

GCSE

French

Specification

Edexcel GCSE in French Full Course (cash-in code)

Edexcel GCSE in French: spoken language (Short Course) (cash-in code)

Edexcel GCSE in French: written language (Short Course) (cash-in code)

First examination 2010

Draft – subject to accreditation and change



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Introduction

Edexcel GCSE and Edexcel GCSE (Short Courses) in French are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

Key subject aims

To enable the student to:

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

About this specification

Key features and benefits of the specification

- Choice of pathways, general or vocational, enabling personalised learning
- Choice of focus in controlled speaking and writing assessments
- Choice of tiers in reading and listening papers
- Outcome-based assessment in speaking and writing
- Emphasis on active use and manipulation of language
- Builds on best practice from the previous Edexcel GCSE specification (including Applied French)
- Written in consultation with practitioners
- Facilitates content and language integrated learning (CLIL)
- Appropriate as additional or specialist learning (ASL) within the Diploma (levels 1 and 2)
- Short Courses in two skill areas: listening and speaking or reading and writing
- Logical progression route from Key Stage 3 and provides groundwork for the GCE AS and Advanced in French

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Specification at a glance

The **GCSE in French Full Course** qualification consists of four units based on the following skills: speaking, listening, reading and writing.

The **GCSE in French: spoken language (Short Course*)** is formed of two of these units (speaking and listening skills) and the **GCSE in French: written language (Short Course*)** is formed of the other two units (reading and writing skills). It is possible to amalgamate the results from the two Short Courses to form a Full Course GCSE if undertaken at different times.

All qualifications offer choice, flexibility and focus.

* Short Courses are available for first certification in 2010. (First certification for the Full Course GCSE will be in 2011.)

The qualification combines controlled assessment of speaking and writing skills with Foundation or Higher Tier external assessments for the listening and reading skills.

A Qualification content

Knowledge, skills and understanding	
Knowledge and understanding	
This GCSE in French requires students to develop their knowledge of vocabulary and structures in a range of settings which:	
	<ul style="list-style-type: none"> • are of relevance and interest to the student • correspond to the student's level of maturity • reflect, and are appropriate to, the culture of countries and communities where the language is spoken • relate, where appropriate, to other areas of the curriculum.
Skills	
The GCSE specification in French (Full Course) requires the student to:	
	<ul style="list-style-type: none"> • develop the ability to listen to and understand spoken French in a range of contexts and a variety of styles • communicate in speech for a variety of purposes • read and respond to different types of written language • communicate in writing for a variety of purposes • understand and apply a range of vocabulary and structures • develop language learning and communication skills which can be applied broadly.
The GCSE specification in French: spoken language (Short Course) requires the student to:	
	<ul style="list-style-type: none"> • develop the ability to listen to and understand spoken French in a range of contexts and a variety of styles • communicate in speech for a variety of purposes • understand and apply a range of vocabulary and structures • develop language learning and communication skills which can be applied broadly.

The GCSE specification in French: written language (Short Course) requires the student to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

Following on from the development of the Key Stage 3 curriculum in Modern Languages, the Edexcel GCSE in French provides **flexibility, choice and scope for personalised learning**. Teachers and students have considerable **control of content in the speaking and writing units** and are free to **focus on one** or more of the following broad themes.

Theme	Possible related content
1. Media and culture	<p>The following content is indicative only. Students may undertake work on other topics that relate to the chosen theme.</p> <p>Music/film/reading Fashion/celebrities/religion Blogs/internet</p>
2. Sport and leisure	<p>Hobbies/interests Sporting events Lifestyle choices</p>
3. Travel and tourism	<p>Holidays Accommodation Eating, food, drink</p>
4. Business, work and employment	<p>Work experience/part-time jobs Product or service information</p>
5. Centre-devised option	<p>This option enables French language learning to be linked to other areas of the curriculum not specified above. It may particularly appeal to centres offering content and language integrated learning (CLIL).</p> <p>NB: The centre should seek approval from Edexcel, using the <i>Ask the Expert Service</i> (see <i>Section C: Resources, Training and Support</i>).</p>

Many students will appreciate the opportunity to focus on **one** broad theme relating to a specific interest or relevant curriculum area. However, it is acknowledged that some centres may wish to cover more than one theme, and this specification accommodates both approaches. Similarly, it is possible for students to focus on one theme for the speaking unit and on a different one for the writing unit.

The qualification allows for **general, mixed or vocationally focused pathways** through its choice of themes. Although *Travel and tourism* and *Business, work and employment* offer more ‘specialist’ pathways, they provide the **contexts** in which students can apply language skills and do not require any ‘specialist’ subject knowledge on the part of the student or teacher.

Alongside the themes, Edexcel has set the following four common topic areas and linked sub-topics. These, together with the minimum core generic vocabulary list (*Appendix 5*) have been produced to help teachers in planning and preparing students for the external examinations (Listening and understanding and reading and understanding).

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where French is spoken. All students, regardless of their chosen pathway and chosen theme(s), will be expected to become familiar with these.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college

Unit overview

Unit 1: Listening and Understanding in French

(20% of Full Course or 40% of Short Course)

Content overview

This unit draws on vocabulary and structures from across the four specified common topic areas (page 5).

Students will be tested on their ability to understand spoken French. Testing is through a variety of tasks which require a response, verbal or non-verbal, to demonstrate understanding.

Assessment overview

The unit is externally assessed in June only. The examination consists of a number of passages or interactions in French with a variety of question types. The spoken material heard will include both formal (eg telephone message) and informal speech (eg social interaction). It is possible to opt, subject to the availability of suitable technical equipment in a centre, for an onscreen version of the listening examination (first examination 2011).

Timing: Foundation Tier: 25 minutes + 5 minutes reading time

Higher Tier: 35 minutes + 5 minutes reading time

(Total: 40 marks)

Unit 2: Speaking in French

(30% of Full Course or 60% of Short Course)

Content overview

The focus of the speaking unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *Media and culture*, *Sport and leisure*, *Travel and tourism* or *Business, work and employment* (or the *Centre-devised option*).

A student may undertake formal assessments in any appropriate setting, so long as these do not replicate those undertaken in *Unit 4: Writing in French*. The theme may be the same as that chosen for Unit 4 but the purpose of the tasks must be different.

Assessment overview

Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel. Students must demonstrate the ability to use the French language for different purposes and in different settings, and will be assessed on two speaking activities which must include:

- a transactional activity
- AND
- EITHER a picture-based free-flowing discussion
- OR a presentation with discussion following.

Each activity must last for 4-6 minutes.

These **controlled speaking assessments** can be carried out at any time during the course prior to the deadline selected for the submission of marks. This unit is set and marked by the centre and moderated by Edexcel.

(Total: 60 marks)

Unit 3: Reading and Understanding in French

(20% of Full Course or 40% of Short Course)

Content overview

This unit draws on vocabulary and structures from across the four specified **common topic areas** (page 5).

Students will be tested on their ability to understand written French. Testing is through a variety of tasks which require a response, verbal or non-verbal, to demonstrate understanding.

Assessment overview

The unit is externally assessed in June only. The examination consists of a number of short texts, notices or news reports in French which include a range of settings and styles, both formal and informal (eg text messages, advertisements, emails). It is possible to opt, subject to the availability of suitable technical equipment in a centre, for an onscreen version of the reading examination (first examination 2011).

Timing: Foundation Tier: 35 minutes

Higher Tier: 50 minutes

(Total: 40 marks)

Unit 4: Writing in French

(30% of Full Course or 60% of Short Course)

Content overview

The focus of the writing unit will be **chosen by the teacher in consultation with the student** and will relate to one or more of the following themes: *Media and culture*, *Sport and leisure*, *Travel and tourism* or *Business, work and employment* (or the *Centre-devised option*).

A student may undertake formal assessments in any appropriate setting, so long as these do not replicate tasks undertaken in *Unit 2: Speaking in French*. The theme may be the same as that chosen for Unit 2 but the purpose of the tasks must be different.

Assessment overview

Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel. The student must demonstrate the ability to use the language for different purposes and in different settings.

The student must complete **two separate writing tasks*** and each of these must be undertaken in controlled conditions in a single **assessment session** of no more than one hour. Although assessment is time constrained and primarily qualitative rather than quantitative, it is anticipated that students will produce at least **100 words** in each of the two assessment sessions.

*It may be more appropriate for certain students to complete two shorter tasks rather than one longer one in a single assessment session. Consequently, it is possible for centres to submit more than two pieces of writing from these students so long as the work has all been produced in two assessment sessions.

Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce **over 200 words** in each task. Centres must limit the work submitted for external marking from these students to two pieces of written work.

	<p>The controlled assessments can be undertaken at any time during the course prior to the deadline selected for the submission of students' work. Work is marked by Edexcel. The marking is global, ie across the tasks submitted by each student.</p>
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(Total: 60 marks)

Detailed unit descriptions

Unit 1: Listening and Understanding in French

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas listed on page 5 and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Material presented will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in a French-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

The content of the assessment tasks should be familiar and accessible to most students.

Students will be asked to demonstrate their understanding of pre-recorded spoken language. The recording will feature male and female native French speakers who will speak at a rate appropriate to the expected level of students' understanding.

In addition to the times indicated below, students have five minutes in which to read through the paper before the examination starts. This provides an opportunity for students to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.

Foundation Tier: 25 minutes plus 5 minutes reading time

Higher Tier: 35 minutes plus 5 minutes reading time

Each passage of French is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.

The recordings are sent out in CD ROM format or as sound files accessed via a secure download.

All Foundation Tier questions will be asked in English. A number of question types will be used, inviting non-verbal responses such as multiple choice and matching exercises. A mixture of visual and short verbal cues in English will be given. In addition, certain questions will award marks for a student's own short written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, Foundation Tier papers will follow a 'peaks and troughs' model, ie questions will be mixed in terms of difficulty rather than appearing in order of increasing difficulty.

The Higher Tier paper will include the same questions targeting the C and D grades as used in the Foundation Tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English as well as others asked in French. The English language questions will appear first, followed by the French questions.

Both papers carry a total of 40 marks and will be marked in accordance with an assessment-specific mark scheme.

The title and rubrics of each English language question will be in English. The title and rubrics of a French question will be written in French.

From summer 2011 centres may opt to take the Unit 1 examination in an onscreen format. An example of this will be provided on the Edexcel website in 2009 (www.edexcel.org.uk).

Unit 2: Speaking in French

Content overview

Students are required to develop oral communication skills in different settings and for different purposes related to one or more of the following themes:

- **Media and culture**
- **Sport and leisure**
- **Travel and tourism**
- **Business, work and employment**
- **Centre devised option**

Each of the above broad themes offers students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of French language and grammar as well as to present, discuss, interact, ask and respond to questions, express feelings and give opinions in French. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content and can target assessment to the specific interests, learning needs and optimal performance level of each student. However, if teachers need reassurance on the suitability of a particular approach, topic or theme, they can consult an experienced examiner through Edexcel's *Ask the Expert* service.

Teachers are encouraged to engage students in a variety of speaking activities as they prepare for their assessments. These may range from a very simple transactional role play to a more complex group discussion or podcast. Some possible subtopics appear on page 4 and many more can be used. Additional information on potential speaking activities is given in the *Teacher's Guide* and *Controlled Assessments Oral Training Guide* that accompany this specification. When determining the speaking tasks for formal assessment, it is important to avoid duplication across speaking and writing skills. Although the chosen theme and general topic may be the same, the content and purpose of the formally assessed tasks must be different in the speaking and writing units. However, it is possible for teachers to assess a student informally using tasks that overlap in this way either as part of their general language learning and development, or if only one of these tasks (speaking or writing) is counted towards final assessment.

Tasks may relate to contexts or situations in a French-speaking country, although this is not always feasible and could involve interactions and discussions with French speakers in their own country. Students are, therefore, expected to develop an appropriate awareness and understanding of the culture and society of French-speaking countries and communities as part of their French language study.

NB If the centre is in any doubt about the suitability of the approach and potential overlap, the teacher responsible should refer to Edexcel's *Ask the Expert* service, setting out clearly the context, purpose and requirements of the tasks proposed for Unit 2 and outlining the tasks proposed for Unit 4.

Assessment overview

Students are required to undertake **controlled assessments** that are marked by the teacher and Edexcel moderated. Please refer to page 32 for further information about controlled assessment and its impact on this unit.

