

Contents DRAFT 27.3.08

WJEC GCSE in French

For Examination from 2011

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FRENCH

SUMMARY OF ASSESSMENT

Written Papers

Reading	Foundation Tier	35 mins	40 marks	20%
	Higher Tier	45 mins		
Reading Comprehension with non-verbal responses and verbal responses in English/Welsh.				
Listening	Foundation Tier	approx. 35 mins	40 marks	20%
	Higher Tier	approx. 45 mins		
Listening comprehension with non-verbal responses and verbal responses in English/Welsh.				

Controlled Assessments

Speaking	50 marks	30%
2 tasks at FT – An interactive task; structured conversation. 2 tasks at HT – Structured conversation; exposé with follow-up discussion.		
Writing	50 marks	30%
3 written tasks at FT and HT.		

Subject Entry Codes

GCSE French	157
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FRENCH

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INTRODUCTION

1.1 Rationale

The GCSE French specification will naturally enhance the European and global awareness of candidates. Similarly, opportunities will naturally arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied. Welsh-medium versions of specifications and question papers will be available. Opportunities will be provided for candidates to develop their Key Skills.

1.2 Aims and Learning Outcomes

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

The GCSE specification in French will enable learners to:

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

1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the study of French in Key Stage 3. This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

1.4 Equality and Fair Assessment

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

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

Depending on the severity of the disability, it may not be possible for candidates with speech or hearing impairment to meet the criteria for the assessment of speaking and listening skills. Depending on the degree of the disability, it may not be possible for candidates with visual impairment to meet the criteria for the assessment of reading.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Overlap and Restrictions on Entry

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will only have one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 5650.

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CONTENT

Candidates will be required to :

- listen and respond to different types of language
- 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
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification

The content that will be studied will cover the following broad contexts:

Personal and Social Life

The Local Community

The World of Work

The Wider World

Candidates should be able to use language for the following purposes:

- to say which languages they speak and how well
- to greet and address someone appropriately in the language
- to state whether or not something is understood
- to ask for something to be repeated
- to spell and to ask how something is spelt
- to ask what things are called in the target language
- to ask someone to speak more slowly
- to ask for explanation, clarification and help
- to make apologies
- to ask if something is correct
- to initiate a conversation
- to express agreement or disagreement
- to state preferences and give reasons
- to ask permission to do things
- to complain
- to ask for and offer help
- to give and seek opinions

Within the broad contexts, the following areas will be included:

Personal and social life

Self, family, friends, home life, free time

Local community

Home town, school, environment

The world of work

Work experience, part-time jobs, future careers, technology

The wider world

Travel and holidays, media, social issues (e.g, life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.

DRAFT

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ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE French is tiered, i.e. externally assessed components/units are targeted at the grade ranges of A*-D (Higher Tier) and C-G (Foundation Tier). Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

A candidate may enter for one tier only in each component at any particular examination sitting:

Tier	Grades Available
Higher	A*, A, B, C, D
Foundation	C, D, E, F, G

Candidates who narrowly fail to achieve Grade D on the Higher Tier will be awarded Grade E.

The scheme of assessment will consist of:

External Assessment

Listening

The examination, lasting about 35 minutes at Foundation Level and 45 minutes at Higher Level, will be designed to allow candidates to show that they are able to understand spoken French in a variety of situations. Each item will be heard twice. Candidates will be allowed five minutes to study the questions before the recording is played.

Use will be made of non-verbal responses, such as box ticking, multiple choice and matching and verbal responses in English/Welsh.

The listening test may assess, among other things, the comprehension of public announcements, instructions and requests, interviews, news items, short dialogues and monologues such as weather forecasts.

No dictionaries will be allowed.

Reading

The examination, lasting 35 minutes at Foundation Tier and 45 minutes at Higher Tier, will be designed to allow candidates to show that they are able to understand and respond to written French in different registers and contexts and from different sources.

Use will be made of non-verbal responses such as box-ticking, multiple choice and matching and verbal responses in English/Welsh.

The reading test may assess, among other things, the comprehension of written public notices and signs, magazines or newspaper articles and personal information such as that found in letters, notes, e-mails or messages.

No dictionaries will be allowed.

Controlled Assessments

WRITING

Either

3 Tasks at Foundation Tier. Candidates must complete two tasks from a task bank provided by WJEC – 2 from question 1 (30 marks) and 1 from question 2 (20 marks). The three tasks must be from different contexts.

Or

3 Tasks at Higher tier. Candidates must complete two tasks from a task bank provided by WJEC. – 1 from question 2 (20 marks) and 2 from question 3 (30 marks). The three tasks must be chosen from different contexts.

At both levels candidates will complete all work under direct supervision within one single session. Dictionaries will be allowed and candidates will have access to notes that will be submitted with the work.

