE candidates will be expected to have acquired knowledge and understanding of French grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

French (Foundation tier)

Nouns:

gender

singular and plural forms

Articles:

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

Adjectives:

agreement

position

comparative and superlative: regular and *meilleur*

demonstrative (*ce, cet, cette, ces*)

indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)

Adverbs:

comparative and superlative

regular

interrogative (*comment, quand*)

adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)

common adverbial phrases

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

Pronouns:

personal: all subjects, including *on*

reflexive

relative: *qui*

relative: *que* (R)

object: direct (R) and indirect (R)

position and order of object pronouns

disjunctive/emphatic

demonstrative (*ça, cela*)

indefinite (*quelqu'un*)

interrogative (*qui, que*)

use of *y, en* (R)

Verbs:

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address: *tú, vous*

impersonal verbs (*il faut*)

verbs followed by an infinitive, with or without a preposition

tense:

present

perfect

imperfect: *avoir, être* and *faire*

other common verbs in the imperfect tense (R)

immediate future

future (R)

conditional: *vouloir* and *aimer*

pluperfect (R)

passive voice: present tense (R)

imperative

present participle

Prepositions:

Conjunctions:

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

French (Higher tier)

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

Adjectives:

comparative and superlative, including *meilleur, pire*

Adverbs:

comparative and superlative, including *mieux, le mieux*

Pronouns:

use of *y, en*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

demonstrative (*celui*) (R)

possessive (*le mien*) (R)

Verbs:

tenses:

future

imperfect

conditional

pluperfect

passive voice: future, imperfect and perfect tenses (R)

perfect infinitive

present participle, including use after *en*

subjunctive mood: present, in commonly used expressions (R)

Time:

including use of *depuis* with imperfect tense

3.7 Communication Strategies

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

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

Strategies for Understanding

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

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

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

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

- c **Making use of grammatical markers and categories.** Learners will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns or verbs, the ways verbs change to form tenses, word order and other such features which will help them to recognise to which category (verb, noun, adjective, etc.) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

- d **Making use of the social and cultural context.** Another aid to correct inferencing is for the pupils to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of the words, that represent these occurrences. This is one reason why it is important for a French course to develop knowledge and understanding of countries and communities where French is spoken (Section 4.1 of this specification).

- e **Using common patterns with French.** Knowledge of the following patterns of word formation in French **will be assumed. Candidates will be expected to be able to make use of** these patterns in both directions: so, using the second bullet below, acknowledge of “haut” should permit understanding of “hauteur”;

- re prefix (e.g. *commencer* – *recommencer*; *faire* – *refaire*);

- the *eur* ending applied to verbs (e.g. *employer* – *employeur*) and applied to adjectives (e.g. *grand*, *grandeur*, etc.);
- *ette* ending (e.g. *maison* – *maisonnette*; *tarte* – *tartelette*; *filles* – *fillette*);
- *able* ending (e.g. *laver* – *lavable*; *manger* – *mangeable*);
- *aine* ending (e.g. *quinze* – *quinzaine*; *cent* – *centaine*; *douze* – *douzaine*);
- *té* ending (e.g. *bon* – *bonté*; *beau* – *beauté*);
- *ier* ending (e.g. *épicerie* – *épicier*; *police* – *policier*; *ferme* – *fermier*);
- *in* prefix (e.g. *actif* – *inactif*; *connu* – *inconnu*; *cassable* – *incassable*);
- *ion* and *ation* endings (e.g. *réparer* – *réparation*; *inventer* – *invention*).

f **Using cognates and near-cognates.** There are, of course, a few *faux amis* (e.g. *expérimenté*, *sensible*, *large*) which make it necessary to use this strategy with care and in collaboration with strategy (b) above. However, for each *faux ami* there are very many *bons amis* of which anglophone learners of French can, with practice, make good use. These fall into two main categories:

- **Cognates:** there are very many words which have the same form, and essentially the same meaning, in French and in English (e.g. *innocent*, *justice*, *muscle*, *rectangle*). When such words occur in a context and the learners can be expected to understand them in English, they will be expected also to understand them in French;
- **Near-cognates:** learners will be expected to understand words which meet the criteria in the previous paragraph, but which differ slightly in their written form in French usually by the addition of one or more accents and/or the repetition of a letter (e.g. *création*, *hygiène*, *mâle*, *littérature*);

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

- The French word adds an “e” (e.g. *branche*, *liquide*, *signe*, *vaste*);
- The English word adds an “e” (e.g. *futur*, *masculin*, *paradis*, *pur*);
- Words which end with “e”, “é” or “e” in French and with “y” in English. (e.g. *beauté*, *liberté*, *mystère*, *armée*);
- Words which end with “i” or “ie” in French and with “y” in English (e.g. *économie*, *parti*, *tragédie*);
- Words which end with *aire* in French and with “ar” or “ary” in English (e.g. *grammaire*, *militaire*, *populaire*);
- Words which end with *el* in French and with *al* in English (e.g. *individuel*, *officiel*);
- French adverbs ending with *ment* which end with “ly” in English (e.g. *complètement*, *généralement*, *spécialement*);
- Verbs which add “r” or “er” in the infinitive in French (e.g. *admirer*, *confirmer*, *inspecter*);

- Verbs which end with *er* in French and with “ate” in English (e.g. *assassiner, cultiver, décorer*);
- Words where “o” or “u” in English is replaced by *ou* in French (e.g. *approuver, gouvernement, mouvement, bouddhiste*);
- Words where a “d” is added in English (e.g. *aventure, avance, 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, dégouter*);
- Words where *é* or *es* in French is replaced by “s” in English (e.g. *espace, éponge*).

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

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

le grand pont – les grands ponts;

Verbs either have no plural form at all:

il donne/ils donnent: il chantait/ils chantaient

or add a consonant:

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

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

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

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

Using the (visual and) verbal context;

Making use of the social and cultural context;

Using common patterns within French.

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

h. **Near-cognates**

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

i. Other words which in reading cause no problem can be unrecognisable in speech e.g. *specialisation* has seven distinct syllables in French and five in English, it has five specific pronunciation differences in French and a complete change of stress pattern. Therefore the only unlisted words candidates will be expected to understand are those of one or two syllables in French which have only one obviously predominant meaning and to which one or more of the following communicative strategies can be applied.

- The sound [i] will always involve a French *i*, which in English may be a diphthong, e.g. pipe, mine;
- The sound [a] will always involve a French *a* which in English may be a 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 [ʃən], e.g. nation, passion;
- The termination [if] in French is -*if* and in English is often “-ive” e.g. *actif*;
- The termination [ik] in French is -*ique* and *ic* and in English is often “-ic” or “-ical” e.g. *physique*;
- The intervocalic [ʒ] is usually the English [dʒ] e.g. *juge*, *magique*;
- The initial [ʃ] is usually the English ch. e.g. *chapelle*, *charme*.

In addition candidates will be expected to hear

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

An approach to language teaching that develops the use of such strategies as those outlined above contributes to the Aims in Section 4.1 of this specification.

Strategies for Production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies in order to get meaning across in spite of their imperfect command of the language. Candidates who use communication strategies which help them successfully to express themselves will be given credit.

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

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

Non-Verbal Strategies

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

Verbal strategies

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

the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the candidate and carrying out the tasks set.

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

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

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

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

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

- f **Reference to specific features** (e.g. *L'animal aux longues oreilles ...* *"La jeune fille qui porte des lunettes ..."*). This strategy is often quite effective and effective use would be assessed accordingly in an examination.

- g **Reference to the function of an object** and the actions that can be performed with it (e.g. *"l'objet qu'on utilise pour ouvrir une bouteille"*). This is a commonly used strategy which is usually effective in communicative terms.

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

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

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

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

The evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively. The development of

such strategies cannot, therefore, be seen as encouragement not to develop linguistic knowledge as much as possible! Strategic competence is not a substitute for vocabulary learning, for example, but a useful supplement. Indeed, all language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed.

3.8 Vocabulary

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

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

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

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

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

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

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

General Vocabulary

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

Comparisons

Comparative and superlative of adjectives

plus moins
plus que moins que

bon meilleur le meilleur
mauvais pire le pire

Comparison and superlative of adverbs

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

Conjunctions and Connectives

à cause de
à part
alors
aussi
car
cependant
c'est-à-dire
comme
d'un côté/de l'autre côté
donc
ensuite
évidemment
et
mais
même si
ou
parce que
par contre
par exemple
pendant que
pourtant
puis
puisque
quand
sans doute
y compris

Prepositions

à
à côté de
à travers
au bord de
au bout de
au-dessous de
au-dessus de
au fond de
au lieu de

au milieu de
autour de
avec
contre
dans
de
depuis
derrière
devant
en
en dehors de
en face de
entre
jusqu'à
malgré
parmi
pour
près de
sans
selon
sous
sur
vers

Negatives

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

The Numbers

1-1000 + million

Alphabet and accents

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

Ordinal numbers

Premier/première – dixième

Other number expressions

dizaine
douzaine
nombre de

Asking questions

combien ?
comment ?
est-ce que ?
où ?