Centres must submit the marks from each student of **two speaking tasks**. Although usually both related to one theme chosen from the above list, each task could be linked to a different theme. The tasks must include **one of each** of the following:

- **A transactional interaction**
- **A picture-based free-flowing discussion or a presentation with discussion following.**

Each task should last for approximately 4-6 minutes and must take place in controlled classroom conditions. This, together with reduced recording requirements, facilitates ongoing and classroom-based assessment rather than end-of-course oral tests. The latter are, however, possible and teachers can assess whenever it is most appropriate and practical for their students. Final marks and sample recordings can be submitted in either January or May. The facility to submit work in January will allow teachers to focus on the development of writing skills for the remainder of the course. When submitting work, the teacher and student need to complete and sign the *Controlled Assessment Authenticity Record Sheet – Speaking (Appendix 8)*. Full details of internal moderation procedures, marks submission arrangements, recording and sampling requirements for this qualification appear in the *Instructions and administrative documentation for internally assessed units* document.

A **transactional interaction** can take place between a student and a teacher or, if feasible, between two supervised students. It is essentially an unscripted role play in response to a stimulus that students prepare on an individual basis in class up to one working week before their assessment. Although Edexcel produces a range of stimuli for each of the main themes above (excluding centre-devised options), teachers can adapt these or produce their own. The stimuli provided are generally open-ended to invite student responses at different levels and include possible teacher prompts and questions. Both Edexcel-produced and centre-devised stimuli must be refreshed at least every two years. Please see the Sample Assessment Materials for examples of stimuli.

Students must also engage in a **discussion related to a picture (or other visual) that they have chosen** OR give a **presentation** and then respond to a series of linked follow-up questions and answers. These tasks afford students choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have some interest or involvement in (eg an activity, club or a place). It is not envisaged that students will be presented with an unseen picture a few minutes prior to assessment or that they will be asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for picture or presentation-based assessment on an individual basis in class up to one working week beforehand.

Students wishing to give a short presentation (three minutes maximum) would be able to refer to an A5 sheet of paper with bulleted notes (30 words maximum) or a mind map equivalent (30 words maximum). Those wishing to discuss a picture will not be allowed access to notes in the assessment but may, if they wish, give a short initial presentation (one minute maximum) to introduce their picture.

As the assessment for both task types is outcome-based, teachers should ensure that they exploit the stimuli or ask questions that are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of student discussions and/or presentations in advance so that they can prepare accordingly. However, it is important that teachers do not reveal any potential questions to students in advance. Teachers should not provide any help or specific feedback to students on preparatory work other than that permitted on the *Controlled Assessment Preparatory Feedback Form (Appendix 10)*.

Teachers may assess students on more than one occasion (using different assessment tasks) and can then submit students' best marks. Each task attracts a maximum of 30 marks in accordance with the following assessment criteria that require a 'best fit' approach to marking. (Please also refer to the *Teacher's Guide* and *Controlled Assessments Oral Training Guide*). Marks are awarded for content and response, range of language and accuracy.

Unit 2: Speaking in French - Prepared transactional interaction

	Content and response (18)	Range of language (6)	Accuracy (6)
16-18	<ul style="list-style-type: none"> Interacts very well. Fulfills all tasks, with only minor omissions. Very confident and fluent. Frequently takes initiative and develops elaborate responses. No difficulty in explaining wide range of ideas and points of view. Very little or no hesitation. Able to deal with unpredictable elements without difficulty. 	<ul style="list-style-type: none"> Uses wide range of appropriate vocabulary and structures, including some complex lexical items. Consistently competent use of different tenses. 	<ul style="list-style-type: none"> Very accurate, with only isolated and usually insignificant errors. Consistently good pronunciation and intonation.
12-15	<ul style="list-style-type: none"> Interacts well. Fulfills most tasks, but with some omissions. Speaks confidently. Takes initiative and develops more elaborate responses. Expresses and explains ideas and points of view without undue difficulty. Little hesitation and little or no prompting necessary. Able to respond to unpredictable elements with some success. 	<ul style="list-style-type: none"> Good variety of appropriate vocabulary and structures. Unambiguous use of different verb tenses. Generally at ease with subordination. 	<ul style="list-style-type: none"> Some errors, especially in more complex structures, but generally accurate. Pronunciation and intonation generally good.
8-11	<ul style="list-style-type: none"> Some interaction, fulfilling main aspects of tasks. Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. Conveys opinions, but rarely expands. Some hesitation, but able to deal with some unpredictable elements. 	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and structures. May include different tenses or time frames, perhaps with some ambiguity. Some examples of subordination. 	<ul style="list-style-type: none"> A fair number of errors made, including some basic, but communication overall unaffected. Pronunciation and intonation generally accurate.
4-7	<ul style="list-style-type: none"> Little interaction, fulfilling few tasks. Able to convey some simple information and opinions, but responses very limited. Very hesitant and reliant on teacher-examiner prompting. Able to deal with isolated unpredictable elements. 	<ul style="list-style-type: none"> Limited and/or repetitive range of vocabulary or structures. Predominantly uses short sentences. 	<ul style="list-style-type: none"> Many basic errors, but main points communicated. Simple 'pre-learned' stereotypes correct. Pronunciation generally understandable.
1-3	<ul style="list-style-type: none"> No meaningful interaction, not attempting most tasks. Conveys very little relevant information in minimal responses (mainly one word replies). Largely disjointed and unconnected ideas. Very limited comprehension of basic questions. Wholly reliant on teacher-examiner prompting. 	<ul style="list-style-type: none"> Very limited range of basic structures. Frequently resorts to non-French. Rarely offers complete sentences. 	<ul style="list-style-type: none"> Consistently inaccurate language and pronunciation frequently impede basic communication. Only isolated examples of accurate language.
0	<ul style="list-style-type: none"> No rewardable content. 	<ul style="list-style-type: none"> No rewardable language. 	0

Unit 2: Speaking in French - Picture/presentation-based discussion

	Content and response (18)	Range of language (6)	Accuracy (6)
16-18	<ul style="list-style-type: none"> Comprehensive coverage of chosen visual/topic. Logical and coherent structure. Very confident and fluent. Frequently takes initiative and develops elaborate responses. No difficulty in explaining wide range of ideas and points of view. Very little or no hesitation. Able to deal with unpredictable elements without difficulty. 	<ul style="list-style-type: none"> Uses wide range of appropriate vocabulary and structures, including some complex lexical items. Consistently competent use of different tenses. 	<ul style="list-style-type: none"> Very accurate, with only isolated and usually insignificant errors. Consistently good pronunciation and intonation.
12-15	<ul style="list-style-type: none"> Detailed and relevant description of most aspects of chosen visual/topic. Only minor lapses in logical and coherent structure. Speaks confidently. Takes initiative and develops more elaborate responses. Expresses and explains ideas and points of view without undue difficulty. Little hesitation and little or no prompting necessary. Able to deal with unpredictable elements with some success. 	<ul style="list-style-type: none"> Good variety of appropriate vocabulary and structures. Unambiguous use of different verb tenses. Generally at ease with subordination. 	<ul style="list-style-type: none"> Some errors, especially in more complex structures, but generally accurate. Pronunciation and intonation generally good.
8-11	<ul style="list-style-type: none"> Relevant description of chosen visual/topic, but with some obvious omissions. Some lapses in logical and coherent structure. Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. Conveys opinions, but rarely expands. Some hesitation, but able to deal with some unpredictable elements. 	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and structures. May include different tenses or time frames, perhaps with some ambiguity. Some examples of subordination. 	<ul style="list-style-type: none"> A fair number of errors made, including some basic, but communication overall unaffected. Pronunciation and intonation generally accurate.
4-7	<ul style="list-style-type: none"> Limited description of chosen visual/topic. Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. Very hesitant and reliant on teacher-examiner prompting. Able to deal with isolated unpredictable elements. 	<ul style="list-style-type: none"> Limited and/or repetitive range of vocabulary or structures. Predominantly uses short sentences. 	<ul style="list-style-type: none"> Many basic errors, but main points communicated. Simple 'pre-learnt' stereotypes correct. Pronunciation generally understandable.
1-3	<ul style="list-style-type: none"> Minimal description of chosen visual/topic. Conveys very little relevant information in minimal responses (mainly one word replies). Largely disjointed and unconnected ideas. Very limited comprehension of basic questions. Wholly reliant on teacher-examiner prompting. 	<ul style="list-style-type: none"> Very limited range of basic structures. Frequently resorts to non-French. Rarely offers complete sentences. 	<ul style="list-style-type: none"> Consistently inaccurate language and pronunciation frequently impede basic communication. Only isolated examples of accurate language.
0	<ul style="list-style-type: none"> No rewardable content. 	<ul style="list-style-type: none"> No rewardable language. 	<ul style="list-style-type: none">

Unit 3: Reading and Understanding in French

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the **common topic areas** (page 5) and, where appropriate, building on the Key Stage 3 Programme of Study. Students should be presented with language in a range of styles or registers and in a variety of different contexts as appropriate to their age and level of understanding. Students will be presented with different fonts and formats, for example, short printed messages, advertisements and email messages. Material presented will usually relate to a French-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.

Foundation Tier: 35 minutes

Higher Tier: 50 minutes

All Foundation Tier questions will be asked in English. A number of question types will be used, inviting non-verbal responses such as multiple choice and matching exercises. A mixture of visual and short verbal cues in English will be given, and certain marks will be awarded for a student's own short written English-language responses (two or three words may suffice). To encourage students to complete the entire paper, Foundation Tier papers will follow a 'peaks and troughs' model, ie questions will be mixed in terms of difficulty rather than appearing in order of increasing difficulty.

The Higher Tier paper will include the same questions targeting the C and D grades as used in the Foundation Tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English as well as others asked in French. The English language questions will appear first followed by the French questions.

Both papers carry a total of 40 marks and will be marked in accordance with an assessment-specific mark scheme.

The title and rubrics of each English language question will be in English. The title and rubrics of a French question will be written in French.

From summer 2011 centres may opt to take the Unit 3 examination as an onscreen test. An example of this will be provided on the Edexcel website in 2009 (www.edexcel.org.uk).

Unit 4: Writing in French

Content overview

Centres will be required to submit for external marking by Edexcel **students' written work completed during two sessions** of no more than one hour each. Students may choose the context of the written tasks according to the pathway that they have chosen to follow (general or vocational) and the work must relate to one or more themes selected from the following:

- **Media and culture**
- **Sport and leisure**
- **Travel and tourism**
- **Business, work and employment**
- **Centre devised option**

Each of the above broad themes offers students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of French language and grammar as well as to inform, describe, give detail, express feelings and to give opinions in French. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content and can target assessment to the specific interests, learning needs and optimal performance level of each student. However, if teachers need reassurance on the suitability of a particular approach, topic or theme, they can consult an experienced examiner through Edexcel's *Ask the Expert* service.

Teachers must ensure that the formal assessments used enable students to demonstrate their ability to use language for different purposes. Although the context of the tasks may be common, teachers must check that no direct overlap of content occurs with formal speaking assessments.

For example, in *Unit 2: Speaking in French* the student completes a transactional task as an assistant in a tourist and information office, providing information relating to local amenities (formal, giving information) and, for their second task, presents a picture stimulus related to a holiday/exchange visit they spent in the target-language country and follows this up with a discussion (informal, expressing opinions, evaluation). In Unit 4, the student may present a letter of complaint (formal) to the travel agent relating to their transport arrangements and also design a poster to attract fellow students to the school exchange, or write up a description of the high and low spots for the school magazine (informal, descriptive).

However, it is possible for teachers to informally assess a student using tasks that overlap in content and purpose either as part of their general language learning and development or if only one of these tasks (speaking or writing) is counted towards final assessment.

NB: If the centre is in any doubt about the suitability of the approach or the content of the tasks the teacher responsible should refer to Edexcel's Ask the Expert service, setting out clearly the context, purpose and requirements of the tasks for Unit 4 and also for Unit 2.

Assessment overview

Controlled assessment facilitates ongoing and classroom-based assessment rather than end of course testing, although this is possible. Indeed, teachers can assess whenever it is most appropriate and practical for their students. Centres will be able to submit their students' written work to Edexcel either in January or May. More information is provided in the *Controlled Assessments Writing Guide* that accompanies this specification.

The student must complete **two separate writing tasks*** and each of these must be undertaken in controlled conditions in a single **assessment session** of no more than one hour. Although assessment is time constrained and primarily qualitative rather than quantitative, it is anticipated that students will produce at least **100** words in each of the two assessment sessions.

*It may be more appropriate for certain students to complete two shorter tasks rather than one longer one in a single assessment session. Consequently, it is possible for centres to submit more than two pieces of writing from these students so long as the work has all been produced in two assessment sessions.

Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce **over 200 words** in each task. Centres must limit the work submitted for external marking from these students to two pieces of written work.

The **controlled assessments** can be undertaken at any time during the course prior to the deadline selected for the submission of students' work. Work is marked by Edexcel. The marking is global, ie across the tasks submitted by each student.

When undertaking their assessments in controlled classroom conditions, students can refer to a dictionary or online dictionary, the relevant stimulus and brief notes in bullets or mind map type format (30 words maximum) that must accompany the submitted work. Students will not be permitted access to online grammar and spellcheckers.

Stimuli should usually include task instructions and a scenario outline in English but task prompts can be in either French or English as appropriate to context (eg an extract from a French website questionnaire should be in French, whereas a request to send information about a student's leisure interests to a French partner school might be more appropriate in English language bullets). The tasks require students to respond in French writing to a stimulus linked to one of the prescribed or centre-devised themes. Edexcel produces a range of stimuli for each of these (excluding centre-devised options) and teachers can adapt these or produce their own. Indeed, for many students, an essay title supported by some open-ended bullets could be a very suitable task. The Edexcel stimuli provided are generally open-ended but teachers can target the assessments by modifying content to meet the different needs of their students more closely. Both Edexcel-produced stimuli and centre-devised ones must be refreshed at least every two years. Please see the Sample Assessment Materials for examples of stimuli.

Teachers must not provide any help or specific feedback to students on their preparatory work other than that permitted on the *Controlled Assessment Preparatory Feedback Form* (Appendix 10).

The assessments can be undertaken at any time during the course prior to the deadline selected for the submission of students' work. Teachers may carry out more than two controlled writing assessments with their students so long as the stimuli used and work produced are different on each occasion. It would then be possible for teachers to select the best two pieces of written work to submit for external marking. It is not possible for a student to carry over written work from one controlled assessment session to another. Teachers and students must complete the *Controlled Assessment Authenticity Record Sheet – Writing* (Appendix 9).

This is a non-tiered unit since the final mark will be determined by both the variety, appropriateness and complexity of language used and the length of the tasks submitted. The submitted work will be assessed by external examiners and global marking will be applied. This enables examiners to apply the following assessment criteria and make assessment decisions based on a spread of work rather than on a single piece of French writing. Marks will be awarded for communication and content, knowledge and application of language and accuracy.

Assessment criteria for Unit 4: Writing in French

30 marks awarded for Communication and content

20 marks awarded for Knowledge and application of language

10 marks awarded for Accuracy

Mark	Communication and content
25-30	<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. • Communicates with no ambiguity. • Excellent linking of the piece into a whole. • Coherent and pleasant to read.
19-24	<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Provides evidence of description, opinion and expansion, as appropriate to the task. • Generally communicates clearly, with some lapses. • Reasonable attempt to link the piece into a whole. • Generally coherent. • Pedestrian or alternatively somewhat over ambitious.
13-18	<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Provides evidence of an ability to go beyond a minimal response. • Begins to expand ideas and express opinions, as appropriate to the task. • Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. • Some attempt at linking piece into a whole.
7-12	<ul style="list-style-type: none"> • Relevant key information is given but there may be may be major omissions and/or irrelevance, repetition. • The level of response is minimal with no evidence of description or opinions (other than simple likes/dislikes). • Some ambiguity. • Just about comprehensible overall. • Sentences mostly written in isolation. • Not easy to read.
1-6	<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • The level of response is very limited. • Substantial degree of irrelevance and incoherence. • Except for isolated items, would not be comprehensible to a native speaker.
0	<ul style="list-style-type: none"> • No relevant communication worthy of credit.

Mark	Knowledge and application of language
17-20	<ul style="list-style-type: none"> • Wide range of vocabulary and structures, fully appropriate to the task and used effectively. • Little or no repetition. • Confident use of more complex structures, such as pronouns, negatives, superlatives and range of tenses, with very few lapses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease.
13-16	<ul style="list-style-type: none"> • Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. • Some attempt to use ambitious structures (subordinate clauses, pronouns, tenses, etc) with a fair measure of success. • Tenses are generally used correctly. • Some ability to manipulate language although not always successful.
9-12	<ul style="list-style-type: none"> • Vocabulary and structures are generally appropriate to the task. • Correct syntax when using simple, short sentences. • Some longer sentences where syntax is not always correct. • Attempts enhancement of fact with adjectives and adverbial phrases with some success. • Some evidence of correct use of a range of tenses, with some lapses. • Attempts to use subordinate clauses/simple linking with some success.
5-8	<ul style="list-style-type: none"> • Limited vocabulary and structures, often repetitive and stereotyped. • Language is basic and sometimes inappropriate to the task. • Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. • Some attempts at tenses, but many mistakes. • Some attempt to use adjectives. • Occasional subordination.
1-4	<ul style="list-style-type: none"> • Very limited vocabulary, with occasional correct words. • Very little understanding of language structures. • There may be the occasional correct phrase or short sentence but they are likely to be pre-learnt or 'lifted'.
0	<ul style="list-style-type: none"> • No language worthy of credit.

Mark	Accuracy
9-10	<ul style="list-style-type: none"> • High level of accuracy, though not necessarily faultless. • Spellings, genders, agreements, verb forms mastered with the odd slip. • Secure when using more complex language with only a few minor errors.
7-8	<ul style="list-style-type: none"> • Generally accurate language. • Most verb forms correct, secure in genders and agreements but the odd lapse. • Spellings mostly accurate. • Accuracy can be more variable when more complex structures are attempted.
5-6	<ul style="list-style-type: none"> • Fairly accurate in straightforward language, but some lapses with more complex language. • Inconsistency in verb forms but more correct than incorrect. • Spelling of common words generally accurate. • The piece is clearly more accurate than inaccurate. • Language errors do not hinder communication. • Inaccuracy increases if attempts more complex structures
3-4	<ul style="list-style-type: none"> • Many basic errors. • Some correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.
1-2	<ul style="list-style-type: none"> • Frequent basic errors and inaccuracies prevent communication. • Isolated examples of correct language. • Spellings and genders very weak. • Little or no evidence of correct verb formation.
0	<ul style="list-style-type: none"> • No language worthy of credit.

B Assessment

Overview of scheme of assessment for GCSE in French, GCSE in French: spoken language (Short Course) and GCSE in French: written language (Short Course):

- 40 per cent external assessment
- 60 per cent controlled assessment

Skills assessed through external assessment:

- AO1 Understanding spoken language
- AO3 Understanding written language

Skills assessed through controlled assessment:

- AO2 Communicate in Speech (Internal assessment with external moderation by Edexcel)
- AO4 Communicate in Writing (External marking by Edexcel)

The following marking guidelines must be applied to all of the units, whether internally or externally marked:

- All students must receive the same treatment. Examiners must mark the first student in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Students must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the student's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a student's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the student has replaced it with an alternative response.
- A best fit approach should be adopted when applying the criteria for the speaking activities in Unit 2.

Assessment summary - by unit

To complete a **GCSE in French**, students must undertake all four units.

To complete a **GCSE in French: spoken language (Short Course)**, students must undertake Units 1 and 2.

To complete a **GCSE in French: written language (Short Course)**, students must undertake Units 3 and 4.

Unit 1: Listening and Understanding in French

This unit is externally set and assessed and can be entered in June only.

Centres will have the option of paper-based or onscreen testing. Content relates to prescribed common topic areas.

Timing: Foundation Tier: 25 minutes + 5 minutes reading time

Higher Tier: 35 minutes + 5 minutes reading time

40 marks maximum

*Unit code Xxx

Unit 2: Speaking in French

This unit is internally conducted under controlled conditions and internally assessed. Samples of student performances are submitted to Edexcel for external moderation in either January or May in the year of certification. Students may either undertake their assessment when ready (on an ongoing basis) or as end of course oral tests, if these are more practical and appropriate for students. There is potential for students to focus on a specific chosen theme.

Students must undertake two different task types, each of 4-6 minutes duration.

60 marks maximum

*Unit code XXX

Unit 3: Reading and Understanding in French

This unit is externally set and assessed and can be entered in June only.

Centres will have the option of paper-based or onscreen testing. Content relates to prescribed common topic areas.

Timing: Foundation Tier: 35 minutes

Higher Tier: 50 minutes

40 marks maximum

*Unit code xx

Unit 4: Writing in French

This unit is internally conducted under controlled conditions. Student work is submitted to Edexcel for external marking. The tasks may be completed at any time during the course but must be submitted for assessment for either the January or May deadline in the year of certification. There is potential for students to focus on a specific chosen theme.

Students must produce French writing in two separate controlled assessment sessions of up to one hour and they can focus on a specific chosen theme.

60 marks maximum

*Unit code xx

Assessment objectives and weightings

	% in GCSE	% in Short Course	% in Short Course
A01 Understand spoken language.	20	40	
A02 Communicate in speech.	30	60	
AO3 Understand written language.	20		40
AO4 Communicate in writing.	30		60
TOTAL	100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objectives				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 & AO4
Unit 1	20%				20%
Unit 2		30%			30%
Unit 3			20%		20%
Unit 4				30%	30%
Total for GCSE in French	20%	30%	20%	30%	100%

Unit number	Assessment objectives				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 & AO4
Unit 1	40%				40%
Unit 2		60%			60%
Total for GCSE in French: spoken language (Short Course)	40%	60%			100%

Unit number	Assessment objectives				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 & AO4
Unit 3			40%		40%
Unit 4				60%	60%
Total for GCSE in French: written language (Short Course)			40%	60%	100%

Entering your students for assessment

Student entry	
	<p>Details of how to enter students for this qualification can be found in Edexcel's <i>Information Manual</i>. A copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.org.uk</p> <p>Students studying unitised GCSE short, single and double award qualifications are required to complete at least 40% of the overall assessment requirements as terminal assessment.</p>
Combinations of entry	
	There are no forbidden combinations.
Access arrangements and special requirements	
	<p>Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.</p> <p>Please see the Edexcel website (www.edexcel.org.uk/sfc) for:</p> <ul style="list-style-type: none"> the JCQ policy <i>Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations</i>. the forms to submit for requests for access arrangements and special considerations dates for submission of the forms. <p>Requests for access arrangements and special considerations must be addressed to:</p> <p>Special Requirements Edexcel One90 High Holborn London WC1V 7BH</p>
Disability Discrimination Act (DDA)	
	Please see the Edexcel website (www.edexcel.org.uk/sfc) for information with regard to the Disability Discrimination Act.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

Summary of conditions for controlled assessment

Regulations for the controlled assessment in French are defined for the three stages of the assessment.

Task setting

To afford teachers some control over assessment content and to permit personalised learning, there is a **limited level of control** for task setting for both **speaking and writing units**. Although Edexcel provides exemplar stimuli for use in controlled assessments, teachers may adapt these or create their own. All tasks used for live assessments **must** be refreshed every two years.

Task requirements should be clear and concise for students. As the tasks are designed to develop French language speaking or writing skills, related stimuli for students should feature a minimal amount of text (max 70 words) and visual prompts, although some additional English-language explanation of context may be appropriate. Prompts and cues may be set in either English or French appropriate to the specific scenario being presented.

As tasks allow outcome-based assessment, teachers must ensure that their students can perform at their optimal level. This means that tasks should provide **opportunities for appropriate stretch and challenge for all students**. It is important that students' performances are not unduly constrained by stimuli content and demands and, in the case of speaking, related teacher questioning. For example, it should be possible to invite most students to express a simple opinion (although the level of response may well vary considerably from student to student).

Task taking

To facilitate potential for less 'high stakes' oral assessment and to enable teachers to assess students more flexibly, a **medium level of**

control has been set for task taking in **Unit 2: Speaking in French**. However, as students must complete all the written work submitted for assessment independently, **Unit 4: Writing in French** has a **high level of control** for task taking.

The following task setting controls relate to both the speaking and writing units:

Authenticity controls: Students must undertake **all formally assessed work and related preparation in controlled classroom conditions** under the supervision of a teacher. They should have up to one week to prepare for their assessment. Students and teachers must complete and sign a *Controlled Assessment Authenticity Record Sheet* (Appendix 8).

Feedback control: All preparatory work must be done under controlled conditions and any teacher guidance must be restricted to the *Controlled Assessment Preparatory Feedback Form* (Appendix 10).

Collaboration control: It may be possible for some assessment tasks in **Unit 2: Speaking in French** to involve more than one student in task taking, although this is **not** an assessment requirement. If teachers opt to undertake assessments that involve the participation of more than one student, they should exercise extreme caution and ensure that the performance of one student does not prejudice or restrict the performance of another.