WJEC will provide a bank of questions but centres may adapt the tasks (within clearly defined parameters) to suit the needs of the candidates.

All work will be sent to WJEC for marking.

SPEAKING

Either

2 Tasks at Foundation Tier. They will comprise:

An interactive task comprising 2 scenarios based on the contexts (approx. 2 minutes each scenario) 30 marks

Structured conversation based on the contexts (4-5 minutes) 20 marks

Frameworks for the structured discussion will be provided or centres may create their own frameworks based on the interests of each candidate.

The oral examination must cover at least 2 contexts.

Or

2 Tasks at Higher Tier. They will comprise:

Structured conversation based on the contexts (4-5 minutes) 20 marks

Frameworks for the structured discussion will be provided or centres may create their own frameworks based on the interests of each candidate.

Exposé (2-3 minutes) – free choice of topic followed by discussion of the exposé (3-4 minutes) 30 marks.

Tasks will be administered and assessed by the classroom teacher and a sample sent to WJEC for moderation. The oral examination must cover at least 2 contexts.

3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

AO1 Understand spoken language

AO2 Communicate in speech

AO3 Understand written language

AO4 Communicate in writing

The weighting of assessment objectives across examination components is as follows:

	AO1	AO2	AO3	AO4	Total
Listening	20%				
Reading			20%		
Controlled Assessment Speaking		30%			
Controlled Assessment Writing				30%	
Total Weighting	20%	30%	20%	30%	100%

4 AWARDING, REPORTING AND RE-SITTING

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the total mark for this component may be carried forward for aggregation with the external components when these are re-taken.

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ADMINISTRATION OF CONTROLLED ASSESSMENT

Speaking

Task setting

Foundation Tier

1. Candidates will complete an interactive task comprising 2 scenarios from different contexts. WJEC will provide a number of comparable tasks but the centre may adapt the tasks to suit their candidates' interests. WJEC will provide guidance on ways in which tasks may be adapted. Each task will last approximately 2 minutes. Tasks will be changed every two years.
2. Candidates will take part in a structured conversation based on a framework (concept web) linked to one of the contexts. WJEC will provide a number of frameworks which the centre may adapt to suit the interests of the candidates. Tasks will be changed every two years.

The conversation will last 4-5 minutes.

Higher Tier

1. Candidates will take part in a structured conversation based on a framework (concept web) linked to one of the contexts. WJEC will provide a number of frameworks which centres may adapt to suit the interests of the candidates. Tasks will change every two years. The conversation will last 4-5 minutes.
2. Candidates will give an oral exposé on a topic of their choice. The exposé will last 2-3 minutes and will be followed by a discussion with the teacher lasting 3-4 minutes.

The exposé should show evidence of candidate research which may include on-line investigation or study through other relevant media. Candidates are permitted to use brief notes which should be retained by the teacher. A visual stimulus may also be used.

Task taking

All assessments will be completed under informal supervision.

Preparation prior to assessment may include class notes, textbooks, dictionaries or IT resources.

Candidates may work in groups but, for assessment purposes, candidates must provide an individual response.

Candidates should not have prior access to the assessment tasks (the interactive scenarios and the structured conversation framework) but are allowed 5 minutes preparation during which brief notes (headings only) may be made. These notes must be handed to the teacher at the end of the task. During the assessments candidates are not allowed access to a dictionary.

Assessing

Teachers will conduct and assess the oral tasks following the criteria set out in the mark schemes.

A sample for moderation will be sent to WJEC.

Centres must ensure that careful moderation is carried out where more than one teacher is responsible for the marking of the controlled assessment. Where internal moderation is necessary, the teacher assuming overall responsibility for this process should provide a written outline (which should be sent to the moderator) of the procedures that have been adopted .

Writing

Task setting

Foundation Tier

Candidates will complete 2 tasks from question 1 (80-100 words each) and 1 task from question 2 (100 -120 words)

The 3 tasks must be chosen from different contexts.

Higher Tier

Candidates will complete 1 task from question 2 (100-120 words) and 2 tasks from question 3 (150-250 words each).

The 3 tasks must be chosen from different contexts.

WJEC will provide a bank of questions but the centre may adapt the tasks (within clearly defined parameters) to suit the interests of the candidates.

Task taking

The tasks will all take place during the course of a normal timetabled lesson (45-60 minutes).

Candidates will complete all work independently under formal supervision. Dictionaries will be allowed. Candidates are not permitted access to earlier drafts but may access notes that must be submitted with the final version. Notes (no more than 20 words for question 1; 30 words for question 2 and 40 words for question 3) should consist of bullet points. WJEC will provide a template for the notes.