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

Common Questions

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

Greetings and Exclamations

à bientôt
à demain
à tout à l'heure
allô
amitiés
au revoir
au secours
bien sûr
bienvenue
bonjour
bon anniversaire
bon appétit
bon voyage
bonne année
bonne chance
bonne idée
bonne nuit
bonnes vacances
bonsoir
bravo
ça va ?
d'accord
de rien
désolé
excusez-moi
félicitations
joyeux Noël
merci
oui
pardon

quel dommage
salut
santé
s'il te/vous plaît

Opinions

à mon avis
absolument
affreux
agréable
aimer
amusant
barbant
bien
bien entendu
bizarre
bon
ça m'énerve
ça me plaît
ça m'est égal
ça suffit
casse-pieds
cher
chouette
comique
comme ci comme ça
compliqué
content
croire
d'accord
détester
difficile
dire
drôle
embêtant
en général
enchanté
ennuyeux
espérer
étonné
facile
faible
fantastique
formidable
franchement
généralement
génial
grave
intéressant
(s') intéresser à
inutile
incroyable
inquiet
joyeux
marrant

marre ...en avoir
mauvais
merveilleux
moche
moderne
nouveau
nul
optimiste
passionnant
penser
pessimiste
peut-être
populaire
positif
pratique
préférer
promettre
regretter
ridicule
rigolo
sembler
sensass
simple
splendide
stupide
superbe
utile
vouloir

Expressions of time

Days of the week

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Seasons

printemps
été
automne
hiver

Months of the year

janvier
février
mars
avril
mai
juin
juillet
août

septembre
octobre
novembre
décembre

The Clock

demi
environ
heure
midi
minuit
minute
moins
quart
seconde

Other time expressions

à la fois
à l'avenir
à l'heure
an
année
après
après-demain
après-midi
aujourd'hui
auparavant
avant
avant-hier
bientôt
d'abord
dans une minute
d'habitude
de bonne heure
dernier
de temps en temps
déjà
de nouveau
en attendant
en avance
en retard
en train de
en même temps
encore une fois
enfin
fin
hier
il y a
jour
journée
lendemain
longtemps
maintenant
matin
mois

moment ..en ce
normalement
nuit
parfois
pendant
plus tard
presque
prochain
quelquefois
rarement
récemment
semaine
seulement
siècle
soir
soudain
souvent
suivant
sur le point de
tard
tôt
toujours
tous les jours
tout à coup
tout de suite
vite
week-end

Location and distance

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

ville
village

Colour

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

Weights and measures

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

suffisamment
taille
très
trop

Shape

carré
hauteur
rond

Weather

averse
briller
brouillard
chaleur
chaud
ciel
climat
couvert
degré
doux
éclair
éclaircie
ensoleillé
faire beau
faire mauvais
froid
geler
glace
humide
météo
mouillé
neige
neiger
nuage
nuageux
ombre
orage
orageux
pleuvoir
pluie
sec
soleil
température
tempête
temps
tonnerre
tremper
vent

Access

complet
entrée libre
fermé
fermer

interdit
occupé
ouvert
ouvrir
sortie

Correctness

avoir raison
avoir tort
corriger
erreur
faute
faux
juste
nécessaire
obligatoire
parfait
sûr
se tromper
vrai

Materials

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

Common abbreviations

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

Foundation Tier

Lifestyle

1. HEALTH

a) Eating and drinking habits

abricot l'(m)
 alimentation l'(f)
 baguette la
 banane la
 beurre le
 bière la
 bifteck le
 biscuit le
 bœuf le
 boire
 bol le
 bonbon le
 café le
 carotte la
 céréales les (f)
 cerise la
 champignon le
 chips les (m)
 chocolat (chaud) le
 chose la
 chou le
 chou-fleur le
 cidre le
 citron le
 coca le
 confiture la
 couteau le
 crêpe la
 croissant le
 cuillère la
 cuisine la
 déjeuner le
 délicieux
 dîner le
 eau l'(f)
 eau minérale l'(f)
 eau potable l'(f)
 en bonne forme
 en bonne santé
 équilibré
 faim la
 fort
 fourchette la
 frais
 fraise la
 framboise la
 frites les (f)
 fromage le

fruits de mer les (m)
 gâteau le
 goût le
 goûter
 haricot vert le
 hors-d'œuvre l'(m)
 huile l'(f)
 jambon le
 jus de fruit le
 lait le
 légume le
 limonade la
 liste la
 manger
 nourriture la
 odeur l'(f)
 œuf l'(m)
 ordinaire
 pain le
 pâté le
 pâtes les (f)
 pêche la
 petit déjeuner le
 petits pois les (m)
 plein
 poire la
 poisson le
 poivre le
 pomme la
 pomme de terre la
 porc le
 poulet le
 prendre
 raisin le
 repas le
 riz le
 rôti
 sain
 salade la
 sans
 saucisse la
 saucisson le
 sel le
 sentir
 soif la
 soupe la
 spaghettis les (m)
 spécialité la
 sucre le
 sucré
 tarte la
 thé le
 tomate la
 vanille la
 verre le

viande la
 vide
 vin le
 vitamine la
 yaourt le

b) Healthy and unhealthy lifestyles and their consequences

aller bien / mieux
 avoir envie de
 cœur le
 équilibré
 gras
 (s') inquiéter
 obésité l'(f)
 paresseux
 peur le
 (se) relaxer
 régime le
 santé la
 végétarien
 vivre

c) Issues concerning smoking, alcohol, drugs

alcool l'(m)
 comprimé le
 drogue la
 (se) droguer
 fumer
 fumeur
 habitude l'(f)
 tabac le
 tousser

Common illnesses and their treatment

aider
 (s') arrêter
 aspirine l'(f)
 blessé
 bras le
 brosse à dents la
 bouche la
 corps le
 cou le
 crème la (solaire)
 dangereux
 dent la
 dentifrice le
 dentiste le
 doigt le
 dos le

épaule l'(f)
 estomac l'(m)
 fatigant
 fatigué
 fièvre la
 genou le
 gorge la
 grippe la
 heurter
 hôpital l'(m)
 indiquer
 jambe la
 main la
 mal...avoir
 mal de tête le
 malade
 maladie la
 médecin le
 médicament le
 œil l'(m)
 oreille l'(f)
 pastilles les(f)
 pharmacie la
 pharmacien le
 pied le
 (se) reposer
 rester
 sirop le
 rouler
 sapeurs-pompiers les(m)
 tête la
 toilettes les (f)
 tomber en panne
 traverser
 ventre le
 vitesse la
 voix la
 vomir
 yeux les(m)

2. RELATIONSHIP AND CHOICES

Information about self, family and friends

Identity

adresse l'(f)
 âge l'(m)
 aimable
 aîné
 amical
 anniversaire l'(m)
 annonce l'(f)
 appeler

(s')appeler
 avoir... ans
 barbe la
 bavard
 beau/belle
 beau-frère le
 beau-père le
 bébé le
 belle-mère la
 belle-sœur la
 bête
 bouclé
 carte d'identité l'(f)
 célèbre
 chat le
 cher
 cheval le
 cheveux les(m)
 chien le
 cochon d'inde le
 connaître
 copain le
 copine la
 date de naissance la
 dame la
 demi-frère le
 demi-sœur la
 enfant l'(m/f)
 écrire
 égoïste
 fâché
 famille la
 femme la
 fille la
 fils le
 frère le
 garçon le
 gentil
 grand-mère la
 grands-parents les (m)
 grand-père le
 heureux
 homme l'(m)
 jeune
 joli
 lapin le
 lieu le
 lunettes les (f) (de soleil)
 madame
 mademoiselle
 maman la
 mari le
 méchant
 mère la
 monsieur
 nationalité la

né... le
 nez le
 nom le
 nom de famille le
 oiseau l'(m)
 oncle l'(m)
 papa le
 parents les(m)
 passeport le
 pénible
 père le
 personnalité la
 petit(e) ami(e) le/la
 poisson rouge le
 poli
 porter
 prénom le
 riche
 sens d'humour le
 signer
 sœur la
 souris la
 sympa
 tante la
 timide
 tranquille
 triste
 voisin le
 visage le

Different family situations

divorcé
 malheureux
 marié
 mort
 naissance la
 séparé
 seul

Relationships within the family

adulte l'(m/f)
 ami /e l'(m/f)
 amour l'(m)
 bavarder
 critiquer
 (se) disputer
 (s')entendre
 gens les (m)
 (s')habituer à
 identité l'(f)
 loger
 personne la
 pleurer

rapports les (m)
remercier
rendez-vous le
rire
sourire

Future plans regarding marriage / partnership

attendre
hésiter
(se) marier
partenaire idéal le

Contribution to the wider community

contribuer
personnes désavorisées les (f)

Social issues and equality

battre
chômage le
il s'agit de
pauvre
refuser
respecter
responsabilité la
sans travail
sécurité la
sondage le
vandalisme le
vérité la