Resource control: Key resources that students have consulted for each specific assessment must be identified on the *Controlled Assessment Authenticity Record Sheet* (Appendix 8). In **Unit 2: Speaking in French**, students are able to refer to a visual or notes dependant on the task during their test (see unit description on pages 14 to 17 for more details) but they must not refer to a dictionary. Conversely, in **Unit 4: Writing in French**, students may refer to notes and a dictionary although access to an earlier draft, online grammar or spellchecker is prohibited (see unit description on pages 21 to 23 for more details).

Time control: In **Unit 2: Speaking in French**, students must carry out two different types of assessment – a picture-based free-flowing discussion **or** a presentation with discussion following. Each task should last between **4-6 minutes** and may relate to one specific chosen theme.

In **Unit 4: Writing in French**, students must produce two* distinctly different pieces of work, although these may relate to one specific chosen theme. The work should be completed in **two sessions** of up

	<p>to one hour each.</p> <p>*It is possible that, for some students, it is appropriate to set two shorter tasks rather than one in an assessment session. However, students aiming for grade C or above will need to demonstrate more extended writing skills and are, therefore, expected to produce over 200 words in each task.</p> <p>Teachers are free to assess (Units 2 and 4) whenever it is most appropriate and practical for their students. Students can be assessed on repeat occasions but must not undertake the same assessment task twice if it is being counted towards their final assessment.</p> <p>Task marking</p> <p>Again, to facilitate less ‘high stakes’ and more flexible oral assessment, Unit 2: Speaking in French features a medium level of marking control. Teachers can assess their own students’ work and this is externally moderated. Edexcel provides marking support and guidance for teachers and produce a <i>Controlled Assessment Oral Training Guide</i>. Please refer to the unit description (pages 14 to 17) to view the assessment criteria and to the <i>Instructions and administrative documentation for internally assessed units</i> for full details on recording and sampling requirements and marks submission arrangements.</p> <p>In Unit 4: Writing in French, there is a high level of marking control. Edexcel will mark work from all students. Examiners will expect the stimuli used for writing assessments to accompany all submissions.</p>
Internal standardisation	
	<p>Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students’ work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.</p>

Authentication	
	<p>All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.</p>
Further information	
	<p>For more information on annotation, authentication, mark submission and moderation procedures, please refer to the <i>Edexcel GCSE in French: Instructions and administrative documentation for internally assessed units</i> document, which is available on the Edexcel website.</p> <p>For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) <i>Instructions for conducting coursework/portfolio document</i> on the JCQ website: www.jcq.org.uk.</p> <p>For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) <i>Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio documents</i> on the JCQ website (www.jcq.org.uk).</p>

Assessing your students

The first assessment opportunity for Unit 1 and Unit 2 of this qualification will take place in the June 2011 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Unit	January 2010	June *2010	January 2011	June *2011
Unit 1: Listening and Understanding in French		✓ (Paper-based only)		✓
Unit 2: Speaking in French (Internally marked, externally moderated controlled assessment)		✓*	✓	✓
Unit 3: Reading and Understanding in French		✓ (Paper-based only)		✓
Unit 4: Writing in French (Externally marked controlled assessment)		✓*	✓	✓

*The Controlled Assessments may occur at any time during the GCSE in French course but final marks and student work must be submitted in either January or *May* (*June exam series). From September 2011, the assessment opportunities will mirror those of 2011 as indicated above.

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority. The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE in French: spoken language (Short Course) or Edexcel GCSE in French: written language (Short Course) will be 2010, and the first certification opportunity for the Full Course Edexcel GCSE in French (Single Award) will be 2011.

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

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 60	54	48	42	36	30	24	18	12

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

Units 2 and 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 90	81	72	63	54	45	36	27	18

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–17.

Qualification results: GCSE in French Cash-in code XXXX								
The minimum uniform marks required for each grade:								
Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 300	270	240	210	180	150	120	90	60
Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–59.								

Qualification results:								
GCSE in French: spoken language (Short Course) Cash-in code XXXX								
GCSE in French: written language (Short Course) Cash-in code XXXX								
The minimum uniform marks required for each grade:								
Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30
Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29.								

Resitting of units	
	<p>Students can resit the assessment requirements for internally and externally assessed units once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>Students that want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40% of the assessment requirements.</p> <p>Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the Short or Full Single Award qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level but unit results used for a Short Course Award remain available for use in a Full Single Course Award. For internally assessed units, students will need to retake the entire assessment requirements.</p>

	In terms of controlled assessment for this qualification, students can be assessed on repeat occasions but must not undertake the same assessment task twice if it is being counted towards their final assessment.
Language of assessment	
	Assessment of this specification will be available in French although some questions will be set in English and require responses in English. Assessment materials will be published in French.
Quality of written communication	
	Some questions require short responses in English. Please ensure that students give legible responses and pay attention to spelling and, where appropriate, to punctuation and grammar.
Stretch and challenge	
	<p>Students can be stretched and challenged in all units through the use of different assessment strategies, for example:</p> <ul style="list-style-type: none"> • a requirement to use and recognise complex language structures and grammar • a requirement to recognise and convey feelings and opinions • use of open-ended questioning and stimuli • a requirement to communicate effectively and accurately in French (Units 2 and 4) • a requirement to produce extended French (Unit 4 only).
Malpractice and plagiarism	
	For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications <i>Suspected Malpractice in Examinations: Policies and Procedures</i> document on the JCQ website http://www.jcq.org.uk/

Student recruitment	
	<p>Edexcel's access policy concerning recruitment to our qualifications is that:</p> <ul style="list-style-type: none"> • they must be available to anyone who is capable of reaching the required standard • they must be free from barriers that restrict access and progression • equal opportunities exist for all students.
Progression	
	<p>This qualification offers a suitable progression route to GCE AS and GCE Advanced level in French language study as well as other Level 3 qualifications (eg NVQ French). In addition, the study of one language at GCSE level can facilitate and help promote the learning of other languages.</p> <p>The qualification may also add to an individual's employability profile.</p>
Grade descriptions	
	<p>Grade A</p> <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</p>

	<p>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> <p>Grade C</p> <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> <p>Grade F</p> <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.</p>
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	<p>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>
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C Resources, support and training

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Ask the Expert – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.org.uk/asktheexpert

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Training	
	<p>A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:</p> <p>Professional Development and Training Edexcel One90 High Holborn London WC1V 7BH</p> <p>Telephone: 0844 576 0027 Email: trainingenquiries@edexcel.org.uk Website: www.edexcel.org.uk</p>

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Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a		✓		
C2.1b		✓		
C2.2				✓
C2.3				✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Working with others				
WO2.1		✓		✓
WO2.2		✓		✓
WO2.3		✓		✓

Teachers should note that assessment of the key skill in communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this specification, all key skills communication evidence must be in English.

Developing suggestions

Please refer to the Edexcel website (www.edexcel.org.uk) for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓

In addition to the acquiring of knowledge about language structures and the development of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of French-speaking countries and communities. Consequently, it is possible for teachers to link students' language study to the issues listed above.

Development suggestions

Issue	GCSE	Opportunities for development or internal assessment
Spiritual	Unit 4	A student may wish to produce a report on a particular religious festival and reflect on its meaning and significance.
Moral	Unit 2	A student could refer to a moral tension that young people face when discussing an aspect of youth culture.
Ethical	Unit 2	A student might wish to deliver a presentation advocating 'fair trade' business.
Social	Unit 4	A student choosing the theme of Business, work and employment might produce a piece of writing on voluntary work and related social issues.
Cultural	Unit 3	Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available.

Issue	GCSE	Opportunities for development or internal assessment
Citizenship	Units 2 and 4	The specification allows centre-devised options for these units. A centre could, for example, decide to link French language study to the theme of citizenship.
Environmental	Unit 1	A student might hear a recording in French referring to the environmental benefits of public transport.
European initiatives	Unit 4	A student choosing the theme of Travel and tourism may become aware of projects to promote sustainable tourism that have been set up and funded by the European Regional Development Fund.
Health and safety	Unit 2	A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: Short Course GCSE – xxx/xxxx/x Full Single Award GCSE – xxx/xxxx/x
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> • aggregate the student's unit or component scores to obtain the overall grade for the qualification. 	Please refer to the Edexcel <i>Information Manual</i> , available on the Edexcel website.

Appendix 4 Grammar list

French

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

French (Foundation Tier)

Nouns

- gender
- singular and plural forms

Articles

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

Adjectives

- agreement
- position
- comparative and superlative: regular and *meilleur*
- demonstrative (*ce, cet, cette, ces*)
- indefinite (*chaque, quelque*)
- possessive
- interrogative (*quel, quelle*)

Adverbs

- comparative and superlative
- regular
- interrogative (*comment, quand*)
- adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)
- common adverbial phrases

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

Pronouns

- personal: all subjects, including *on*
- reflexive
- relative: *qui*
- relative: *que* (R)
- object: direct (R) and indirect (R)
- position and order of object pronouns (R)
- disjunctive/emphatic
- demonstrative (*ça, cela*)
- indefinite (*quelqu'un*)
- interrogative (*qui, que*)
- use of *y, en* (R)

Verbs

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

- passive voice: present tense (R)
- imperative
- present participle (R)

Prepositions

Conjunctions

Number, quantity, dates and time

including use of *depuis* with present tense

French (Higher Tier)

All grammar and structures listed for Foundation Tier, as well as:

Adjectives

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

Adverbs

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

Pronouns

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

Verbs

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

Time

including use of *depuis* with imperfect tense

Appendix 5 Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in the planning of their work. It provides a minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It provides an essential vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in *Unit 1: Listening and Understanding in French* and *Unit 3: Reading and Understanding in French* targeted at grades G–C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

In speaking and writing units, it is important to note that the vocabulary requirements, even within each of the chosen pathways (**Media and culture**, **Sport and leisure**, **Travel and tourism**, **Business, work and employment** or **Centre-devised**), could vary between students.

High Frequency Language (Multiple contexts)

Verbs

accepter	<i>to accept</i>
accompagner	<i>to accompany</i>
acheter	<i>to buy</i>
adorer	<i>to love</i>
aider	<i>to help</i>
aimer	<i>to like</i>
ajouter	<i>to add</i>
allumer	<i>to light, turn on</i>
améliorer	<i>to improve</i>
annuler	<i>to cancel</i>
appeler	<i>to call</i>
apprendre	<i>to learn</i>
arriver	<i>to arrive</i>
attendre	<i>to wait for</i>
atterrir	<i>to land</i>
avoir	<i>to have</i>
bavarder	<i>to chat</i>
boire	<i>to drink</i>
changer	<i>to change</i>
charger	<i>to load, to charge</i>
choisir	<i>to choose</i>
cliquer	<i>to click</i>
coller	<i>to stick</i>
commander	<i>to order</i>

commencer	<i>to begin</i>
comprendre	<i>to understand</i>
compter	<i>to count, intend</i>
conduire	<i>to drive</i>
connaître	<i>to know (be familiar with)</i>
conseiller	<i>to advise</i>
contacter	<i>to contact</i>
coûter	<i>to cost</i>
croire	<i>to think, believe</i>
décider	<i>to decide</i>
décrire	<i>to describe</i>
décrocher	<i>to lift the receiver</i>
demander	<i>to ask</i>
dépenser	<i>to spend</i>
descendre	<i>to go down</i>
désirer	<i>to want, desire</i>
détester	<i>to hate</i>
devoir	<i>to have to</i>
dire	<i>to say</i>
discuter	<i>to discuss</i>
donner	<i>to give</i>
dormir	<i>to sleep</i>
durer	<i>to last</i>
écouter	<i>to listen</i>
écrire	<i>to write</i>
empêcher	<i>to prevent</i>
emprunter	<i>to borrow</i>

entendre	<i>to hear</i>
entrer	<i>to enter</i>
envoyer	<i>to send</i>
espérer	<i>to hope</i>
essayer	<i>to try</i>
être	<i>to be</i>
étudier	<i>to study</i>
fermer	<i>to close</i>
finir	<i>to finish, end</i>
frapper	<i>to knock, hit</i>
gagner	<i>to win, earn</i>
garer	<i>to park</i>
habiter	<i>to live</i>
informer	<i>to inform</i>
introduire	<i>to introduce</i>
inviter	<i>to invite</i>
jeter	<i>to throw</i>
laisser	<i>to leave (an object)</i>
louer	<i>to rent/to hire</i>
manger	<i>to eat</i>
manquer	<i>to miss</i>
marcher	<i>to walk</i>
mériter	<i>to deserve</i>
mettre	<i>to put</i>
monter	<i>to climb, get on</i>
montrer	<i>to show</i>
neiger	<i>to snow</i>