Prior to the formal assessment, candidates may prepare one draft of the task and advice may be given by the teacher at this stage. The work should not be corrected but comments may be written. Teachers' comments will be written on a feedback sheet provided by WJEC which will be submitted with the work.

During the preparation time candidates may have access to normal classroom resources, visual stimuli, IT resources, dictionaries and textbooks.

All of the candidates' work will be marked externally.

Authentication of Controlled Assessments

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work will be provided by WJEC. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors* also available on the JCQ website.

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GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade A

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.

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.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

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.

Grade C

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.

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.

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.

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.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

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.

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.

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THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE French and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for French', available on WJEC website

Spiritual, moral, ethical and cultural issues

The study of French provides opportunities to promote:

- **spiritual development**, through stimulating candidates' fascination in the phenomenon of language and the meanings and feelings it can transmit;
- **moral development**, through helping candidates formulate and express opinions in French about issues of right and wrong;
- **social development**, through exploring different social conventions, such as forms of address, through developing candidates' ability to communicate with others, particularly speakers of French, in an appropriate, sympathetic and tolerant manner, and through fostering the spirit of co-operation when using French to communicate with other people, whether other learners or native speakers;
- **cultural development**, through providing candidates with insights into cultural differences and opportunities to relate these to their own experience and to consider different cultural and linguistic traditions, attitudes and behaviours.

Environmental Issues & Health & Safety Considerations

The study of French will help to inculcate in candidates an appreciation of environmental issues and contribute to candidates' environmental education. Health and Safety considerations will also be raised through the topic areas.

The European Dimension

The study of GCSE French is naturally an integral part of the European dimension, equipping the workforce of the future with skills appropriate to the global economy. The study of French widens candidates' horizons and increases awareness of the similarities and differences in the two cultures.

Citizenship

The study of French will help to develop in candidates a full understanding of their roles and responsibilities as citizens in a modern democracy within a European context.

Opportunities for use of ICT

In order to play a full part in modern society, candidates need to be able to use ICT confidently and effectively. Opportunities will be provided, particularly in homework assignments, for candidates to demonstrate their use of ICT, through using audio, video and the internet to access and communicate information. The assessments may require candidates to read and respond to ICT based sources. Opportunities will be available for e-assessment.

Curriculum Cymreig

Candidates will have opportunities, through the target language, to discuss aspects of Welsh life and culture.

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GRAMMATICAL STRUCTURES

GCSE candidates will be expected to have acquired knowledge and understanding of French grammar during their course. In the examination they will be required to apply their knowledge and understanding, 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, plus:

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

LANGUAGE FUNCTIONS

These functions can be defined as what we do with language. For example, we can use language to assert, question, command, persuade, apologise. The functions contained in this specification fall into four main categories:

- (a) giving and seeking factual information;
- (b) attitudes, judgement and evaluation;
- (c) getting things done;
- (d) socialising.

The examination will be designed to assess how well candidates can perform and respond to the functions listed below, within the context of the topic areas using the structures and vocabulary specified in the specification. Candidates entered for the Higher Tier would demonstrate a wider range of language functions.

The following list contains all the functions which candidates should be able to understand or express in the examination.

(a) **Giving and Seeking Factual Information**

- 1. asking for information
- 2. giving information
- 3. reporting (including explaining, describing and narrating)
- 4. correcting
- 5. stating whether or not you know something or someone
- 6. finding out whether or not someone knows something or someone.

(b) **Attitudes, Judgement and Evaluation**

- 1. expressing agreement and disagreement
- 2. inquiring about agreement and disagreement
- 3. stating whether or not you remember or have forgotten something or someone
- 4. finding out whether or not someone remembers or has forgotten something or someone
- 5. stating that something is possible or impossible
- 6. finding out whether something is considered possible or impossible

7. expressing lack of comprehension and/or requesting clarification
8. stating how certain or uncertain you are of something
9. finding out how certain or uncertain others are of something
10. expressing pleasure with, or liking of, something or someone
11. expressing displeasure with, or dislike of, something or someone
12. inquiring about pleasure, liking, displeasure, dislike
13. expressing interest or lack of interest
14. inquiring about interest or lack of interest
15. expressing surprise
16. expressing hope
17. expressing satisfaction or dissatisfaction
18. inquiring about satisfaction or dissatisfaction
19. expressing disappointment
20. expressing fear or worry
21. inquiring about fear or worry
22. expressing preference
23. inquiring about preference
24. expressing gratitude
25. expressing sympathy
26. expressing happiness and unhappiness
27. apologising and reacting to an apology
28. expressing approval or disapproval
29. inquiring about approval or disapproval
30. expressing appreciation
31. expressing regret
32. expressing indifference
33. accusing or reproaching

34. expressing ability and inability
35. finding out whether or not others can do something.