LEISURE

Free Time and the Media

Free time activities at home

(à) l'appareil (m)
(s') amuser
appel l'(m)
bande dessinée la
favori
feuilleton le
guitare la
idée l'(f)
jeu le (de cartes / de société)
jeu le (vidéo)
jouer
jouet le

journal le
lecteur MP3 le
lecteur DVD le
lecture la
lire
musique la (classique / pop / rap / rock)
numéro le (de téléphone)
ordinateur l' (m)
passe-temps le
portable le
publicité la
recevoir
regarder
série la
site le (aller sur)
surfer
surprise-partie la
taper
technologie la
télévision la
temps libre le
texto le

Free time activities outside the home

accompagner
aller
ballon le
basket le
billet le
boules les (f)
centre commercial le
centre de sport le
chanson la
chanter
chanteur / euse le/la
cinéma le
coin le
comédie la
concours le
courir
cyclisme le
danser
dessin animé le
ensemble
équipe l'(f)
équitation l'(f)
fana le/la (être ...de)
film d'aventures le
film de guerre le
film d'horreur le
film policier le
film romantique le
film de science-fiction le

gagner
groupe le
gymnastique la
laisser
membre le
nager
natation la
orchestre l'(m)
patin à roulettes le
patinage le
patiner
patinoire la
pêche la
ping-pong le
pique-nique le
piscine la
planche à voile la
(se) promener
(se) rencontrer
retourner
sauter
séance la
skate le
ski nautique le
sortir
sous-titré
spectateur le
sportif
sports d'hiver les (m)
sports nautiques (m)
stade le
surf le (de neige)
théâtre le
vedette la
venir
version la (originale / française)
voile la
voir
volley le
VTT le

Money for free time activities

argent l' (m) (de poche)
banque la
billet le
carte de crédit la
échanger
faire des économies
libre
livre sterling le
mettre de l'argent à côté
monnaie la
pièce la
valeur la

Shopping, fashion and trends

achat l' (m)
 acheter
 besoin le (avoir...de)
 bijouterie la
 blouson le
 bon marché
 boucherie la
 boulangerie la
 boutique la
 cadeau le
 caisse la
 ceinture la
 chapeau le
 charcuterie la
 chaussette la
 chaussure la
 chemise la
 choisir
 choix le
 client le
 coiffeur / euse le/la
 confiserie la
 couleur la
 cravate la
 démodé
 dépenser
 donner
 entrée l'(f)
 envoyer
 épicerie l'(f)
 essayer
 faire les courses (f)
 faire les magasins (m)
 gant le
 gratuit
 hypermarché l'(m)
 imper(méable) l'(m)
 jean le
 jupe la
 librairie la
 magasin le
 maillot de bain le
 maison de la presse la
 manteau le
 maquillage le
 marchand le (de fruits et de légumes)
 marché le
 mode la (à...)
 montre la
 paire la
 pantalon le
 parapluie le
 parfum le

parfumerie la
 pâtisserie la
 poche la
 portefeuille le
 porte-monnaie le
 poste la
 pousser
 promotion la (en ...)
 pull le
 pyjama le
 rayon le
 réduit
 remplir
 robe la
 rouge à lèvres le
 sac le (à main)
 sandale la
 shampooing le
 short le
 soldes les (m)
 sortie la
 supermarché le
 sweat (-shirt) le
 tirer
 toucher
 vendre
 veste la
 vêtements les (m)
 vitrine la

Advantages and Disadvantages of new technology

avantage l'(m)
 clavier le
 cliquer
 désavantage le
 écran l'(m)
 inconvénient l'(m)
 risque le

HOLIDAYS

Countries, nationalities and geographical locations.

Afrique l' (f)/africain
 Algérie l'(f)/algérien
 Allemagne l'(f)/allemand
 Amérique l'(f)/américain
 Angleterre l'(f)/anglais
 Australie l'(f)/australien
 Belgique la/belge
 Canada le/canadien

Chine la/chinois
 Ecosse l'(f)/écossais
 Espagne l'(f)/espagnol
 Etats-Unis les (m)
 Grande-Bretagne la/britannique
 Irlande l' (f)/irlandais
 Italie l'(f)/italien
 Maroc le/marocain
 Pays de Galles le/gallois
 Pologne la/polonais
 Portugal le/portugais
 Suisse la/suisse
 Tunisie la/tunisien

Atlantique l'(m)
 Douvres
 Edimbourg
 Londres
 Manche la
 Méditerranée la

Plans, preferences, experiences

aéroport l'(m)
 air l'(m) (en plein)
 (s') approcher
 ascenseur l'(m)
 auberge de jeunesse l'(f)
 avion l'(m)
 bagages les (m)
 bain le
 balcon le
 caravane la
 chambre la
 chambre la (à deux lits)
 chambre la (de famille)
 chambre la (double)
 chambre la (pour une personne)
 colonie de vacances la
 compris
 confirmer
 confort le
 demi-pension la
 différence la
 dortoir le
 douche la
 étranger l'(m)
 gîte le
 horaire l'(m)
 hôtel l'(m)
 lavabo le
 logement le
 louer
 marcher
 (se) mettre en route

monde le
partager
pension complète la
recommander
renseignements les (m)
réserver
sac de couchage le
salle de bains la
savon le
sortie de secours la
syndicat d'initiative le
tente la
touriste le/la
vacances les (f)
valise la
visite la (guidée)
visiter
vue de mer la

Tourist attractions

(se) baigner
bateau le
bord de la mer le
(se) bronzer
bureau des renseignements le
château le
douane la
drapeau le
encore
guichet le
lac le
loisir le
mer la
office de tourisme l'(m)
piste la
plage la
projet le
sable le
spectacle le
tourisme le
vraiment

Getting around

agence de voyages l' (f)
aller retour l'(m)
aller simple l'(m)
arrivée l'(f)
auto l'(f)
autobus l'(m)
autoroute l' (f)
aventure l'(f)
camion le
car le
carnet le

carrefour le
carte la
carte postale la
casser
chauffeur le
chercher
classe la
composter
conduire
consigne la
coûter
départ le
durer
employé(e) l'(m/f)
endroit l'(m)
essence l'(f)
étranger l'(m) (à...)
expliquer
feux rouges les (m)
gare la
gare routière la
(se) garer
lentement
ligne la
location de voitures la
mobylette la
moto la
partir
passager le
passant le
péage le
permis de conduire le
pièce d'identité la
pied le (à...)
piéton le
plan de ville le
pressé
prêt
promenade la
quai le
quitter
randonnée la
rapide
régional
réservation la
revenir
rond-point le
rue la
salle d'attente la
séjour le
sens interdit
sens unique
stationner
station service la
suivre
supplément le

tarif réduit le
tourner
véhicule le
voiture la
vol le
voler
voyage le
voyager
voyageur le

Eating Out

addition l'(f)
assiette l' (f)
boisson la
commander
entrée l'(f)
indien
japonais
menu le (à prix fixe / touristique)
mixte
plat le (du jour / principal)
pourboire le
service le (compris)
tasse la

HOME AND ENVIRONMENT

Home and Local Area

Home, where it is and what it is like

appartement l'(m)
armoire l'(f)
(s') asseoir
bibliothèque la
bureau le
cave la
chaise la
chauffage central le
clé la
confortable
couloir le
cuisinière la
descendre
dormir
entrer
escalier l'(m)
étage l'(m)
fenêtre la
feu le
four le (à micro-ondes)
frigo le
jardin le

lampe la
lave-vaisselle le
lit le
machine à laver la
maison la (individuelle /
jumelée)
mettre
meuble le
miroir le
monter
mur le
pelouse la
pièce la
placard le
plafond le
plante la
porte la
réveil le
rez-de-chaussée le
rideau le
salle à manger la
salle de séjour la
salon le
serviette la
sous-sol le
tableau le
tapis le
téléphone le
téléphoner
terrasse la
toit le
vestibule le

Daily Routine on weekdays and at weekends

cantine la
(se) coucher
(se) doucher
(s') habiller
heure du déjeuner l'
(se) laver
(se) lever
(se) réveiller

Helping around the house

débarrasser
faire du babysitting
faire du jardinage
faire la lessive
faire le ménage
faire la vaisselle
garder
laver la voiture
mettre la table

mettre le couvert
nettoyer
passer l'aspirateur (m)
ranger

Festivals and Special Occasions

boum la
fête la
mariage le
Noël
Nouvel An le
Pâques

Town, neighbourhood and region, where it is and what it is like

arbre l'(m)
arrêt l'(m)
bâtiment le
calme
cathédrale la
champ le
code postal le
colline la
commissariat le
église l'(f)
ferme la
fleur la
habitant l'(m)
habiter
historique
hôtel de ville l'(m)
île l'(f)
immeuble l'(m)
industrie l'(f)
industriel
jardin public le
métro le
montagne la
montrer
musée le
parc le
parking le
place la
pont le
privé
quartier le
rivière la
trottoir le
(se) trouver
usine l'(f)
vache la
vie la

Facilities for young people

bowling le
boîte de nuit la
club des jeunes le
terrain de sport le

ENVIRONMENT

Current problems facing the planet

circulation la
déchets les (m)
environnement l'(m)
jeter
pétrole le
pollué
problème le
sale

Being environmentally friendly within the home and local area

boîte la (en carton)
centre de recyclage le
cultiver
piste cyclable la
propre
poubelle la
protéger
recyclable
sauver
sans plomb
transports en commun les (m)
zone piétonne la
sac en plastique le