noter	<i>to note</i>
offrir	<i>to give (presents)</i>
organiser	<i>to organise</i>
oublier	<i>to forget</i>
ouvrir	<i>to open</i>
pardonner	<i>to forgive</i>
parler	<i>to speak</i>
partir	<i>to leave</i>
passer	<i>to pass by/to go</i>
penser	<i>to think</i>
perdre	<i>to lose</i>
permettre	<i>to allow</i>
plaire	<i>to please</i>
pleurer	<i>to cry</i>
poser (une question)	<i>to place, ask (a question)</i>
poser une question	<i>to ask a question</i>
pousser	<i>to push</i>
pouvoir	<i>to be able to</i>
préférer	<i>to prefer</i>
prendre	<i>to take</i>
présenter	<i>to present</i>
prêter	<i>to lend</i>
prévenir	<i>to avoid, to prevent, to warn</i>
produire	<i>to produce</i>
quitter	<i>to leave</i>
raconter	<i>to tell</i>
rater	<i>to go wrong/to fail, to miss</i>

recevoir	<i>to receive, be host to</i>
rechercher	<i>to research</i>
recommander	<i>to recommend</i>
regretter	<i>to regret, be sorry</i>
rembourser	<i>to refund</i>
remercier	<i>to thank</i>
remettre	<i>to put back</i>
remplacer	<i>to replace</i>
remplir	<i>to fill</i>
rencontrer	<i>to meet</i>
rendre visite à	<i>to visit</i>
rentrer	<i>to return</i>
réparer	<i>to repair</i>
répéter	<i>to repeat</i>
répondre	<i>to answer</i>
réserver	<i>to reserve</i>
ressembler à	<i>to look like, to resemble</i>
rester	<i>to stay</i>
retourner	<i>to return</i>
réussir	<i>to succeed</i>
réviser	<i>to revise</i>
rire	<i>to laugh</i>
rouler	<i>to go along (in a car)</i>
s'adresser à	<i>to apply to</i>
s'amuser	<i>to enjoy oneself</i>
s'appeler	<i>to be called</i>
s'arrêter	<i>to stop</i>

s'asseoir	<i>to sit down</i>
sauter	<i>to jump</i>
sauver	<i>to save</i>
savoir	<i>to know (a fact)</i>
s'échapper	<i>to escape</i>
se disputer	<i>to argue</i>
se trouver	<i>to be located</i>
signer	<i>to sign</i>
s'intéresser à	<i>to be interested in</i>
s'occuper de	<i>to look after</i>
se débrouiller	<i>to manage</i>
se dépêcher	<i>to hurry</i>
se fâcher	<i>to get angry</i>
se promener	<i>to go for a walk</i>
se rappeler	<i>to remember</i>
servir	<i>to serve</i>
se servir de	<i>to use</i>
se terminer	<i>to end</i>
sembler	<i>to seem</i>
sonner	<i>to ring</i>
souhaiter	<i>to wish</i>
sourire	<i>to smile</i>
stationner	<i>to park</i>
suivre	<i>to follow</i>
surfer sur internet	<i>to surf the internet</i>
taper	<i>to type</i>
téléphoner	<i>to phone</i>

tenir	<i>to hold</i>
tirer	<i>to pull</i>
tomber	<i>to fall</i>
toucher	<i>to touch</i>
travailler	<i>to work</i>
trouver	<i>to find</i>
utiliser	<i>to use</i>
vendre	<i>to sell</i>
venir	<i>to come</i>
vérifier	<i>to check</i>
vivre	<i>to live</i>
visiter	<i>to visit</i>
voir	<i>to see</i>
voler	<i>to steal/fly</i>
vouloir	<i>to want</i>

Adjectives

affreux/se	<i>awful</i>
amusant/e	<i>funny</i>
ancien/ne	<i>old, former</i>
autre	<i>other</i>
bête	<i>stupid</i>
beau/bel/belle	<i>beautiful</i>
bon/ne	<i>good</i>
bref/brève	<i>brief</i>
bruyant	<i>noisy</i>
cadet/cadette (m/f)	<i>younger</i>

cassé	<i>broken</i>
chaud	<i>hot</i>
chouette	<i>great</i>
confortable	<i>comfortable</i>
content	<i>pleased</i>
court	<i>short</i>
de bonne humeur	<i>in a good mood</i>
debout	<i>standing</i>
dégoûtant	<i>disgusting</i>
dernier/dernière	<i>last</i>
désolé	<i>sorry</i>
difficile	<i>difficult</i>
drôle	<i>funny</i>
d'une grande valeur	<i>valuable</i>
dûr	<i>hard</i>
dynamique	<i>dynamic</i>
en colère	<i>angry</i>
ennuyeux/euse	<i>boring</i>
ensemble	<i>together</i>
faible	<i>weak</i>
fatigant	<i>tiring</i>
fatigué	<i>tired</i>
faux/fausse	<i>false</i>
favori/favorite	<i>favourite</i>
fermé	<i>closed</i>
fermé à clef	<i>locked</i>
flexible	<i>flexible</i>

fort	<i>strong</i>
formidable	<i>great, marvellous</i>
génial	<i>brilliant</i>
gentil	<i>kind</i>
grand	<i>big, tall</i>
gratuit	<i>free</i>
gros/grosse	<i>fat</i>
haut	<i>high</i>
incroyable	<i>unbelievable</i>
jeune	<i>young</i>
joli	<i>pretty</i>
laid	<i>ugly</i>
léger	<i>light</i>
libre	<i>free</i>
lire	<i>to read</i>
long/ue	<i>long</i>
lourd	<i>heavy</i>
magnifique	<i>magnificent</i>
même	<i>same</i>
merveilleux/euse	<i>marvellous</i>
mignon/ne	<i>charming</i>
moche	<i>rotten</i>
mûr	<i>mature</i>
nécessaire	<i>necessary</i>
neuf/neuve	<i>new</i>
nombreux/euse	<i>numerous</i>
nouveau/nouvel/nouvelle	<i>new</i>

ouvert	<i>open</i>
paresseux/euse	<i>lazy</i>
parfait	<i>perfect</i>
passionnant	<i>exciting</i>
perdu	<i>lose</i>
petit	<i>small</i>
plein	<i>full</i>
préfééré	<i>favourite</i>
prét	<i>ready</i>
pressé	<i>in a hurry</i>
prochain	<i>next</i>
proche	<i>close</i>
propre	<i>clean, own</i>
rapide	<i>fast</i>
recherché	<i>sought after</i>
reconnaissant	<i>grateful</i>
réel/le	<i>real</i>
responsable	<i>responsible</i>
riche	<i>rich</i>
sage	<i>wise, well behaved</i>
sain	<i>healthy</i>
sale	<i>dirty</i>
sensass	<i>sensational</i>
satisfait	<i>satisfied</i>
sérieux/ieuse	<i>serious</i>
sévère	<i>strict</i>
seul	<i>alone</i>

silencieux/ieuse	<i>silent</i>
super	<i>great</i>
timide	<i>shy</i>
travailleur/travailleuse	<i>hardworking</i>
tout	<i>all</i>
typique	<i>typical</i>
utile	<i>useful</i>
valable	<i>valid</i>
variable	<i>variable</i>
vieux/vieille	<i>old</i>
vite	<i>quick</i>
vrai	<i>true</i>

Colours

blanc/he	<i>white</i>
bleu	<i>blue</i>
brun	<i>brown</i>
clair	<i>light</i>
couleur (f)	<i>colour</i>
foncé	<i>dark</i>
gris	<i>grey</i>
jaune	<i>yellow</i>
marron	<i>chestnut brown</i>
noir	<i>black</i>
rose	<i>pink</i>
rouge	<i>red</i>
vert	<i>green</i>
violet	<i>violet</i>

Adverbs

déjà	<i>already</i>
encore	<i>more</i>
ici	<i>here</i>
immédiatement	<i>immediately</i>
là	<i>there</i>
là-bas	<i>over there</i>
là-haut	<i>up there</i>
longtemps	<i>(for a) long time</i>
malheureusement	<i>unfortunately</i>
peut-être	<i>perhaps</i>
plutôt	<i>rather</i>

pourtant	<i>however</i>
presque	<i>almost</i>
quelquefois	<i>sometimes</i>
récemment	<i>recently</i>
souvent	<i>often</i>
surtout	<i>especially</i>
toujours	<i>always/still</i>
tout de suite	<i>straight away</i>
très	<i>very</i>
trop	<i>too</i>
vite	<i>quickly</i>
vraiment	<i>really</i>

Numbers

1-100

Quantities

assez de	<i>enough</i>
beaucoup de	<i>many</i>
plusieurs	<i>several</i>
un morceau de	<i>a piece of</i>
un paquet de	<i>a packet of</i>
un peu de	<i>a little of</i>
un pot de	<i>a jar of</i>
un tiers de	<i>a third of</i>
une boîte de	<i>a tin, box of</i>
une bouteille de	<i>a bottle of</i>
une douzaine de	<i>a dozen</i>
une tranche de	<i>a slice of</i>

Connecting words

alors	<i>then</i>
aussi	<i>also</i>
d'abord	<i>first of all</i>
donc	<i>so</i>
ensuite	<i>then</i>
et	<i>and</i>
mais	<i>but</i>
ou	<i>or</i>
puis	<i>then</i>

Time expressions

à l'heure	<i>on time</i>
à partir de	<i>from</i>
après-demain	<i>the day after tomorrow</i>
après-midi (m)	<i>afternoon</i>
au début	<i>at the start</i>
aujourd'hui	<i>today</i>
bientôt	<i>soon</i>
de bonne heure	<i>on time, early</i>
de temps en temps	<i>from time to time</i>
demain	<i>tomorrow</i>
depuis	<i>since</i>
hier	<i>yesterday</i>
jour (m)	<i>day</i>
journée (f)	<i>day</i>
le lendemain (m)	<i>the next day</i>
maintenant	<i>now</i>

matin (m)	<i>morning</i>
minute (f)	<i>minute</i>
minuit	<i>midnight</i>
nuit (f)	<i>night</i>
plus tard	<i>later</i>
prochain	<i>next</i>
quinzaine (f)	<i>a fortnight</i>
quinze jours	<i>a fortnight</i>
semaine (f)	<i>week</i>
soir (m)	<i>evening</i>
soirée (f)	<i>evening/party</i>
toujours	<i>always</i>
tous les jours	<i>every day</i>
tout à l'heure	<i>just now, in a little while</i>
week-end (m)	<i>weekend</i>

Times

Awareness of times (analogue and digital)

Days of the week

lundi	<i>Monday</i>
mardi	<i>Tuesday</i>
mercredi	<i>Wednesday</i>
jeudi	<i>Thursday</i>
vendredi	<i>Friday</i>
samedi	<i>Saturday</i>
dimanche	<i>Sunday</i>

Months of the year

janvier	<i>January</i>
février	<i>February</i>
mars	<i>March</i>
avril	<i>April</i>
mai	<i>May</i>
juin	<i>June</i>
juillet	<i>July</i>
août	<i>August</i>
septembre	<i>September</i>
octobre	<i>October</i>
novembre	<i>November</i>
décembre	<i>December</i>

Question words

que?	<i>what?</i>
qui?	<i>who?</i>
qu'est-ce que?	<i>what? (divided obj)</i>
qu'est-ce qui?	<i>what? (as subject)</i>

qu'à?	<i>why?</i>
pourquoi?	<i>why?</i>
quand?	<i>when?</i>
combien de?	<i>how much, how many</i>
comment?	<i>how?</i>

Other expressions

à moi	<i>mine</i>
à mon avis	<i>in my opinion</i>
avec plaisir	<i>with pleasure</i>
bien sûr	<i>of course</i>
bof	<i>don't care!</i>
bonne chance	<i>good luck</i>
ça dépend	<i>it depends</i>
ça m'est égal	<i>I don't mind</i>
ça ne fait rien	<i>it doesn't matter</i>
ça s'écrit comment?	<i>how do you spell that?</i>
ça va	<i>I'm fine</i>
d'accord	<i>okay</i>
d'habitude	<i>usually</i>
encore une fois	<i>once again</i>
être en train de	<i>to be in the process of</i>
être sur le point de	<i>to be about to</i>
j'en ai assez/marre	<i>I've had enough</i>
quel dommage	<i>what a shame</i>
tant mieux	<i>all the better</i>
tant pis	<i>too bad</i>

voici	<i>here you are</i>
voilà	<i>there you are</i>

Other high frequency words

ça/ cela	<i>that</i>
chose (f)	<i>thing</i>
comme	<i>as, like</i>
chiffre	<i>figure</i>
façon (f)	<i>way</i>
fin (f)	<i>end</i>
fois (f)	<i>time</i>
forme (f)	<i>shape</i>
genre (m)	<i>type</i>
madame	<i>Mrs</i>
mademoiselle	<i>Miss</i>
monsieur	<i>Mr</i>
milieu (m)	<i>middle</i>
nombre (m)	<i>number</i>
numéro	<i>number</i>
non	<i>no</i>
oui	<i>yes</i>
parce que	<i>because</i>
par exemple	<i>for example</i>
quelqu'un	<i>someone</i>
quelque chose	<i>something</i>
si	<i>if</i>
tout le monde	<i>everybody</i>