(c) **Getting Things Done**

1. suggesting a course of action
2. offering to do something
3. asking or inviting someone to do something
4. inviting others to do something
5. asking for advice
6. advising others to do (or not to do) something
7. warning others
8. instructing or directing others to do (or not to do) something
9. stating whether or not something is necessary or compulsory
10. finding out whether or not something is necessary or compulsory
11. giving and seeking permission to do something
12. finding out whether others have permission to do something
13. refusing permission
14. expressing need
15. finding out about need
16. expressing intention
17. inquiring about intention
18. expressing wish or desire
19. inquiring about wish or desire.

(d) **Socialising**

1. greeting people
2. introducing someone and being introduced
3. taking leave
4. attracting attention
5. congratulating, complimenting
6. offering good wishes.

GENERAL NOTIONS

The notions listed below indicate those which candidates should be able to understand and express. These contribute to the range of language candidates are expected to understand and express. Under each main heading a brief list of examples is given in order to illustrate the individual notions. In certain sections, however, where it is considered appropriate, more detailed lists are provided.

(a) EXISTENTIAL

1. Existence, non-existence
e.g. *il y a*
être
exister
2. Presence, absence
e.g. *il y a*
absent
ici
là
3. Availability, non-availability
e.g. *avoir*
il reste
4. Occurrence, non-occurrence
e.g. *arriver*
avoir lieu
se passer
5. Demonstration
e.g. *celui-ci*
voici
montrer

(b) **SPACE**

- e.g. *Où ?*
être situé/se trouver
à
à côté (de)
à droite
à gauche
à l'intérieur (extérieur) de
au bord de
au bout de
au-dessus/dessous
au milieu (de)
au sommet (de)
autour de
aux environs (de)
- avec*
au fond (de)
chez
contre
dans
de chaque (ce, l'autre) côté (de)
dedans
dehors
derrière
devant
en
en bas (de)
en face (de)
en haut (de)
entre
hors (de)
ici
là
2. Distance
 e.g. *c'est à quelle distance ?*
à x mètres/kilomètres de
loin de
mètre
près de
(le plus) proche
(tout) près
parmi
- là-bas*
le long de
loin (de)
n'importe où
où
par-dessus/dessous
par ici
par là
3. Motion
 e.g. *partout*
aller
arriver
courir
descendre
vers
- près (de)*
sous
sur
tout droit
y
4. Motion with or in relation to a person or thing
 e.g. *accompagner*
aller chercher
apporter
suivre
5. Direction
 e.g. *direction*
à droite
à gauche
tout droit
nord, sud, est, ouest
sens
vers

6. Origin
e.g. à
de
d'où
sortir
venir
7. Places
e.g. endroit
ici, là
quelque part
région

(c) **TIME**

1. Calendar

Nous sommes le combien ? Le premier janvier, le deux janvier etc.

Quand ?

Quelle est la date ?

C'est le . . .

lundi

mardi

mercredi

jeudi

vendredi

samedi

dimanche

jour

mois

saison

semaine

week-end

au printemps

en été

en automne

en hiver

vacances

fêtes

janvier

février

mars

avril

mai

juin

juillet

août

septembre

octobre

novembre

décembre

an/année

siècle

Pâques

Noël

congé

jour férié

2. Clock

Quand ?

A quelle heure ?

Quelle heure est-il? moins

seconde

minute

heure

midi

minuit

quart

demi(e)

moins

Il est x heures

A x heures. (inc. twenty-four hour clock)

Vers trois heures.

juste

pile

en avance

en retard

3. Point in time

e.g. *aujourd'hui*
dans trois jours etc.
dans les années soixante etc.
de bonne heure
demain
après-demain
hier
il y a (trois jours) etc.
le lendemain
récent
la veille

4. Length of time

e.g. *Combien de temps ?*
de ... à
depuis
durer
en
huit jours
journée
pendant
quinze jours
quinzaine
voilà
weekend

5. Frequency

e.g. *fois*
quelquefois
d'habitude
seulement
souvent
toujours
tous les jours
le vendredi

6. Sequence

e.g. *d'abord*
après + perfect infinitive
avant de + infinitive
puis
plus tard
venir de

7. Imminence

e.g. *aller + infinitive*
bientôt
dans quelques instants
tout de suite

8. Rapidity
e.g. *100 kilomètres à l'heure*
lent (ement)
rapide (ment)
ralentir
9. Contemporaneousness
e.g. *en même temps que*
maintenant
pendant que
soudain
10. Beginning, continuation and end
e.g. *à partir de*
commencer (à/par)
continuer
finir (de/par)
jusqu'à
11. Change and permanence
e.g. *changer*
devenir
rester