WORK AND EDUCATION

School/college and future plans

What school/college is like

affaires les (f)
cahier le
calculatrice la
collège le
cour la
crayon le
dictionnaire le

école l'(f) (primaire /
secondaire)
en première
en seconde
en sixième
en terminale
laboratoire le
livre le
lycée le (technique)
pause la
perdre
photocopie la
recréation la
règle la
salle de classe la
stylo le
tableau (blanc interactif) le

Routine and extra-curricular activities

commencer
comprendre
copier
demander
dessiner
discuter
étudier
exemple l' (m)
finir
penser
poser
préparer
rentrée la
réviser
savoir
scolaire
vélo le

Subjects, teacher/lecturers and work related learning

biologie la
chimie la
cours le
dessin le
difficile
directeur/directrice le/la
échange l'(m)
élève l'(m/f)
étudiant l'(m)
facile
français le
géographie la
histoire l'(f)
informatique l'(f)

instituteur/institutrice l' (m/f)
langue la
leçon la
lecture la
mathématiques les
matière la
note la
physique la
pouvoir
professeur le
trimestre le
utiliser
vocabulaire le

Rules and Uniform

apprendre
défense de
détail le
détester
devoir
droit le
écouter
emploi du temps l'(m)
faire attention
mot le
organiser
parler
règlement le
répéter
réponse la
travailler
travailleur
uniforme l'(m)

Pressures and problems

bac le
devoirs les (m)
difficulté la
encourager
études les (f)
examen l'(m)
inquiet
oublier
passer
résultat le

What changes could be made to the school / college

foyer le
salle des jeux la

Plans for future study or work

apprenti/e l'(m/f)
apprentissage l'(m)
carrière la
université l'(f)

CURRENT AND FUTURE JOBS

Looking for and getting a job

boulot le
candidat le
certificat le
certainement
chef le
emploi l'(m)
formulaire le
patron le
propriétaire le/la
rêve le
stage (en entreprise) le
travail le

Work Routine

collègue le/la
conférence la
répondre

Communication within the workplace

boîte aux lettres la
enveloppe l'(f)
lettre la
paquet le
(se) rappeler
timbre le

Advantages and disadvantages of different jobs

acteur/actrice l'(m/f)
avenir l'(m)
bien payé
boucher le
boulangier le
caissier/caissière le/la
décider
devenir
distribuer
docteur le

électricien l' (m)
entreprise l'(f)
épicier l'(m)
facteur le
fermier le
hôtesse de l'air l' (f)
infirmier / infirmière l'(m/f)
ingénieur l' (m)
livrer
mal payé
mécanicien le
musicien le
policier le
plombier le
programmeur le
salaire le
secrétaire le/la
serveur / euse le/la
technicien le
varié
vendeur / euse le/la

Higher Tier

LIFESTYLE

HEALTH

Eating and Drinking Habits

à la carte
à peine
à point
agneau l'(m)
ail l' (m)
amer
ananas l'(m)
apéritif l'(m)
bien cuit
canard le
carafe la
casse-croûte le
casserole la
concombre le
côtelette la
crevette la
cru
crudités les (f)
dégoutant
dégustation la
épais
épicé
escargot l'(m)
farine la
gigot d'agneau le
gratin dauphinois le
huître l'(f)
laitue la
noix la
oignon l'(m)
ouvre-boîte l'(m)
pamplemousse le
piquant
prune la
saignant
salé
saumon le
savoureux
tire-bouchon le
truite la
veau le
vinaigre le

Healthy and unhealthy lifestyles

activité physique l'(f)
alimentation saine l'(f)

avertir
(se) détendre
(s') entraîner
épuiser
faire la grasse matinee
gâcher
ivre
matières grasses les (f)
mener
(se) passer
sauvegarder
sommeil le (avoir)

Issues concerning smoking, alcohol and drugs

accro
alcoolisé
alcoolique
alcoolisme l' (m)
crise cardiaque la
désintoxiquer
foie le
hors d'haleine
piqûre la
poumon le
renoncer
repandre connaissance
respirer
revendeur le
tabagisme le
toxicomane le/la
veine la
voler (steal)

Common illnesses and their treatment

amende l' (f)
assurance l'(f)
avalier
aveugle
(se) brûler
(se) couper
cheville la
coup de soleil le
douleur la
écraser
(s')endormir
enrhumé
guérir
insolation l'(f)
ordonnance l'(f)
os l'(m)
peau la
piquer

pneu le (crevé)
poids lourd le
poitrine la
priorité la
renverser
sang le
sparastrap le
tuer
verglas le
vérifier
volant le

Relationship and Choices

Information about self, family and friends

actif
animé
caractère le
compréhensif
(se) débrouiller
de mauvaise humeur
déprimé
élégant
fier
fou
jumeau le
jumelle la
laid
maigre
maladroit
(se) mettre en colère
mignon
nerveux
neveu le
nièce la
pessimiste
petite-fille la
petit-fils le
plaire
raide
retraite la (à ...)
veuf le
veuve la
vif

Different family situations

ado l' (m/f)
baiser
bonheur le
célibataire le
déçu
monoparental
mourir

naître
(se) séparer

Relationships with family and friends

compter sur
douter
effrayant
ennui l'(m)
gêner
étonnant
étrange
jaloux
jeunesse la
reconnaissant
réfléchir
rêver

Future plans regarding marriage/partnership

alliance l'(f)
bague la
épouser
féliciter
fêter
fiançailles les (f)
fiancé
noces les (f)
plaisir le
tomber amoureux de

Contributions to the wider community

consacrer
organisation caritative l'(f)
réaliser
surveiller
travail bénévole le

Social issues and equality

agresser
attaque l'(f)
bande la
brutaliser
cacher
chrétien
conseil le
coupable
déranger
dette la
droits de l'homme les (m)
égal
égalité l'(f)

enlèvement l' (m)
enquête l'(f)
espoir l'(m)
esprit l'(m)
envahir
éviter
exclus
gêner
humilier
illégal
immigré l'(m)
inconnu
jugement le
juif
libertés civiques les (f)
lutter
manifestation la
menacer
moral le
mosquée la
musulman
nostalgie la
offre d'emploi l'(f)
pauvreté la
(se) plaindre
racaille la
racisme le
réfugié le
sans-abri les (m)
sans domicile
sans ressources
sentiment le
sida le
témoin le
vol le (theft)
voyou le

LEISURE

Free Time and the Media

Free time activities at home

actualités les (f)
annuler
antenne l'(f)
blogueur le
boîte aux lettres électronique
(blé) la
caméscope le
chaîne la
console de jeu la
courrier électronique le
dérouler ..en bas / en haut
deviner

échecs les (m)
écran tactile l'(m)
effacer
enregistrer
feuilleter
fléchettes les (f)
icône l'(f)
imprimer
lien le
magnétoscope le
marre (en avoir)
mettre en ligne
moniteur le
mots croisés les (m)
page d'accueil la
pile la
platine laser la
poste de travail le
prise la
quotidien
réseau le
télécharger
téléspectateur le
traitement de texte le

Free time activities outside the home

alpinisme l'(m)
canoë kayak le
commencement le
course la
cybercafé le
distractions les (f)
(s') ennuyer
escalade l'(f)
événement l'(m)
feu d'artifice le
gymnase le
lancer
lourd
marquer (un but)
mi-temps la
muscultation la (faire de)
planche de surf la
plongée sous-marine la
réunion la
sommet le
suggérer
tournée la

Money for free time activities

distributeur automatique le

reçu le
reste le

Shopping, fashion, trends

Shopping

bijou le
bouton le
chariot le
chemisier le
commerçant le
comptoir le
déchirer
écharpe l'(f)
emballer
escalier roulant l'(m)
être remboursé
faire du lèche-vitrine
fermeture la (annuelle)
fleuriste le/la
genre le
grille de sécurité la
jour férié le
libre-service le
piercing le (à l'oreille)
poissonnerie la
pull à capuche le
réclame la (en)
rembourser
remplacer
remporter (un prix)
tatouage le

Advantages and Disadvantages of New Technology

anonyme
contrôler
pédagogique

HOLIDAYS

Plans, preferences, experiences

bloc sanitaire le
chambre d'hôte la
climatisation la
loyer le
niveau le
paraître

Tourist attractions

parc d'attractions le
paysage le
remarquer
station balnéaire la
station de ski la
tour la

Getting around

aire de repos l'(f)
atterrir
casque le
chemin de fer le
correspondance la
décoller
déviation la
diriger
doubler
en provenance de
état l'(m)
frontière la
indiquer
manquer
marée la
panneau le
passage à niveau le
ralentir
routier le
trajet le
traversée la

Eating Out

avis l'(m)
bistro le
brasserie la

HOME AND ENVIRONMENT

Home, where it is and what it is like

allumer
appuyer
arrondissement l'(m)
bricolage le
concierge le
couverture la
donner sur
échelle l'(f)
étagère l'(f)
entouré
éteindre

fauteuil le
grenier le
haie la
horloge l'(f)
jumelé
lits superposés les (m)
moquette la
robinet le
spacieux
 tiroir le
volet le