Countries

Allemagne (f)	<i>Germany</i>
Angleterre (f)	<i>England</i>
Autriche (f)	<i>Austria</i>
Belgique (f)	<i>Belgium</i>
Danemark (m)	<i>Denmark</i>
Écosse (f)	<i>Scotland</i>
Espagne (f)	<i>Spain</i>
États-Unis (m/pl)	<i>United States</i>
France (f)	<i>France</i>
Grande-Bretagne (f)	<i>Great Britain</i>
Grèce (f)	<i>Greece</i>
Hollande (f)	<i>Holland</i>
Irlande (f)	<i>Ireland</i>
Italie (f)	<i>Italy</i>
Pays-Bas (m/pl)	<i>Netherlands</i>
Pays de Galles (m)	<i>Wales</i>
Royaume-Uni (m)	<i>United Kingdom</i>
Russie (f)	<i>Russia</i>
Suisse (f)	<i>Switzerland</i>

Continents

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

Nationalities

africain/e	<i>African</i>
allemand/e	<i>German</i>
américain	<i>American</i>
anglais/e	<i>English</i>
autrichien/autrichienne	<i>Austrian</i>
belge	<i>Belgian</i>
britannique	<i>British</i>
corse	<i>Corsican</i>
danois	<i>Danish</i>
écossais	<i>Scottish</i>
espagnol	<i>Spanish</i>
européen/européenne	<i>European</i>
français	<i>French</i>
gallois	<i>Welsh</i>
grec/grecque	<i>Greek</i>
hollandais	<i>Dutch</i>
irlandais	<i>Irish</i>
italien/italienne	<i>Italian</i>
russe	<i>Russian</i>
suisse	<i>Swiss</i>

Areas/mountains

Alpes (f/pl)	<i>the Alps</i>
Bretagne (f)	<i>Brittany</i>
Manche (f)	<i>the English Channel</i>
Massif Central (m)	<i>Massif Central</i>
Midi (m)	<i>the south of France</i>
Pyrénées (f/pl)	<i>the Pyrenees</i>
Tunnel (sous la Manche) (m)	<i>the Channel tunnel</i>

Useful acronyms and abbreviations

BAC	<i>baccalauréat, school leaving exam</i>
BNP	<i>Banque Nationale de Paris</i>
CD-ROM	<i>CD</i>
CES	<i>secondary school</i>
CV	<i>curriculum vitae</i>
EDF	<i>French electricity company</i>
EPS	<i>physical and sports education</i>
FR3	<i>French TV channel</i>
GDF	<i>French gas company</i>
M6	<i>French TV channel</i>
MJC	<i>youth club and arts centre</i>
P et T	<i>French post office and telecommunications service</i>
RER	<i>fast commuter train service (Paris)</i>
SIDA	<i>AIDS</i>
SNCF	<i>French national railway company</i>
SVP	<i>please (s'il vous plaît)</i>
TGV	<i>high speed train</i>

T.I.J.	<i>every day</i>
TVA	<i>value added tax (VAT)</i>
UE	<i>European Union</i>

Social conventions

à demain	<i>see you tomorrow</i>
à bientôt	<i>see you soon</i>
allô	<i>hello (on the telephone)</i>
à tout à l'heure	<i>see you later</i>
àmitiés	<i>best wishes</i>
au revoir	<i>goodbye</i>
au secours	<i>help</i>
bonjour	<i>hello, good day</i>
bonne nuit	<i>goodnight</i>
bonsoir	<i>good evening</i>
merci	<i>thank you</i>
prière de	<i>please (request)</i>
salut	<i>hi</i>
s'il te plaît/s'il vous plaît	<i>please, please (polite)</i>

Prepositions

à	<i>at, to</i>
à cause de	<i>because of</i>
à côté de	<i>next to</i>
après	<i>after</i>
au bout de	<i>at the end of</i>
autour de	<i>around</i>
avant	<i>before</i>

avec	<i>with</i>
chez	<i>at (someone's house)</i>
contre	<i>against</i>
dans	<i>in</i>
de	<i>from</i>
dehors	<i>outside</i>
derrière	<i>behind</i>
devant	<i>in front of</i>
en	<i>in, by</i>
en face de	<i>opposite</i>
en haut	<i>above</i>
entre	<i>between</i>
environ	<i>about</i>
jusqu'à	<i>until</i>
loin de	<i>far from</i>
par	<i>through</i>
parmi	<i>among</i>
partout	<i>everywhere</i>
pendant	<i>during</i>
pour	<i>for, in order to</i>
près de	<i>near</i>
sans	<i>without</i>
sauf	<i>except</i>
selon	<i>according to</i>
sous	<i>under</i>
sur	<i>on</i>
vers	<i>towards</i>

Language used in dialogues and messages

(Some words may feature in other sections)

à bientôt	<i>see you soon</i>
à l'appareil	<i>on the line/speaking</i>
à l'attention de	<i>for the attention of</i>
à plus tard	<i>see you later (to soc conventions)</i>
annuaire (m)	<i>telephone book</i>
appelle-moi/appelez-moi	<i>call me (informal/formal)</i>
bip sonore (m)	<i>tone</i>
combiné (m)	<i>receiver (telephone)</i>
composer le numéro	<i>dial the number</i>
en communication avec	<i>in communication with</i>
en fait	<i>in fact</i>
en ligne	<i>on the line</i>
envoi de (m)	<i>sent by</i>
être bien chez	<i>to be at (checking correct number/address)</i>
faux numéro (m)	<i>wrong number</i>
indicatif (m)	<i>area code</i>
instant (m)	<i>moment</i>
je reviens tout de suite	<i>I'll be right back</i>
je vous écoute	<i>I'm listening</i>
je vous le passe	<i>I will put you through</i>
messagerie vocale (f)	<i>voice mail</i>
ne quittez pas	<i>stay on the line</i>
patientez	<i>wait</i>
pour l'instant	<i>for the moment</i>
radiomessagerie (f)	<i>paging</i>

suite à	<i>further to/following</i>
texte (m)	<i>text</i>
téléphone (m)	<i>telephone</i>
texto	<i>text message</i>

Language related to common topic areas

Out and about

à droite	<i>on the right</i>
à gauche	<i>on the left</i>
à pied	<i>on foot</i>
accueil	<i>welcome</i>
aéroport (m)	<i>airport</i>
affiche (f)	<i>poster/notice</i>
à l'étranger	<i>abroad</i>
à l'extérieur	<i>outside</i>
aller-retour (m)	<i>return ticket</i>
aller-simple (m)	<i>single ticket</i>
arrêt (d'autobus) (m)	<i>bus stop</i>
ascenseur (m)	<i>lift</i>
auberge de jeunesse (f)	<i>youth hostel</i>
auto (f)	<i>car</i>
autobus (m)	<i>bus</i>
autoroute (f)	<i>motorway</i>
avion (m)	<i>plane</i>
bagages (m/pl)	<i>luggage</i>
bain (m)	<i>bath</i>

balcon (m)	<i>balcony</i>
banlieue (f)	<i>suburb</i>
banque (f)	<i>bank</i>
bar	<i>bar</i>
bateau (m)	<i>boat</i>
bâtiment (m)	<i>building</i>
bibliothèque (f)	<i>library</i>
bicyclette (f)	<i>bicycle</i>
billet (m)	<i>ticket</i>
bon séjour	<i>enjoy your stay</i>
bon voyage	<i>have a good journey</i>
boucherie (f)	<i>butcher's</i>
boulangerie (f)	<i>baker's</i>
brochure (f)	<i>brochure/leaflet</i>
brouillard (m)	<i>fog</i>
buffet (m)	<i>snack bar, buffet</i>
bureau (m)	<i>office</i>
bureau d'accueil/de renseignements (m)	<i>tourist information office</i>
café	<i>café</i>
camion (m)	<i>lorry</i>
car (m)	<i>coach</i>
campagne (f)	<i>country</i>
camping (m)	<i>campsite</i>
carnet (m)	<i>book (of tickets)</i>
carrefour (m)	<i>crossroads</i>
carte d'identité (f)	<i>identity card</i>

carte postale (f)	<i>postcard</i>
carte routière (f)	<i>road map</i>
cathédrale (f)	<i>cathedral</i>
centre commercial (m)	<i>shopping centre</i>
centre sportif	<i>sports centre</i>
centre de loisirs	<i>leisure centre</i>
centre-ville (m)	<i>town centre</i>
chaleur (f)	<i>heat</i>
chambre (f)	<i>room</i>
château (m)	<i>castle</i>
chauffeur (de taxi) (m)	<i>(taxi) driver</i>
chemin de fer (m)	<i>railway</i>
ciel (m)	<i>sky</i>
cinéma (m)	<i>cinema</i>
circulation (f)	<i>traffic</i>
clef/clé (f)	<i>key</i>
climat (m)	<i>climate</i>
coin (m)	<i>corner</i>
colline (f)	<i>hill</i>
colonie de vacances (f)	<i>summer camp</i>
commerce (m)	<i>business/trade</i>
commissariat (m)	<i>police station</i>
compartiment (m)	<i>compartment</i>
composter	<i>to validate a ticket</i>
concert (m)	<i>concert</i>
conducteur (m) conductrice (f)	<i>driver</i>
consigne (f)	<i>left luggage</i>

contrôle de passeports (m)	<i>passport control</i>
contrôleur (m)	<i>ticket inspector</i>
correspondance (f)	<i>connection</i>
côte (f)	<i>coast</i>
couquette (f)	<i>berth</i>
couvert	<i>overcast</i>
décoller	<i>to take off (plane)</i>
défense de...	<i>forbidden to...</i>
degré (m)	<i>degree</i>
délai (m)	<i>waiting period/time limit</i>
départ (m)	<i>departure</i>
département (m)	<i>administrative district</i>
dès que	<i>as soon as (to general)</i>
déviation (f)	<i>diversion, detour</i>
discothèque/disco (f)	<i>disco</i>
distractions (f/pl)	<i>entertainment, things to do</i>
éclaircie (f)	<i>sunny interval</i>
église (f)	<i>church</i>
embouteillage (m)	<i>traffic jam</i>
entrée (f)	<i>entrance</i>
en avance	<i>in advance</i>
en été	<i>in summer</i>
en hiver	<i>in winter</i>
endroit (m)	<i>place</i>
en plein air	<i>outside</i>
ensoleillé	<i>sunny</i>
escalier (m)	<i>staircase</i>

essence (f)	<i>petrol</i>
est (m)	<i>east</i>
étage (1 ^{er} /2 ^{me} etc)	<i>floor (1st, 2ndnd)</i>
excursion (f)	<i>outing</i>
excusez-moi	<i>I'm sorry/excuse me</i>
exposition (f)	<i>exhibition</i>
ferme (f)	<i>farm</i>
fermeture (f)	<i>closing</i>
fête (f)	<i>feast, holiday, fair, fête</i>
feux (m/pl)	<i>traffic lights</i>
fiche (f)	<i>form</i>
fonctionner	<i>to function, to work</i>
froid	<i>cold</i>
gare (f)	<i>station</i>
gare routière (f)	<i>coach station</i>
gare maritime (f)	<i>port</i>
gasoil	<i>diesel</i>
gendarme (m)	<i>gendarme</i>
guichet (m)	<i>ticket office</i>
historique	<i>historic</i>
hôpital (m)	<i>hospital</i>
horaire (m)	<i>timetable</i>
hôtel (de ville) (m)	<i>hotel, town hall</i>
hôtesse d'accueil (f)	<i>receptionist</i>
hypermarché (m)	<i>hypermarket</i>
inclus	<i>included</i>
industrie (f)	<i>industry</i>