(d) **QUALITIES AND CHARACTERISTICS**

1. Size, Measurement and Dimensions
e.g. *Comment ?* e.g. *Quelle est votre taille/pointure ?*
petit *centimètre, mètre*
le plus grand *grand/petit*
plus gros que
2. Age
e.g. *Quel âge . . . ?* *jeune*
avoir x ans *moderne*
adolescent *né le*
adulte *vieux*
âge
âgé de
plus/moins âgé que
aîné
cadet
3. Appearance
e.g. *avoir l'air*
beau
laid
sale/propre
sembler

4. Quantity
e.g. *Combien ?* *assez*)
gramme *beaucoup*)
livre *pas*) *de*
kilo *peu*)
litre *trop*)
encore)
5. Shape
e.g. *carré*
(en) forme (de)
rond
6. Temperature
e.g. *il (avoir, être, faire) chaud/froid*
degré
geler
température
7. Quality
e.g. *bien*
bon/mauvais
excellent
mieux
8. Access
e.g. *complet*
entrée
fermé/ouvert
libre/occupé
interdit
sortie
9. Value
e.g. *bon marché*
cher
coûter
prix
valoir
10. Veracity, correctness
e.g. *avoir raison/tort*
faux/vrai
correct
exact
11. Nationality
e.g. *d'où ?*
pays
venir
gallois etc.

12. Facility
e.g. *aider*
facile/difficile
empêcher
essayer
13. Interest
e.g. *s'ennuyer*
ennuyeux
intéressant
s'intéresser à
14. Emotion
e.g. *aimer/détester*
content/triste
heureux/malheureux
15. Health and Strength
e.g. *aller bien/mal*
faible/fort
fatigué
fragile
16. Materials
e.g. *(en) bois* *laine*
coton *métal*
cuir *papier*
fer *plastique*
argent *verre*
17. Taste and smell
e.g. *goût*
odeur
parfum
salé
sentir
sucré
18. Colour
e.g. *De quelle couleur ?*
blanc *rouge*
bleu *roux*
blond *vert*
clair *foncé*
19. Personal characteristics
e.g. *agréable*
amusant
caractère
gentil
paresseux

20. Audibility
e.g. *bruit*
calme
écouter
entendre
fort
tranquille
à voix haute
21. Degree, manner
e.g. *à peine*
assez
plutôt
si (+ adjectives/adverbs)

(e) **MENTAL NOTIONS**

1. Communication
e.g. *demander*
dire
écrire
parler
2. Reflection
e.g. *croire*
se demander
oublier
se souvenir de

VOCABULARY

This section contains an alphabetical list of the minimum Core Vocabulary for Foundation Tier.

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

The following will **not** be included:

- easily recognisable cognates
- prefixes or suffixes to words already listed
- derivatives
- words in common use in English
- English words in common use in the foreign language
- towns, countries and nationalities
- numerals and ordinals
- days of the week, months of the year and seasons
- genders
- meanings
- plurals

A

a côté de	ambulance
à droite	ami
à gauche	amour
à l'étranger	amusant
à l'heure	an
à mon avis	ananas
à point	ancien
à travers	année
à ... kilomètres	anniversaire
à ... mètres	annuaire
abricot	(à l') appareil
absent	appétissant
absolument	apporter
accent	apprécier
accident	apprendre
accompagner	après
achat	après-demain
acheter	après-midi
acteur	arbre
activité	argent
actualité(s)	argent de poche
addition	armoire
adolescent	arrêt (d'autobus)
adulte	arrêter
aéroglysseur	arriver
aéroport	article
affaires	ascenseur
affiche	aspirateur
affreux	(s') asseoir
âge	aspirine
âgé	assez
agence de voyages	assiette
agent de police	assis
agneau	athlétisme
agréable	attacher
agriculteur	attaquer
aider	attendre
aimable	attention!
aimer	(faire) attention
aîné	au moins
air	au revoir
alimentation	au secours!
aller	au-dessous
aller bien, mieux, mal	au-dessus
aller chercher	auberge de jeunesse
aller-simple	aujourd'hui
aller-retour	aussi
allô	auteur
allumer	auto(mobile)
allumette	autobus
alors	autocar
alphabet	autoroute
alpinisme	auto-stop
ambition	autre
	autrefois
	avant
	avant-hier

avec (plaisir)
avenue
averse
(par) avion
avoir
avoir (faim, soif)
avoir besoin de
avoir envie de
avoir l'air
avoir lieu
avoir mal à
avoir raison
avoir tort