Daily Routine on weekdays and weekends

(se) dépêcher
(se) raser

Helping around the house

repasser
tondre (la pelouse)

Festivals and Special Occasions

baptême le
jour de l'an le
Saint-Sylvestre la
Toussaint la

Town, neighbourhood and region, where is it and what is it like

bruyant
dur
espaces verts les (m)
feuille la
fontaine la
forêt la
herbe l'(f)
inondation l'(f)
jardin zoologique le
palais le
pittoresque
sans intérêt
terre la

ENVIRONMENT

Current problems facing the planet

augmenter
charbon le

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

Being environmentally friendly within the home and local area

emballage l'(m)
ramasser

WORK AND EDUCATION

School/College and Future Plans

What school / college is like

bien équipé
car de ramassage le
mal équipé
maternelle la
salle d'informatique la
salle des professeurs la

Routine and extra-curricular activities

activités extra-scolaires les (f)
activités sportives les (f)
arts ménagers les (m)
assister à

façon la
tournoi le

Subjects, teachers/lecturers and work related learning

connaissance la
couramment
diplôme le
doué
enseigner
explication l'(f)
instruction civique l'(f)
instruction religieuse l'(f)
langues vivantes les (f)
traduire
troisième âge le

Rules and uniform

empêcher
permettre
punir
retenue la
(se) taire
utiliser

Pressures and problems

confiance la
échouer
ennui l'(m)
enthousiasme l'(m)
frapper
incivilités les (m)
mentir
redoubler
réussir
souci le
surchargé
tâche la
thème le
victime la

What changes could be made to school

horaire flexible l'(m)

Plans for future study or work

année sabbatique l'(f)
faculté la
licence la

CURRENT AND FUTURE JOBS

Looking for and getting a job

améliorer
assurer
avertissement l'(m)
contrat le
cours professionnel le
demande d'emploi la
entretien l'(m)
épreuve l'(f)
foire d'exposition la
licencier
offre d'emploi l'(f)
programme le (de formation)

Work routine

fabriquer
grève la
satisfaire
syndicat le

Communications within the workplace

annuaire l'(m)

Advantages and disadvantages of different jobs

auteur l'(m)
avocat l'(m)
cadre le
comptable le
écrivain l'(m)
enrichissant
femme de ménage la
homme au foyer l'(m)
informaticien l'(m)
interprète l'(m/f)
jardinier le
loi la
maçon le
mannequin le
ouvrier l'(m)
vétérinaire le/la

Alphabetical Vocabulary List – Foundation

A

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

aller simple l' (m)
allô
alors
américain
Amérique l'(f)
ami l' (m)
amie l' (f)
amical
amitiés les (f)
amour l' (m)
amusant
(s') amuser
an l' (m)
anglais
Angleterre l'(f)
animé
année l' (f)
anniversaire l' (m)
annonce l' (f)
août
appartement l' (m)
appel l' (m)
(s') appeler
appétit l' (m)
apprendre
apprenti/e l' (m/f)
apprentissage l' (m)
après
après-demain
après-midi l' (m)
(s') approcher
arbre l' (m)
argent ...de poche l' (m)
armoire l' (f)
arrêt ...d'autobus l' (m)
(s') arrêter
arrivée l' (f)
ascenseur l' (m)
aspirine l' (f)
(s') asseoir
assez
assiette l' (f)
Atlantique l'(m)
attendre
au bord de
au bout de
au dehors de
au fond de
au milieu de
au moins
au revoir
au secours
auberge de jeunesse l'(f)
aujourd'hui

auparavant
aussi
Australie l'(f)
Australien
auto l' (f)
automne l' (m)
autoroute l'(f)
autour de
autre
(en) avance
avant
avantage l' (m)
avant-hier
avec
avec plaisir
avenir l' (m)
aventure l' (f)
avion l' (m)
avoir
avril

B

bac le
bagages les (m)
baguette la
(se) baigner
bain le
balcon le
ballon le
banane la
bande dessinée la
banque la
barbant
barbe la
bas
basket le
bateau le
bâtiment le
battre
bavard
bavarder
beau
beaucoup
beau-fils le
beau-frère le
beau-père le
bébé le
belge
Belgique la
belle-fille la
belle-mère la
belle-sœur la
besoin avoir ... de

bête	bowling le	centimètre le
béton le	bras le	centre commercial le
beurre le	bravo	centre de recyclage le
bibliothèque la	brique la (en)	centre de sport le
bien	britannique	centre-ville le
bien sûr	(se) bronzer	cependant
bien payé	brosse à dents la	céréales les (f)
bientôt	(se) brosser les dents / les	cerise la
bienvenue la	cheveux	certainement
bière la	brouillard le	certificat le
bifteck le	bruit le	CES le
bijouterie la	brun	c'est-à-dire
billet le	bureau le	chaise la
biologie la	bureau des renseignements le	chambre la (double / de famille / pour une personne / à deux lits)
biscuit le	C	champ le
blanc	ça	champignon le
blessé	ça dépend	chance la
bleu	ça fait combien	chanson la
blond	ça m'énerve	chanter
blouson le	ça ne va pas	chanteur le
bœuf le	ça s'écrit comment	chanteuse la
boire	ça va	chapeau le
bois le	cadeau le	chaque
boisson la	café le	charcuterie la
boîte en carton la	cahier le	chat le
boîte aux lettres la	caisse la	château le
boîte de nuit la	caissier/caissière le/la	chaud
bol le	calculatrice la	chauffage central le
bon	calme	chauffeur le
bon anniversaire	camion le	chaussette la
bon appétit	campagne la	chaussure la
bon marché	Canada le	chef le
bon voyage	canadien	chemise la
bon week-end	candidat le	cher
bonbon le	cantine la	chercher
bonjour	car	cheval le
bonne année	car le	cheveux les (m)
bonne chance	caravane la	chez
bonne fête	carnet le	chic
bonne idée	carotte la	chien le
bonne nuit	carrefour le	chimie la
bonnes vacances	carrière la	Chine la
bonsoir	cartable le	chinois
bord (de la mer) le	carte la	chips les (m)
bouche la	carte de crédit / bancaire /	chocolat le
boucher le	d'identité la	chocolat chaud le
boucherie la	carte postale la	choisir
bouclé	carton le	choix le
boucle d'oreille la	casse-pieds	chômage le
boucler le	casser	chose la
boulanger le	cassette la	chou le
boulangerie la	cathédrale la	chouette
boules les f	cave la	chou-fleur le
boulot le	célèbre	cidre le
boum la		ciel le
bouteille la		
boutique la		

cinéma le
circulation la
citron le
clair
classe la
clavier le
clé la
client le
cliquer
climat le
club des jeunes le
coca le
cochon d'inde le
code postal le
cœur le
coiffeur le
coiffeuse la
coin le
collectionner
collège le/la
collègue le
colline la
colonie de vacances la
combien
comédie la
comique
commander
comme
comme ci comme ça
commencer
comment
commerce le
commissariat le
complet
compliqué
composer
composé de
composter
comprendre
comprimé le
compris
concours le
conduire
confirmer
confiserie la
confiture la
confort
confortable
connaître
consigne la
contacter
content
contre
copain le
copine la
copier

corps le
correspondant le
corriger
côte la
coton le
cou le
(se) coucher
couleur la
couloir le
cour la
courir
cours les (f) (faire les...)
cours le
court
couteau le
coûter
cravate la
crayon le
crème la (solaire)
crêpe la
critiquer
croissant le
cuillère la
cuisine la
cuisinière la
cultiver
cyclisme le

D

d'abord
d'accord
d'habitude
dame la
dangereux
dans
danser
de
de bonne heure
de chaque côté
de l'autre côté
de rien
de temps en temps
de toutes côtés
débarrasser
début le
décembre
déchets les (m)
décider
défense de
degré le
déjà
déjeuner le
délicieux
demain
demander

déménager
demi
demi-frère le
demi-pension la
demi-sœur la
démodé
dent la
dentifrice le
dentiste le
départ le
dépenser
depuis
dernier
derrière
désagréable
désavantage le
descendre
désirer
désolé
dessin le
dessin animé le
dessiner
détail le
détester
devant
devenir
devoir
devoirs les (m)
différence la
différent
difficile
difficulté la
dimanche
dîner le
dire
directeur le
directrice la
discuter
(se) disputer
disque le compact
distribuer
divorcé
dizaine la
docteur le
documentaire le
doigt le
dommage le
dont
donner
dormir
dortoir le
dos le
douane la
douche la
(se) doucher
Douvres

doux
douzaine la
drapeau le
drogue la
(se) droguer
droit le
droite la (à droite)
drôle
durer

E

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

encore une fois
encourager
endroit l' (m)
enfant l' (m/f)
enfin
ennuyeux
ensemble
ensoleillé
ensuite
(s') entendre
entre
entrée l' (f) (...libre)
entreprise l'(f)
entrer
enveloppe l' (f)
envie l' (f)
environ
environnement l' (m)
envoyer
épaule l' (f)
épicerie l' (f)
épicier l' (m)
équilibré
équipe l' (f)
équitation l' (f)
erreur l' (f)
escalier l' (m)
espace l' (m)
Espagne l' (f)
espagnol
espérer
essayer
essence l' (f)
est l' (m)
estomac l' (m)
et
étage l' (m)
Etats-Unis les (m)
été l' (m)
étoile l' (f)
étonné
étranger l' (m)
être
étude l' (f)
étudiant l' (m)
étudier
examen l'(m)
excursion scolaire l' (f)
(s') excuser
excusez-moi
exemple l' (m)
expliquer
extra