jardin public (m)	<i>park</i>
jardin zoologique (m)	<i>zoo</i>
jour férié (m)	<i>public holiday</i>
kiosque à journaux (m)	<i>newspaper stall</i>
lac (m)	<i>lake</i>
lieu (m)	<i>place</i>
ligne (f)	<i>line/route</i>
liste des prix (f)	<i>price list</i>
liste des hôtels (f)	<i>hotel list</i>
loin	<i>far(away)</i>
magasin (m)	<i>shop</i>
mairie (f)	<i>town hall</i>
marché (m)	<i>market</i>
marque (f)	<i>brand/make</i>
mauvais	<i>bad</i>
mer (f)	<i>sea</i>
météo (f)	<i>weather forecast</i>
mètre (m)	<i>metre</i>
métro (m)	<i>metro/underground railway</i>
montagne (f)	<i>mountain</i>
moteur (m)	<i>engine/motor</i>
mort	<i>dead</i>
municipal	<i>public/municipal</i>
musée (m)	<i>museum</i>
neige (f)	<i>snow</i>
nord (m)	<i>north</i>
nuage (m)	<i>cloud</i>

occupé	<i>occupied</i>
office de tourisme (m)	<i>tourist information office</i>
orage (m)	<i>storm</i>
ouest (m)	<i>west</i>
palais (m)	<i>palace</i>
panne (f)	<i>breakdown</i>
panneau (m)	<i>sign</i>
parc (m)	<i>park</i>
parking (m)	<i>car park</i>
patinoire (f)	<i>ice rink</i>
pellicule (f)	<i>film (for a camera)</i>
permis de conduire (m)	<i>driving licence</i>
piéton (m)	<i>pedestrian</i>
piscine (f)	<i>swimming pool</i>
pittoresque	<i>picturesque</i>
place (f)	<i>square</i>
plage (f)	<i>beach</i>
plan (de la ville) (m)	<i>map (of the town)</i>
il pleut	<i>it is raining</i>
pluie (f)	<i>rain</i>
pont (m)	<i>bridge</i>
port (m)	<i>port</i>
porte (d'entrée) (f)	<i>(front) door</i>
potable	<i>suitable for drinking</i>
pression (f)	<i>pressure/draught (beer)</i>
priorité à droite (f)	<i>priority to the right</i>
problème (m)	<i>problem</i>

quai (m)	<i>platform</i>
région (f)	<i>region</i>
réception (f)	<i>reception</i>
rendez-vous (m)	<i>appointment/meeting place</i>
rez de chaussée	<i>ground floor</i>
retard (m)	<i>delay</i>
rivière (f)	<i>river</i>
rond-point (m)	<i>roundabout</i>
route (f)	<i>road</i>
rue (f)	<i>road/street</i>
saison (f)	<i>season</i>
salle d'attente (f)	<i>waiting room</i>
salle de jeux (f)	<i>games room</i>
sans plomb	<i>unleaded</i>
sens interdit/ unique (m)	<i>one way system</i>
situé	<i>situated</i>
soleil (m)	<i>sun</i>
sortie (f)	<i>way out/exit</i>
sous-sol (m)	<i>basement</i>
stade (m)	<i>stadium</i>
station de métro (f)	<i>underground station</i>
sud (m)	<i>south</i>
suivant	<i>following</i>
supplément (m)	<i>supplement</i>
station-service (f)	<i>service station</i>
taxi (m)	<i>taxi</i>
téléviseur (m)	<i>television set</i>

télévision	<i>television</i>
temps (m)	<i>weather</i>
théâtre (m)	<i>theatre</i>
toilettes (f/pl)	<i>toilets</i>
tour (m)	<i>tour</i>
tour (f)	<i>tower</i>
touristique	<i>tourist</i>
tourner	<i>to turn</i>
tout droit	<i>straight on</i>
tranquille	<i>quiet</i>
transports en commun (m/pl)	<i>public transport</i>
traverser	<i>to cross</i>
usine (f)	<i>factory</i>
valise (f)	<i>suitcase</i>
variable	<i>variable</i>
vélo (m)	<i>bike</i>
vent (m)	<i>wind</i>
village (m)	<i>village</i>
ville (f)	<i>town</i>
voiture (f)	<i>car</i>
vol (m)	<i>flight/theft</i>
voyage (m)	<i>journey</i>
vue (f)	<i>view</i>
wagon-lit (m)	<i>sleeping car</i>
wagon-restaurant (m)	<i>restaurant car</i>
WC	<i>wc</i>
zone piétonne (f)	<i>pedestrianised area</i>
1 ^{er} /2 ^{me} étage etc	<i>1st/2nd floor etc</i>

Customer service and transactions

addition (f)	<i>bill</i>
appareil photo (m)	<i>camera</i>
argent (m)	<i>money</i>
à votre service	<i>at your service</i>
baguette	<i>French stick</i>
baskets	<i>trainers</i>
blouson	<i>casual jacket</i>
boisson (f)	<i>drink</i>
brochure	<i>brochure</i>
bureau de change (m)	<i>exchange bureau</i>
bureau des objets trouvés (m)	<i>lost property office</i>
cadeau (m)	<i>present</i>
café (m)	<i>café</i>
caisse (f)	<i>till</i>
carte bancaire (f)	<i>bank card</i>
carte de crédit (f)	<i>credit card</i>
carte postale	<i>post card</i>
casse-croûte (m)	<i>snack</i>
champignon (m)	<i>mushroom</i>
chaussette (f)	<i>sock</i>
chaussure (f)	<i>shoe</i>
chèque (m) (de voyage)	<i>(traveller's) cheque</i>
choix (m)	<i>choice (to general)</i>
citron (m)	<i>lemon</i>
client (m/f)	<i>customer</i>
clavier	<i>keyboard</i>

coiffeur/coiffeuse (m/f)	<i>hairdresser</i>
complet	<i>full</i>
commissariat de police (m)	<i>police station</i>
coton	<i>cotton</i>
cours de change (m)	<i>exchange rate</i>
courses (f/pl)	<i>shopping</i>
crêpe	<i>pancake</i>
croque-monsieur (m)	<i>toasted cheese & ham sandwich</i>
cuit	<i>cooked</i>
dommage	<i>damage, pity, shame</i>
eau (f)	<i>water</i>
erreur (f)	<i>mistake</i>
euro (m)	<i>euro</i>
facture (f)	<i>bill, invoice</i>
fiche (f)	<i>form</i>
framboise (f)	<i>raspberry</i>
frites (f/pl)	<i>chips</i>
fromage (m)	<i>cheese</i>
fruit (m)	<i>fruit</i>
gant (m)	<i>glove</i>
glace (f)	<i>ice cream</i>
grand magasin (m)	<i>department store</i>
hors-d'oeuvre (m)	<i>starter</i>
jambon (m)	<i>ham</i>
jupe (f)	<i>skirt</i>
jus de fruit (m)	<i>fruit juice</i>

laine (f)	<i>wool</i>
lait (m)	<i>milk</i>
légume (m)	<i>vegetable</i>
livre sterling (f)	<i>pound sterling</i>
maillot de bain (m)	<i>swimsuit/trunks</i>
malade	<i>ill</i>
menu (m)	<i>menu</i>
monnaie (f)	<i>change</i>
moules (f/pl)	<i>mussels</i>
œuf	<i>egg</i>
omelette	<i>omelette</i>
pain	<i>bread</i>
pantalon (m)	<i>trousers</i>
pâtisserie (f)	<i>cake shop</i>
patron/patronne (m/f)	<i>boss</i>
payer	<i>to pay</i>
pêche (f)	<i>peach</i>
petit déjeuner (m)	<i>breakfast</i>
petits pois (m/pl)	<i>peas</i>
pièce d'identité (f)	<i>identity card</i>
plan de la ville	<i>town map</i>
plat (du jour) (m)	<i>dish (of the day)</i>
pointure (f)	<i>size (shoes)</i>
poire (f)	<i>pear</i>
pomme de terre (f)	<i>potato</i>
porc (m)	<i>pork</i>
portefeuille (m)	<i>wallet</i>

porte-monnaie (m)	<i>purse</i>
poulet (m)	<i>chicken</i>
pourboire (m)	<i>tip</i>
prix (m)	<i>price</i>
pull, pullover (m)	<i>sweater, jumper</i>
rayon (m)	<i>department</i>
reçu (m)	<i>receipt</i>
réduction (f)	<i>reduction</i>
réduit	<i>reduced</i>
repas (m)	<i>meal</i>
robe (f)	<i>dress</i>
rôti	<i>roast</i>
salle à manger (f)	<i>dining room</i>
sandale (f)	<i>sandal</i>
sandwich (m)	<i>sandwich</i>
saucisson (m)	<i>salami type sausage</i>
serveur/serveuse (m/f)	<i>waiter/waitress</i>
service (non) compris	<i>service (not) included</i>
tabac	<i>(tobacconist/stamp seller)</i>
taille (f)	<i>size</i>
thé (m)	<i>tea</i>
timbre (m)	<i>stamp</i>
vendeur/vendeuse (m/f)	<i>salesman/woman</i>
vin (m)	<i>wine</i>
vol (m)	<i>theft/flight</i>
voleur (m)	<i>thief</i>
yaourt (m)	<i>yoghurt</i>

Personal information

activité (f)	<i>activity</i>
âge (m)	<i>age</i>
adresse (f)	<i>address</i>
aimable	<i>likeable</i>
aîné	<i>older, first born</i>
ambiance (f)	<i>atmosphere</i>
ami/e (m/f)	<i>friend</i>
an (m)	<i>year</i>
anniversaire (m)	<i>birthday</i>
articles de sport (m pl)	<i>sports equipment</i>
athlétisme (m)	<i>athletics</i>
bague (f)	<i>ring</i>
baskets (f/pl)	<i>trainers</i>
bavard	<i>talkative</i>
blouson (m)	<i>jacket</i>
boîte de nuit (f)	<i>night club</i>
bouclé	<i>curly</i>
boucles d'oreille (f/pl)	<i>earrings</i>
célibataire	<i>celebrity</i>
championnat (m)	<i>championship</i>
chanson (f)	<i>song</i>
chapeau (m)	<i>hat</i>
cheveux (m/pl)	<i>hair</i>
classique	<i>classical, classic</i>
clavier	<i>keyboard</i>
club des jeunes (m)	<i>youth club</i>
code postal (m)	<i>post code</i>

connaissance (f)	<i>knowledge</i>
cyclisme (m)	<i>cycling</i>
date de naissance (f)	<i>date of birth</i>
disque compact (m)CD	<i>CD (compact disc)</i>
divorcé	<i>divorced</i>
egoïste	<i>selfish</i>
émission (f)	<i>(television) programme</i>
équipe (f)	<i>team</i>
équipement	<i>equipment</i>
équitation	<i>horse riding</i>
famille (f)	<i>family</i>
fanatique de	<i>fanatical about</i>
femme (f)	<i>wife, woman</i>
fièvre (f)	<i>temperature</i>
flûte	<i>flute</i>
football	<i>football</i>
frisé	<i>curly</i>
guitare	<i>guitar</i>
habillé	<i>dressed</i>
hockey	<i>hockey</i>
informatique (f)	<i>computing, ICT</i>
ipod	<i>ipod</i>
jeu (de société/électronique) (m)	<i>board, electronic game</i>
joueur (m)	<i>player</i>
lecture (f)	<i>reading</i>
lieu de naissance (m)	<i>birthplace</i>

loisirs (m/pl)	<i>leisure</i>
lunettes (f/pl)	<i>glasses</i>
maison des jeunes (f)	<i>youth club</i>
mari (m)	<i>husband</i>
marié	<i>married</i>
mère (f)	<i>mother</i>
métier (m)	<i>job</i>
mince	<i>thin</i>
mode (f)	<i>fashion</i>
moderne	<i>modern</i>
mp3	<i>MP3</i>
musique	<i>music</i>
natation	<i>swimming</i>
né(e)	<i>born</i>
nez	<i>nose</i>
orchestre (m)	<i>orchestra</i>
oreille	<i>our</i>
passe-temps (m)	<i>leisure</i>
patinage (m)	<i>skating</i>
père (m)	<i>father</i>
piano	<i>piano</i>
pièce de théâtre (f)	<i>play</i>
portable (m)	<i>mobile phone</i>
pop	<i>pop(music)</i>
prénom (m)	<i>first name</i>
promener	<i>to take out for a walk (dog)</i>
rap	<i>rap</i>

raide	<i>straight (hair)</i>
rock	<i>rock (musical)</i>
roux	<i>red (hair)</i>
sac (m)	<i>bag</i>
rugby	<i>rugby</i>
séparé	<i>separated</i>
ski	<i>skiing</i>
ski nautique	<i>water skiing</i>
sport	<i>sport</i>
sportif/sportive	<i>sporty</i>
survêtement (m)	<i>tracksuit</i>
temps libre (m)	<i>free time</i>
tennis	<i>tennis</i>
tennis de table	<i>table tennis</i>
terrain de sport (m)	<i>sports ground</i>
tourisme (m)	<i>tourism</i>
trompette	<i>trumpet</i>
parapluie (m)	<i>umbrella</i>
unique	<i>only (child)</i>
université (f)	<i>university</i>
vedette (f)	<i>star, celebrity</i>
vestibule (m)	<i>hall</i>
végétarien/ne	<i>vegetarian</i>
veste (f)	<i>jacket</i>
vêtements (m/pl)	<i>clothes</i>

vêtu (de)	<i>dressed</i>
vieux/vieil/vieille	<i>old</i>
violon	<i>violin</i>
yeux (m/pl)	<i>eyes</i>