B

bac(calauréat)
bagages
baguette
(se) baigner
baignoire
bain
bal
balcon
balle
ballon
banane
bande dessinée
banlieue
banque
bar
bas
bassin
(en) bas
bateau
bâtiment
bavarder
beau
beau-père
beaucoup
beaucoup de monde
bébé
belge
belle-mère
bête
beurre
bibliothèque
bicyclette
bidet
bien
bien entendu
bientôt
bienvenu(e)
bière
bifteck
billet

billet de banque
biologie
biscuit
bistro
blanc
(se) blesser
bleu
blond
blouson
boeuf
boire
bois
boîte
boisson
bol
bon
bon appétit
bonbon
bonjour
bonne année
bonne nuit
bonsoir
bon voyage
(au) bord (de)
botte
bouche
boucher
boulangier
boulevard
boum
(au) bout (de)
bouteille
boutique
bouton
bras
bricolage
briller
britannique
brochure
(se) bronzer
brosse
brosse à dents
brouillard
bruit
brun
buffet
bulletin
bureau
bureau de poste
bureau de change
bureau de tabac
bureau des objets trouvés
bus
(bien) cuit

C

C.E.S.

c'est-à-dire

cabine téléphonique

cable (télévision par)

cadeau

cadet

café

café-tabac

cafetière

cahier

caisse

calme

camarade

cambrilage

camion

campagne

camper

campeur

camping

canard

canapé

cantine

car

caravane

carafe

carnet (de chèques)

carotte

carré

carrefour

carte

carte bancaire

à la carte

carte postale

casser

casserole

cassette vidéo

cassis

cathédrale

cave

ce

cédérom

ceinture

célèbre

célibataire

celui-ci (-là)

cent

centime

centimètre

centre de loisirs

centre commercial

centre-ville

cerise

certain

chacun

chaîne

chaîne stéréo

chaise

chambre

champ

champignon

champion

(avoir de la) chance

changer

chanson

chanter

chanteur

chapeau

chaque

charcuterie

charger (un programme)

chariot

charmant

chat

châtain

château

chaud

chauffage (central)

chauffeur

chaussette

chaussure

chef

chemin

chemin de fer

chemise

chemisier

chèque

chèque de voyage

cher

chercher

cheval

cheveux

chez (moi)

chic

chien

chiffre

chimie

chips

chocolat

choisir

choix

chômage

chose

chou

chou-fleur

chouette!

cidre

ciel

cigarette

cinéma

circulation

cirque

citron

clair

classe
 clavier
 clé
 client
 climat
 club
 coca(-cola)
 cochon
 code de la route
 coffre
 coiffeur/coiffeuse
 coin
 collant
 collègue
 colline
 colonie (de vacances)
 combien
 commander
 comme
 commencer
 comment
 commerçant
 commissariat (de police)
 commode
 compartiment
 complet
 complètement
 comprendre
 comprimé
 compris
 compter
 concert
 concierge
 conduire
 confiserie
 confiture
 confortable
 congé
 congélateur
 connaître
 consigne (automatique)
 content
 continuer (à)
 contre
 contrôleur
 copain/copine
 corps
 correspondance
 correspondant
 costume
 coton
 cou
 (se) coucher
 couchette
 coude
 couleur
 coup de pied

coup de soleil
 coup de téléphone
 (se) couper
 courir
 courriel
 (faire des) courses
 court
 cousin(e)
 couteau
 coûter
 couvert
 couverture
 cravate
 crayon
 crème
 crêpe
 crevé
 crier
 croire
 croissant
 crudités
 cuiller
 cuir
 (faire la) cuisine
 cuisinière
 (bien) cuit
 curseur
 cyclisme
 cycliste

D

d'abord
 d'accord
 d'habitude
 d'occasion
 dactylo
 dame
 dangereux
 dans
 danser
 date
 de
 de bonne heure
 de la part de
 de rien
 de temps en temps
 décider
 décrire
 décrocher
 déçu
 défendu
 défense de
 dégoûtant
 degré
 dehors

déjà
 déjeuner (pause déjeuner)
 délicieux
 (après-)demain
 demander
 demi
 dent
 dentifrice
 dentiste
 départ
 département
 dépenser
 dépliant
 depuis
 dernier
 derrière
 descendre
 description
 désirer
 désolé
 dessert
 dessin
 dessin (animé)
 dessiner
 destination
 détester
 deuxième
 devant
 déviation
 devoir
 différence
 différent
 difficile
 dîner
 diplôme
 direct
 directeur
 direction
 discothèque
 discuter
 disque
 disquette
 distance
 divorcé
 dizaine
 docteur
 doigt
 domicile
 dommage
 donc
 donner
 dormir
 dortoir
 dos
 douane
 douanier
 doubler