F

fâché
facile
facteur le
faible
faim la
faire
faire attention
faire beau
faire des économies
faire du babysitting
faire du jardinage
faire mauvais
famille la
fana le/la (de)
fantastique
fatigant
fatigué
faute la
faux
favori
félicitations
femme la
fenêtre la
ferme la
fermé
fermer
fermier le
fête la
feuilleton le
feu le
feux rouges les (m)
février
fièvre la
fille la
film d'aventures le
film de guerre le
film d'horreur le
film policier le
film romantique le
film de science-fiction le
fils le
fin la
finir
fleur la
fois la
foncé
forme la
formidable
formulaire le
fort
four le ... à micro-ondes
fourchette la
frais
fraîche

fraise la
framboise la
français
franchement
frapper
frère le
frigo le
frites les (f)
froid
fromage le
fruits de mer les (m)
fumer
fumeur / non-fumeur

G

gagner
gallois
gant le
garçon le
garder
gare la
gare routière la
(se) garer
gâteau le
gauche
gaz le
geler
généralement
génial
genou le
gens les (m)
gentil
géographie la
gîte le
glace la
gorge la
goût le
goûter le
gramme le
grand
Grande-Bretagne la
grand-mère la
grands-parents les (m)
grand-père le
gras
gratuit
grave
grippe la
gris
gros
groupe le
guichet le
guitare la
gymnastique la

H

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

I

ici
idée l' (f)
identité l' (f)
île l' (f)
il faut
il me faut
il me reste
il n'y a pas
il s'agit de
il y a
image l' (f)
immeuble l' (m)
impatient
imperméable l' (m)
inconvenient l' (m)
indien
indiquer
individuel
industrie l' (f)
infirmier l' (m)
infirmière l' (f)
informatique l' (f)
ingénieur l' (m)

inquiet
(s') inquiéter
instituteur l' (m)
institutrice l' (f)
interdit
intéressant
(s')intéresser à
inutile
irlandais
Irlande l' (f)
Italie l' (f)
italien

J

jamais
jambe la
jambon le
janvier
japonais
jardin le
jardin public le
jardinage le
jaune
jean le
jeter
jeu le
jeu le de cartes / de société
jeudi
jeune
jeu vidéo le
joli
jouer
jouet le
jour le
journal le
journée la
joyeux
juillet
juin
jupe la
jus le (de fruit / d'orange)
jusqu'à
juste

K

kilo le
kilomètre le

L

là
là-bas
laboratoire le
lac le

laine la
laisser
lait le
lampe la
langue la
lapin le
large
lavabo le
(se) laver
lave-vaisselle le
leçon la
lecteur - DVD le
lecteur - MP3 le
lecture la
légume le
lendemain le
lentement
lessive la ... faire la
lettre la
(se) lever
librairie la
libre
ligne la
limonade la
lire
liste la
lit le
litre le
lieu le
livre le
livre sterling le
livrer
location la (de voitures)
logement le
loger
loin
loisir le
Londres
longueur la
longtemps
louer
lundi
lunettes les (f) (de soleil)
lycée le (technique)

M

machine à laver la
madame
mademoiselle
magasin le
magasins (faire les)
magnifique
mai
maillot le (de bain)
main la

maintenant
mairie la
mais
maison la (individuelle / jumelée)
maison la des jeunes
maison de la presse la
mal de tête le
mal payé
malade
maladie la
malheureusement
malheureux
maman la
Manche la
manger
manteau le
maquillage le
marchand le (de fruits et de légumes)
marché le
marcher
mardi
mariage le
mari le
mairie la
marié
(se) marier
Maroc le
marocain
marron
mars
maths les (f)
matière la
matin le
matinée la
mauvais
mécanicien le
méchant
médecin le
médicament le
Méditerranée la
meilleur
meilleurs vœux
membre le
même
ménage le (faire le)
menu le
menu à prix fixe le
menu touristique le
mer la
merci
mercredi
mère la
merveilleux
mesurer

métal le
météo la
métier le
mètre le
métro le
mettre à la poste
(se) mettre en route
mettre la table
meuble le
midi
mieux
mignon
mince
minuit
minute la
miroir le
mixte
mobylette la
moche
mode la
moderne
moins
moins...que
mois le
moment le
Mon Dieu
monde le
monnaie la
monsieur
montagne la
monter
montre la
montrer
morceau le
mort la
mot le
moto la
motocycliste le
moyen
mur le
musée le
musicien le
musique la (pop / classique / rap / rock)

N

nager
naissance la
natation la
nationalité la
né
né le.....
ne...jamais
ne...pas
ne...personne

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

O

obésité l' (f)
obligatoire
occasion l' (f)
occupé
octobre
odeur l' (f)
oeil l' (m)
oeuf l' (m)
office de tourisme l' (m)
oiseau l' (m)
oncle l' (m)
optimiste
orchestre l' (m)
ordinaire
ordinateur l' (m)
oreille l' (f)
ou
où
oublier
ouest l' (m)
oui
ouvert
ouvrir

P

pain le (grillé)
paire la

pantalon le
papa le
papier le
Pâques
paquet le
par chance
par contre
par exemple
par hasard
parapluie le
parc le
parce que
pardon
parents les
parfait
parfois
parfum le
parfumerie la
parking le
parler
paresseux
partager
partenaire le (idéal)
partie la
partir
partout
pas
pas du tout
pas encore
pas mal de
passager le
passé le
passant le
passeport le
passer un examen
passer l'aspirateur
passer le temps à
passe-temps le
passionnant
pastilles les (f)
pâté le
pâtes les (f)
patin à roulettes le
patinage le
patiner
patinoire la
pâtisserie la
patron le
pause la
pauvre
pays le
Pays de Galles le
péage le
pêche la
pelouse la
pendant

pendant que
pénible
penser
pension complète la
perdre
père le
permis le (de conduire)
personnalité la
personne la
peser
pessimiste
petit
petit ami le
petite amie la
petit déjeuner le
petits pois les (m)
pétrole le
peu
peur la
peut-être
pharmacie la
pharmacien le
photocopie la
phrase la
physique la
pièce la
pièce d'identité la
pied le
piéton le
pique-nique le
piscine la
piste la (cyclable)
placard le
place la
plafond le
plage la
plaire
plan le (de ville)
planche à voile la
plante la
plastique le
plat le (du jour /principal)
plein
plein de vie
pleurer
pleuvoir
plombier le
pluie la
plus
plus tard
plus...que
pluvieux
pointure la
poire la
poisson le (rouge)
poivre le

poli
 policier le
 pollué
 pollution la
 Pologne la
 polonais
 pomme la
 pomme de terre la
 pont le
 populaire
 porc le
 portable le
 porte la (d'entrée)
 portefeuille le
 porte-monnaie le
 porter
 portugais
 Portugal le
 poser (des questions)
 positif / positive
 poste la
 potable / non potable
 poubelle la
 poulet le
 pour
 pourboire le
 pourquoi
 pousser
 pouvoir
 pratique
 préférence la
 préférer
 premier
 premier étage le
 prendre
 prénom le
 préparer
 près de
 presque
 pressé
 prêt
 printemps le
 privé
 prix le (fixe)
 problème le
 prochain
 professeur le
 profond
 programmeur le
 projet le
 promenade la (faire une)
 (se) promener
 promotion la (en...)
 propriétaire le/la
 protéger
 publicité la

puis
 pull le
 pyjama le

Q

quai le
 qualité la
 quand
 quantité la
 quart
 quartier le
 qu'est-ce que
 qu'est-ce qui
 qu'est-ce que c'est
 que
 queue la
 que veut dire
 quel /quelle
 quelquefois
 qui
 quitter
 quoi

R

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

repas le
 répéter
 répondre
 réponse la
 (se) reposer
 réservation la
 réserver
 respecter
 responsabilité la
 rester
 résultat le
 retard le
 retour le
 retourner
 réveil le
 (se) réveiller
 revenir
 réviser
 rez-de-chaussée le
 riche
 rideau le
 ridicule
 rien
 rire
 risque le
 rivière la
 riz le
 robe la
 rond
 rond-point le
 rose
 rôti
 rouge
 rouge à lèvres le
 rouler
 rue la