Future plans, education and work

acteur/actrice (m/f)	<i>actor, actress</i>
adulte (m/f)	<i>adult</i>
agence de voyages (f)	<i>travel agency</i>
agent de police (m/f)	<i>police officer</i>
année prochaine (f)	<i>next year</i>
annonce (f)	<i>advert</i>
apprentissage (m)	<i>apprenticeship</i>
architecte (m)	<i>architect</i>
bien payé	<i>well paid</i>
biologie	<i>biology</i>
boîte aux lettres (f)	<i>letter box</i>
boucher/bouchère (m/f)	<i>butcher</i>
boulangier/boulangère (m/f)	<i>baker</i>
boulot (m)	<i>work</i>
bulletin (m)	<i>school report</i>
cantine (f)	<i>canteen</i>
chimie (f)	<i>chemistry</i>
chômage (m)	<i>unemployment</i>
classer	<i>to file</i>
classeur (m)	<i>file</i>
clavier (m)	<i>keyboard</i>

collège (m)	<i>school</i>
collègue (m/f)	<i>colleague</i>
commerce	<i>business/shop</i>
composer le numéro	<i>to dial the number (to 'messages')</i>
conditions de travail (f/pl)	<i>terms of employment</i>
conférence (f)	<i>conference</i>
coup de téléphone (m)	<i>telephone call</i>
couper	<i>to cut/to cut off (phone)</i>
courrier (électronique) (m)	<i>(electronic) mail</i>
couture (f)	<i>sewing, tailoring</i>
cuisinier/cuisinière (m/f)	<i>cook</i>
curseur (m)	<i>cursor</i>
demande d'emploi (f)	<i>situation wanted</i>
diplôme (m)	<i>qualification</i>
directeur (m)/directrice (f)	<i>headteacher, director</i>
disquette (f)	<i>disc</i>
dossier (m)	<i>folder</i>
échange (m)	<i>exchange</i>
écran (m)	<i>screen</i>
éducation physique	<i>PE</i>
effacer	<i>to erase, rub out</i>
électricien/électricienne (m/f)	<i>electrician</i>
email	<i>email</i>
emploi (m)	<i>job</i>
emploi du temps (m)	<i>timetable</i>
employé (m)/employée (f) (de banque/bureau)	<i>(bank/office) employee</i>

employeur (m)	<i>employer</i>
entretien (m)	<i>interview (job)</i>
EPS	<i>physical and sports education</i>
étudiant/e (m/f)	<i>student</i>
examen (m)	<i>examination</i>
expérimenté	<i>experienced</i>
faire des études	<i>to study</i>
faire un stage	<i>to do a course</i>
faute (f)	<i>fault</i>
fax (m)	<i>fax</i>
fermier/fermière (m/f)	<i>farmer</i>
fois (f)	<i>time</i>
fonctionnaire (m/f)	<i>civil servant</i>
formation (f)	<i>training</i>
formulaire (m)	<i>form</i>
gérant (m/f)	<i>manager</i>
géographie	<i>geography</i>
histoire	<i>history</i>
hôtesse/steward de l'air (f/m)	<i>air hostess/air steward</i>
imprimante (f)	<i>printer</i>
imprimer	<i>to print</i>
informaticien/ne (m/f)	<i>computer scientist</i>
ingénieur (m)	<i>engineer</i>
instituteur (m)/institutrice (f)	<i>teacher (primary)</i>
journaliste (m/f)	<i>journalist</i>
langue (f)	<i>language</i>
licence (f)	<i>degree (university)</i>

livre sterling (f)	<i>pound</i>
maçon (m)	<i>builder</i>
mal payé	<i>badly paid</i>
marketing (m)	<i>marketing</i>
maths	<i>maths</i>
mécanicien/mécanicienne (m/f)	<i>mechanic</i>
message (m)	<i>message</i>
mi-temps	<i>part time</i>
mode (f)	<i>fashion</i>
moniteur (m)/monitrice (f)	<i>instructor</i>
mot de passe (m)	<i>password</i>
occupé	<i>busy</i>
ordinateur (m)	<i>computer</i>
papier (m)	<i>paper</i>
par heure	<i>per hour</i>
pause de midi (f)	<i>lunch break</i>
pause-café (thé/déjeuner) (f)	<i>coffee (tea/lunch) break</i>
permanence	<i>duty office</i>
physique	<i>physics</i>
plombier (m)	<i>plumber</i>
pompier (m)	<i>fireman</i>
poser sa candidature	<i>to apply for a job</i>
poste (f)	<i>post/post office</i>
prévu	<i>planned</i>
professeur (m)	<i>teacher</i>
programmeur (m)	<i>programmer</i>
progrès (m)	<i>progress</i>

projet (m)	<i>plan, project</i>
rapport (m)	<i>connection, report</i>
réponse (f)	<i>answer, reply</i>
répondeur (m)	<i>answerphone</i>
représentant (m)	<i>representative</i>
résultats (m)	<i>results</i>
réunion (f)	<i>meeting</i>
salaire (m)	<i>salary</i>
sciences	<i>science</i>
serveur/serveuse (m/f)	<i>waiter/waitress</i>
site (m)	<i>website</i>
société (f)	<i>society/company</i>
sondage (m)	<i>opinion poll/survey</i>
souris (f)	<i>mouse</i>
stage (en entreprise) (m)	<i>work experience</i>
sujet (m)	<i>subject</i>
supérieur	<i>superior/higher</i>
technicien/technicienne (m/f)	<i>technician</i>
touche (f)	<i>key (of keyboard)</i>
travail (m)	<i>work</i>
trimestre (m)	<i>term</i>
vestiaire (m)	<i>cloakroom</i>
web (m)	<i>the web</i>
web-mail (m)	<i>web-mail</i>

Appendix 6 French language rubrics

The key words and phrases used in rubrics across the papers are given below. They may be used either as printed or elements of them may be combined.

Instructions

Arrange...	les mots correctement
Choisis...	les bonnes phrases les bons mots pour finir la phrase parmi les mots dans la case
Coche...	la case/les bonnes cases pour indiquer...
Complète...	les comparaisons les phrases (avec les bonnes expressions)
Corrige...	les erreurs les fautes
Décris...	ta maison/ta mère etc
Dis...	
Donne...	les renseignements les conseils ton opinion/avis
Écoute...	la conversation
Écris...	le mot qui ne va pas avec les autres les numéros qui correspondent ton avis avec tes raisons une lettre une carte postale une/les réponse(s) un article

Explique...	pourquoi comment
Fais...	une liste un résumé
Finis...	les phrases
Imagine...	que...
Lis...	la lettre/le texte/l'histoire
Mets...	les mots/images dans le bon ordre la bonne lettre dans la case
Note...	deux/trois détails
Pose...	des questions
Prépare...	un poster/ dépliant
Qui...	dit quoi?
Raconte...	les choses que tu as faites ce que tu as fait tes impressions
Regarde...	les images/photos la liste/la carte
Remplis...	les blancs
Réponds...	à ce questionnaire à la lettre aux questions à toutes ses questions
Trouve...	l'/les erreur(s) la bonne réponse à chaque question la phrase qui correspond à chaque photo le texte qui correspond à chaque image/dessin/titre

Other words/ phrases

Qu'est-ce que cela veut dire?

Appendix 7 French language rubrics (onscreen test-specific)

The key words and phrases used in rubrics across the papers are given below. They may be used either as printed or elements of them may be combined.

Instructions

Arrange...	les mots correctement
Choisis...	le bon titre pour chaque... les bonnes phrases les bons mots pour finir la phrase parmi les mots dans la case
Clique...	sur... et fais le/la/les glisser dans la/les bonne(s) case(s) sur la/les bonne(s) réponse(s) sur le/les bon(s) mots
Coche...	la case/les bonnes cases la/les bonne(s) réponse(s) [pour indiquer...]
Complète...	les comparaisons les phrases (avec les bonnes expressions)
Corrige...	les erreurs les fautes
Décris...	ta maison/ta mère etc
Dis...	
Donne...	des/les renseignements des/les conseils ton opinion/avis
Écoute...	la conversation/ce dialogue
Écris...	le mot qui ne va pas avec les autres les numéros qui correspondent ton avis avec tes raisons une lettre une carte postale une/les réponse(s) un article

Explique...	pourquoi comment
Fais...	une liste un résumé glisser
Finis...	les phrases
Imagine...	que...
Lis...	la lettre/le texte/l'histoire
Mets...	les mots/images/leurs noms dans le bon ordre la bonne lettre/leurs noms dans la (bonne) case
Note...	les/deux/trois détails
Pose...	des questions
Prépare...	un poster/dépliant
Qui...	dit quoi?
Raconte...	les choses que tu as faites ce que tu as fait tes impressions
Regarde...	les images/photos la liste/la carte
Remplis...	les blancs
Réponds...	à ce questionnaire à la lettre aux questions à toutes ses questions
Trouve...	l'/les erreur(s) la bonne réponse à chaque question la phrase qui correspond à chaque photo le texte qui correspond à chaque image/dessin/titre la personne qui exprime cette opinion

Other words/phrases

Qu'est-ce que cela veut dire?

Selon le texte...

Pour chaque phrase

Tu peux faire un/des zoom(s) sur le texte

Appendix 8 Controlled Assessment Authenticity Record Sheet - Speaking

GCSE in French (XXXX)

GCSE in French - spoken language (Short Course)(XXXX)

Language tested	Examination year
Centre name	Centre number
Candidate name	Candidate number

Marks from two controlled speaking assessments are required: one transactional interaction and either one picture-based discussion or one presentation with discussion.

Transactional interaction Theme: _____ Title of stimulus: _____			
Content and response /18	Range of language /6	Accuracy /6	TOTAL: /30
Picture-based/presentation based discussion Theme: _____ Content of picture/focus of presentation: _____			
Content and response /18	Range of language /6	Accuracy /6	TOTAL: /30
MAXIMUM MARK: /60			

Declaration of authentication:

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment.

I also agree to samples of my work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators.

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

Name of teacher: _____

Please submit this controlled assessment record and authentication sheet to the moderator and enclose sampled work and stimuli used as required.

Appendix 9 Controlled Assessment Authenticity Record Sheet - Writing

GCSE in French (XXXX)

GCSE in French - Written language (Short Course)(XXXX)

Language tested	Examination year
Centre name	Centre number
Candidate name	Candidate number

Please provide information below relating to the written work submitted for marking. This must have been carried out in two sessions of not more than one hour. Please indicate key references and sources that students have consulted when preparing for these specific assessments. (A copy of any centre devised preparatory material must be attached if appropriate.)

Date work produced	Titles	Theme

Declaration of Authentication:

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment.

I also agree to samples of my work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators.

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

Name of teacher: _____

Please submit this form to Edexcel attached to submitted work and with a copy of all relevant stimuli and notes used.

Appendix 10 Controlled Assessment Preparatory Feedback Form

CONTENT	
TASK COMPLETION	
Some parts of the task have not been covered	
Fails to meet the requirements of the task	
PRESENTATION	
Presentation and layout to be tidied up	
CONTENT	
Add some more ideas/introduction/conclusion	
Give more description	
Give more opinions/reasons	
Vary type of sentence more	
Vary your vocabulary more	
QUALITY OF LANGUAGE	
Check verb tenses and formation	
Check spellings and accents	
Check word order	
Check nouns and genders	
Check adjectives and agreements	

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Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

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Publications code Xxx

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Edexcel Publications, Adamsway, Mansfield, Notts NG18 4FN

Telephone 01623 467467
Fax 01623 450481
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Publications Code Xxx September 2008

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Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07