doucement
 douche
 doux
 drap
 drogues
 droit
 drôle
 dur
 durer

E

eau
 eau (minérale)
 échange
 échecs
 échouer
 éclair
 éclaircie
 école
 écouter
 écran
 église
 eh bien
 élection
 électricité
 électrophone
 élégant
 élève
 elle(s)
 embouteillage
 émission (policière, de musique pop etc.)
 emplacement
 emploi
 emploi du temps
 employé
 en
 en avoir marre
 en bas
 en différé
 en direct
 en face de
 en forme
 en général
 en panne
 en retard
 en sus
 enchanté
 encore
 endroit
 enfant
 enfin
 ennuyeux
 enregistrer
 enseignant
 ensoleillé

ensuite
 entendre (s') (avec)
 entouré (de)
 entre
 entrecôte
 entrer
 environ
 épais
 envoyer
 épaulement
 épicerie
 épouse
 époux
 équipe
 équitation
 escalier
 escargot
 espérer
 essayer
 essence
 essuyer
 est
 estomac
 étage
 étape
 (en bon/mauvais) état
 étoile
 étonnant
 étranger
 (à l') étranger
 être
 être d'accord
 étudier
 euro
 événement
 évier
 examen
 excellent
 excursion
 excusez-moi
 s'excuser
 excursion
 (par) exemple
 explication
 expliquer
 extraordinaire

F

(en) face de
 fâché
 facile
 facteur
 faible
 (avoir) faim
 faire

faire de l'auto-stop
 faire des économies
 faire du bricolage
 faire du camping
 faire le plein
 faire les courses
 famille
 fatigué
 faute
 fauteuil
 faux
 favori
 fax
 félicitation
 femme
 fenêtre
 ferme
 (jour) férié
 fermé
 fermeture
 fermier
 fête
 feu
 feu (rouge, vert)
 feuillet
 fiancé(e)
 fiche
 fille
 film
 fils
 fin
 finir
 fleur
 flic
 fois
 (au) fond (de)
 football
 forêt
 formation professionnelle
 formidable
 fort
 fou (folle)
 fourchette
 fragile
 frais (fraîche)
 fraise
 framboise
 franc
 frapper
 freiner
 frère
 frigo
 frites
 froid
 fromage
 fruit
 fruits de mer

fumer

G

gagner
gallois
gant de toilette
garage
garagiste
garçon
garçon de café
garder
gare (routière)
gâteau
(à, sur votre) gauche
gaz
geler
gendarme
genou
gens
gentil
géographie
gîte
glace
glisser
gorge
gosse
goûter
gramme
grand
grand-chose
grand-mère
grand-parent
grand-père
grandes vacances
gras
gratuit
grillé
grippe
gris
gros
groupe
guichet
guide
gymnase

H

H.L.M.
habiter
habitude
haricot vert
(en) haut
hébergement
herbe
(de bonne) heure

heureux
hier
hier soir
histoire
homme
honnête
hôpital
horaire
hors-d'oeuvre
hôtel (de ville)
hôtesse de l'air
hovercraft
huile
huit jours
hypermarché

I

ici
idée
idiot
il
il faut
il y a
image
immédiatement
immeuble
imperméable
important
impossible
imprimante
incendie
industrie
infirmier/ère
informations
informatique
ingénieur
inquiet
insecte
instituteur/trice
instructions
instrument
intelligent
interdit (de)
intéressant
intéresser
intérieur
international
interview
inutile
inviter

J

(ne...) jamais
jambe

jambon
 jardin (public)
 jaune
 je suis né(e)
 jeter
 jeune
 jeune fille
 jeune homme
 joli
 jouer
 jouet
 joueur
 jour
 jour férié
 journal
 journal télévisé
 journaliste
 journée
 joyeux Noël!
 jumeau
 jumelle
 jumelé
 jupe
 jus de fruit
 jusqu'à

K

kilo
 kiosque

L

là-bas
 lac
 laid
 laine
 lait
 lampe
 langue
 lapin
 large
 lavabo
 lave-vaisselle
 lecture
 léger
 légume
 le lendemain
 lent
 lettre
 librairie
 libre
 libre-service
 ligne
 limonade
 linge

lire
 (faire le) lit
 litre
 livre
 livre (sterling)
 location
 loger
 loin
 loisirs
 long
 longtemps
 louer
 lourd
 lui
 lunettes
 lycée