S

sable le
 sac le
 sac en plastique le
 sac à main le
 sac de couchage le
 sain
 Saint-Valentin la
 saison la
 salade la
 salaire le
 sandale la
 sans
 sans plomb
 sans travail
 santé
 santé la (en bonne santé)
 sapeurs-pompiers les (m)

saucisse la
 saucisson le
 sauf
 sauter
 sauver
 savoir
 savon le
 science-fiction la
 scolaire
 séance la
 sec
 secondaire
 seconde la
 secrétaire la
 secours le
 sécurité la
 séjour le
 sel le
 semaine la
 sembler
 sens de l'humour le
 sens interdit
 sens unique
 sensass
 (se) sentir
 séparé
 septembre
 série la
 serveur le
 serveuse la
 serviette la
 servir
 seul
 seulement
 shampooing le
 short le
 si
 signer
 s'il te / vous plaît
 simple
 sirop le
 site le
 situé
 skate le
 ski le (faire du...)
 ski nautique le (faire du...)
 SNCF la
 sœur la
 soif la (avoir soif)
 soir le
 soirée la
 soldes les (m)
 soleil le
 sondage le
 sonner
 sorte la

sortie la
 sortie de secours la
 sortir
 soudain
 soupe la
 sourire
 souris la
 sous
 sous-titré
 souvent
 spaghettis les (m)
 spécialité la
 spectacle le
 spectateur le
 splendide
 sportif
 sports d'hiver les (m)
 sports nautiques les (m)
 stade le
 stage le (en entreprise)
 stationner
 station-service la
 stupide
 stylo le
 sucre le
 sucré
 sud le
 suffisamment
 Suisse la
 Suisse
 suivant
 suivre
 superbe
 supermarché le
 supplément le
 sur
 sûr
 sur le point de
 surf le (de neige)
 surprise la
 surprise-partie la
 surtout
 sweat (shirt) le
 sympa
 syndicat d'initiative le

T

tabac le
 table la
 tableau (blanc interactif) le
 taille la
 tante la
 taper
 tapis le
 tarif le (réduit)

tard
 tarte la
 tasse la
 technicien le
 technologie la
 téléphone le
 téléphoner
 température la
 tempête la
 temps le
 tente la
 terrain le (de sport / de camping)
 terrasse la
 terrible
 tête la
 texto le
 TGV le
 thé le
 théâtre le
 timbre le
 timide
 tirer
 toilettes les (f)
 toit le
 tomate la
 tomber
 tomber en panne
 tort le (avoir tort)
 tôt
 toucher
 toujours
 tourisme le
 touriste le/la
 touristique
 tourner
 tous
 tousser
 tous les jours
 tout
 tout à coup
 tout de suite
 tout droit
 tout le monde
 toutes directions
 toutes les...minutes
 tout près
 tranche la
 tranquille
 transports en commun les (m)
 travail le
 travailler
 travailleur
 travaux manuels les (m)
 traverser
 trentaine la

très
trimestre le
triste
(se) tromper
trop
trottoir le
trou le
(se) trouver
Tunisie la
tunisien

U

uniforme l' (m)
unique
université l' (f)
usine l' (f)
utile
utiliser

V

vacances les (f)
vache la
valeur la
vaisselle la (faire la vaisselle)
valise la
vandalisme le
vanille la
varié
vedette la
végétarien
véhicule le
vélo le
vendeur le
vendre
vendredi
venir
vent le
ventre le
vérité la
verre le
vers
version la (française / originale)
vert
veste la
vie la
vieux
ville la
vin le
vingtaine
visage le
visite la (guidée)
visiter
vitamine la
vite

vitesse la
vitrine la
vivre
vocabulaire le
voile la
voir
voisin le
voiture la
voix la
voler (fly)
vol le (flight)
volley le
vomir
vouloir
voyage le
voyager
voyageur le
vrai
vraiment
VTT le
vue la (de mer)

W

week-end le

Y

y
yaourt le
yeux les (m)

Z

zone la...piétonne
zut

Alphabetical Vocabulary List – Higher

A

à la carte
à la fois
à peine
à point
à temps partiel
à travers
accro
actif
activité physique l' (f)
activités extra-scolaires les (f)
activités sportives les (f)
actualités les (f)
ado l' (m/f)
agneau l'(m)
agresser
ail l' (m)
ailleurs
ainsi
aire de repos l' (f)
alcoolisme l' (m)
alcoolique
alcoolisé
alimentation saine l' (f)
aller sur un site
alliance l' (f)
allumer
alpinisme l' (m)
améliorer
amende l' (f)
amer
animé
ananas l' (m)
année sabbatique l'(f)
annuaire l'(m)
annuler
anonyme
antenne l'(f)
apéritif l'(m)
argent l' (m) (silver)
arrondissement l'(m)
appuyer
arts ménagers les (m)
assister à
assurance l' (f)
assurer
attaque l' (f)
atterrir
aucun
augmenter
au lieu de
au-dessous
au-dessus

autant
auteur l' (m)
autrement dit
avalier
aveugle
averse l'(f)
avertir
avertissement l'(m)
avis l'(m)
avocat l' (m)

B

bague la
baiser
bande la
banlieue la
baptême le
batterie la
battre
bien cuit
bien équipé
bien entendu
bijou le
bistro le
bizarre
bloc sanitaire le
blogueur le
boîte aux lettres électronique
(blé) la
bonheur le
boucle d'oreille la
bouton le
brasserie la
bricolage le
briller
(se) brûler
brutaliser
bruyant

C

ça me fait rire
ça me plaît
ça m'est égal
ça ne me dit rien
ça suffit
cacher
cadre le
calculatrice la
caméscope le
canard le
canoë kayak le
car de ramassage le

caractère le
carré
casque le
casse-croûte le
casserole la
CDI le
célibataire
c'est dommage
chaîne la
chaleur la
chambre d'hôte la
charbon le
chariot le
chemin de fer le
chemisier le
cheville la
chrétien
climatisation la
commencement le
commerçant le
compréhensif
comptable le
compter sur
comptoir le
concierge le/la
concombre le
confiance la
connaissance la
consacrer
conseil le
console de jeu la
consommation la (modérée)
construire
contrat le
correspondance la
contrôler
côtelette la
couche d'ozone la
coup de soleil le
coupable
(se) couper
couramment
courrier électronique le
cours professionnel le
course la
couvert
couverture la
crevette la
crise cardiaque la
croire
croisière la
cru
crudités les (f)
cuir

cybercafé le

D

de mauvaise humeur
de nouveau
déboisement le
debout
(se) débrouiller
déchiré
décoller
déçu
dégoûtant
dégustation la
demande d'emploi la
(se) dépêcher
déprimé
déranger
dérouler (en bas / en haut)
dès que
(se) déshabiller
désintoxiquer
(se) détendre
détritus les (m)
détruire
dette la
déviation la
deviner
diplôme le
diriger
disparaître
disponible
distractions les (f)
distributeur automatique le
d'occasion
donner un coup de main
donner sur
doubler
doué
douleur la
douter
droits de l'homme les (m)
dur

E

écharpe l' (f)
échecs les (m)
échouer
échelle l'(f)
éclair l' (m)
éclaircie l'(f)
écraser
écrivain l' (m)
effet de serre l'(m)
effacer

effrayant
égal
égalité l'(f)
élégant
emballage l' (m)
emballer
embêtant
embouteillage l' (m)
empêcher
EMT l' (f)
en attendant
en provenance de
endommager
(s') endormir
enlèvement l'(m)
ennui l' (m)
(s') ennuyer
enquête l'(f)
enregistrer
enrhumé
enrichissant
enseignement l' (m)
enseigner
ensuite
entouré
(s') entraîner
entretien l'(m)
envahir
envers
épais
épicé
épouser
épreuve l' (f)
EPS l' (f)
épuiser
escalade l' (f)
escargot l'(m)
escrime l' (f)
espaces verts les (m)
espoir l' (m)
esprit l' (m)
étagère l'(f)
état l' (m)
éteindre
étonnant
étrange
être en train de
être sur le point de
étroit
événement l' (m)
évidemment
éviter
exclus les (m/f)
explication l' (f)

F

fabriquer
fac le
façon
faculté la
farine la
fauteuil le
féliciter
femme de ménage la
fer le
fermeture (annuelle) la
fêter
feu d'artifice le
feuille la
feuilleter
fiançailles les (f)
fiancé
fier
filtrer
fléchettes les (f)
fleuriste le/la
foie le
foire la
fontaine la
forêt la
formation la
fou
frontière la

G

gâcher
gaz carbonique le
gaz d'échappement le
gazon le
gêner
genre le
glisser
grenier le
grève la
grille de sécurité la
grimper
guérir
guerre la
gymnase le

H

haie la
herbe l' (f)
heures d'affluence les (f)
homme au foyer l' (m)
horaire flexible l' (m)
horloge l' (f)
hors d'haleine

huître l' (f)
humilier

I

icône l' (f)
illégal
immigré l'(m)
impressionnant
imprimer
incendie l' (m)
incivilités les (f)
inclure
inconnu
incroyable
informaticien l' (m)
inondation l' (f)
insolation l'(f)
instruction civique l' (f)
interprète (m/f)
ivre

J

jaloux
jardin zoologique le
jardinier le
jeunesse la
jour de l'an le
jour férié le
jugement le
juif
jumeau le
jumelé
jumelle la

L

laid
laitue la
lancer
langues vivantes les
lèche-vitrines le (faire du)
libertés civiques les (f)
libre-service le
licence la
licencier
lien le
lieu le
lits superposés les (m)
loi la
lourd
loyer le
lumière la
lutter

M

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

N

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

O

offre d'emploi l' (f)
oignon l'(m)
ombre l' (f)
or l'(m)
orage l'(m)
offre d'emploi l' (f)
oignon l'(m)
ombre l' (f)
or l'(m)
orage l'(m)
orageux
ordonnance l'(f)
ordures les (f)
organisation caritative l'(f)
os l'(m)
ouvre-boîte l' (m)
ouvrier l' (m)

P

page d'accueil la
paix la
palais le
pamplemousse le
panneau le
paraître
parc d'attractions le
par contre
parmi
passage à niveau le
passionner
pauvreté la
paysage le
peau la
pédagogique
peine la
permettre
petite- fille la
petit-fils le
piercing le (à l'oreille)
piquant
pile la
piquer
piqûre la
pittoresque
(se) plaindre
plaire
plaisir
planche de surf la
platine laser la
plongée sous-marine la
pneu le (crevé)
poids lourd le
poissonnerie la

poitrine la
poste de travail le
poumon le
pourpre
pourtant
priorité la
prise la
produire
programme de formation le
progrès les (m)
promettre
provenance (en....de)
prune la

Q

quelque part
quotidien

R

racaille la
racisme le
raide
ralentir
ramasser
rarement
(se) raser
rayé
réaliser
réclame .. en
réchauffement le (de la terre)
reconnaissant
reçu le
redoubler
réfléchir
réfugié le
(se) relaxer
remarquer
rembourser (être remboursé)
remplacer
remporter (un prix)
renoncer
renouvelable
renverser
repasser
repandre (connaissance)
réseau le
respirer
reste le
retenue la
retraite la
réunion la
réussir
revendeur le
rêver

rigolo
robinet le
routier le
roux

S

saignant
Saint- Sylvestre la
salé
salle des jeux la
salle d'informatique la
salle des professeurs la
SAMU le
sang le
sans-abri les (m/f)
sans doute
sans intérêt
sans ressources
satisfaire
sauvegarder
savoureux
SDF le
selon
sentiment le
(se) séparer
sida le
siècle le
soie la
sommeil le (avoir)
sommets le
souci le
souffrir
souligner
sous-sol le
spacieux
sparadrap le
station balnéaire la
station de ski la
suggérer
surchargé
surpeuplé
surveiller
syndicat le

T

tabagisme le
tache la
tâche la
(se) taire
tant mieux
tant pis
tatouage le
télécharger
téléspectateur le

témoin le
terre la
thème le
tire-bouchon le
tiroir le
tomber amoureux de
tondre
tonnerre le
tour la
tournée la
tournoi le
Toussaint la
toxicomane le/la
traducteur le
traduire
traitement de texte le
trajet le
travail bénévole le
traversée la
tremblement de terre le
tremper
troisième âge le
(se) tromper
trou d'ozone le
tuer
TVA la

V

vague la
veau le
veine la
verglas le
vérifier
vétérinaire le/la
veuf le
veuve la
victime la
vif
vinaigre le
volant le
voler (steal)
volet le
volontiers
voyou le

Y

y compris

4 Scheme of Assessment

4.1 Aims and learning outcomes

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

GCSE specifications in French must enable learners to:

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

4.2 Assessment Objectives (AOs)

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

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

Quality of Written Communication (QWC)

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

Weighting of Assessment Objectives for GCSE Short Course

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

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

Weighting of Assessment Objectives for GCSE Full Course

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

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

4.3 National Criteria

This specification complies with the following.

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

4.4 Prior learning

There are no prior learning requirements.

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

4.5 Access to Assessment: Diversity and Inclusion

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

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

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

5 Administration

5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

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

5.2 Entries

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

Unit 1 – [code]

Unit 2 – [code]

Unit 3 – [code]

Unit 4 – [code]

GCSE Short Course: spoken language certification – [code]

GCSE Short Course: written language certification – [code]

GCSE certification – [code]

5.3 Private Candidates

Choose from one of the following:

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

5.4 Access Arrangements and Special Consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, AEA, Entry Level, Basic Skills & Key Skills. Access Arrangements and Special Consideration*. This is published on the JCQ website (http://www.jcq.org.uk/access_arrangements/) or you can follow the link from our website (http://www.aqa.org.uk/admin/p_special_3.php).

Access Arrangements

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

Special Consideration

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

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

5.5 Language of Examinations

We will provide units for this specification in English only.

5.6 Qualification Titles

Qualifications based on this specification are:

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

5.7 Awarding Grades and Reporting Results

The GCSE and GCSE short course qualifications will be graded on an eight - grade scale: A*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

5.8 Re-Sits and Shelf-Life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit once only. The better results for each unit will count towards the final qualification. Candidates who wish to repeat a qualification may do so by re-taking one or more units within the shelf life of the qualification.

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

6 Controlled Assessment Administration

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

6.1 Authentication of controlled assessment

In order to meet the requirements of the QCA *Code of Practice* for GCSE, GCE and AEA AQA needs:

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

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

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

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

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

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

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

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

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

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

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

6.3 Teacher Standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in developing appropriate controlled assessment tasks and using the marking criteria.

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

AQA will also contact centres if

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

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

6.4 Internal standardisation of marking

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

Internal standardisation may involve:

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

6.5 Annotation of controlled assessment work

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

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

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- summative comments on the work, referencing precise sections in the work.

6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by Electronic Data Interchange (EDI) or through the e-Portfolio system (only available for certain units/components) by the specified date (see <http://www.aqa.org.uk/deadlines.php>). Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

6.7 Factors affecting individual candidates

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

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Support of the circumstances.

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

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

6.8 Retaining evidence and re-using marks

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

Candidates who repeat the examination may carry forward their moderated controlled assessment marks.

7 Moderation

7.1 Moderation procedures

Moderation of the controlled assessment work is by inspection of a sample of candidates' work, sent by post or electronically through the e-Portfolio system from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>). Centres entering fewer candidates than the minimum sample size and centres submitting through the e-Portfolio system should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

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

7.2 Consortium Arrangements

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

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

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

7.3 Post-moderation procedures

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

The candidates' work will be returned to the centre after the examination. The centre will receive a report giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

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

Appendices

A Performance Descriptions

These grade descriptions show the level of attainment characteristic of the performance of the average candidate achieving that grade at GCSE. They give a general indication of the required learning outcomes at the A, C and F grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>

C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>

B Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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

European Dimension

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

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "Environmental Responsibility: An Agenda for Further and Higher Education" 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

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

C Overlaps with other qualifications

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

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

Introduction

The Key Skills Qualification requires students to demonstrate levels of achievement in the Key Skills of Communication, Application of Number 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 QCA's website:
http://www.qca.org.uk/qca_6455.aspx

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Students 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
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are signposted in the Teacher Resource Bank.

E Controlled Assessment Exemplar Tasks for Speaking

SPEAKING

Exemplar Task A – Cross Context

Interview with a Homeless Person

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

Your teacher will ask you the following;

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

! Remember you will have to respond to something that you have not yet prepared.

The dialogue will last for a **maximum** of 7 minutes.

SPEAKING

Exemplar Task B – Leisure

Cinema

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

Your teacher will ask you the following;

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

! Remember you will have to respond to something you have not yet prepared.

The dialogue will last for a **maximum** of 7 minutes.

SPEAKING

Exemplar Task C – Work and Education

Part time Jobs

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

Your teacher will ask you the following;

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

! Remember you will have to respond to something that you have not yet prepared.

The dialogue will last for a **maximum** of 7 minutes.

SPEAKING

Exemplar Task D – Home and Environment

Bus Tour Commentary

You have been asked to give a commentary for some visitors for a bus tour of your local town/area.

You could include:

- buildings/monuments of interest and descriptions of them;
- what there is to do;
- your opinion of the town/area;
- some history;
- what they should avoid;
- how the town/area has changed;
- how the town/area might change in the future.

You should aim to speak for a **maximum** of 5 minutes.

SPEAKING

Exemplar Task E – Leisure

Music Festival

You meet someone at a music festival who speaks (Target language).

Tell them:

- what music you like and why;
- what the songs are about;
- something about the group/artist (a description/personal information/their interests);
- how you buy your music and where you listen to it;
- which concerts you have been to;
- what you think of this festival;
- which concerts/festivals you would like to go to and why.

You should aim to speak for a **maximum** of 5 minutes.

SPEAKING

Exemplar Task F – Cross Context

TV Reality Show

You are going to audition for a new TV reality show. It is a 'fun' show for young people. You have to give a presentation about yourself.

You could include:

- personal information;
- what you like to do in your free time;
- why you would be ideal for the show;
- what you have done in the past which is interesting or different;
- what you think of reality tv;
- would you like to be famous and why;
- if you won, what would you do with the prize money.

You should aim for a **maximum** of 5 minutes.

F

Controlled Assessment Exemplar Tasks for Writing

WRITING

Exemplar Task 1 – Home and Environment

A day in the life of a celebrity

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

You could include:

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

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

WRITING

Exemplar Task 2 – Cross Context

Write an article for your school magazine comparing the different lifestyle and customs between your own community and a very different community.

You could include:

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

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

WRITING

Exemplar Task 3 – Leisure

Holidays – the chance to win 2 weeks in the sun!

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

You could include:

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

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