M

Madame
 Mademoiselle
 magasin
 magazine
 magnétophone
 magnétoscope
 magnifique
 maigre
 maillot de bain
 main
 maintenant
 mairie
 mais
 maison
 maison des jeunes
 (avoir) mal (à)
 malade
 malheureusement
 malheureux
 maman
 La Manche
 manger
 manquer
 manteau
 maquillage
 marchand
 (bon) marché
 marcher
 marée
 mari
 mariage
 marié
 marque
 marron
 match (nul)
 mathématiques
 matière

mauvais
mécanicien
méchant
médecin
médicament
médecine
meilleur
mél
melon
(faire le) ménage
menton
menu (à 80 francs etc.)
mer
merci
mère
merveilleux
Mesdames
Messieurs
météo
mètre
métro
mettre
meublé
meubles
mi-temps
micro(-ordinateur)
midi
mieux
mignon
(au) milieu (de)
mince
minuit
minute
miroir
mixte
moche
moderne
moi
moins (le quart)
moins (de)
mois
moitié
moment
monarchie
monnaie
Monsieur
montagne
monter
monument
mort
mot
moteur
moto
mouchoir
mouillé
moules
moutarde

mouton
moyen
mur
musée
musicien
musique
mystérieux

N

n'est-ce-pas?
nager
naissance
nappe
natation
naturel
né(e) le..à...
ne quittez pas
nécessaire
neiger
nettoyer
neuf
neveu
nez
nièce
Noël
noir
nom
non
non-fumeurs
non potable
nord
normal
note
nouveau
nouvelles
nuage
nuit
(composer le) numéro
nylon

O

obligatoire
occupé
œil/yeux
œuf
office (de tourisme)
oignon
oiseau
oncle
opinion
opticien
orage
orange
ordinaire

ordinateur
oreille
ou
où
oublier
ouest
oui
ouvert
ouverture
ouvrir

P

(à) partir de
(en) panne
(faire une) promenade
page
pain
pâle
panier
pantalón
papa
papier
paquet
parapluie
parce que
pardessus
pardon
pare-brise
parents
paresseux
parfois
parfum
parking
parler
parmi
partir
partout
pas mal
passe-temps
passeport
passer
passionnant
patinoire
pâtisserie
pauvre
pauvreté
pays
paysan
péage
peau
pêche
peigne
pellicule
pelouse
pendant

penser
pension
perdre
père
permis (de conduire)
personne
petit
petit déjeuner
petit-fils
petite annonce
petits-enfants
petits-pois
peu
(avoir) peur
peut-être
pharmacie
phrase
physique
pièce
pièce (d'identité)
pièce (de théâtre)
(à) pied
piéton
pilule
piscine
placard
place
plafond
plage
plan
planche à voile
plancher
plante
plat (du jour)
plat cuisiné
plein
pleurer
pleuvoir
pluie
plus
plusieurs
pluvieux
pneu
poche
poids lourd
poing
pointure
poire
poisson
poitrine
poivre
poli
polluer
pomme
pomme de terre
pompier
pont

porc
port
porte
portefeuille
porte-monnaie
porter
poser (une question)
possible
poste de police
potage
poubelle
poule
poulet
poupée
pour
pour aller à
pourboire
pousser
préférence/préférer
Premier Ministre
prendre
prénom
préparer
près de
présent
Président
presque
pressé
prêt
prêter
primaire
principal
privé
prix
problème
prochain
proche
produit
professeur
programme
(se) promener
promotion
prononcer
propre
prune
public
publicité
puis
pull
pyjama

Q

quai
quand
quart

quartier
quel
quelle heure est-il?
quelque
quelque chose
quelquefois
question
quinzaine
quitter

R

raccrocher
(avoir) raison
radio
raisin
ranger
rapide
rare
ravi
rayon
récent
réception
recette
recevoir
réclame
recommander
récompense
récréation
reçu
réduction
réduit
regarder
région
règlement
reine
remarquer
remplir
rencontrer
rendez-vous
rendre visite à
renseignements
rentrée
rentrer
repas
répéter
répondre
réponse
réservation
réserver
rester
résultat
(en) retard
retourner
réunion
rez-de-chaussée

rhume
 riche
 rideau
 (ne...) rien
 rien à déclarer
 rire
 rivière
 riz
 robe
 robinet
 roman (policier, d'amour)
 rond
 rond-point
 rose
 rosé
 rôti
 rouge
 rouler
 route
 roux
 rue

S

(s') appeler
 (s') approcher
 (s') écrire
 s'amuser
 s'il te (vous) plaît
 sac
 sac à dos
 sac à main
 sac de couchage
 sage
 saignant
 saison
 sale
 salé
 salle
 salle à manger
 salle d'attente
 salle de bains
 salle de jeux
 salle de séjour
 salon
 salut
 sandwich
 sang
 sans
 sans abri
 sans plomb
 santé
 satellite
 satisfait
 saucisse
 saucisson

sauf
 sauter
 savoir
 savon
 science
 scolaire
 (se) déshabiller
 (se) dire
 (se) dépêcher
 (se) laver
 (se) lever
 (se) noyer
 (se) reposer
 (se) réveiller
 (se) trouver
 se reposer
 séance
 sec
 sécheresse
 secondaire
 (au) secours
 secrétaire
 séjour
 sel
 semaine
 sens interdit
 sens unique
 sérieux
 serveur
 service (non compris)
 serviette
 seul
 seulement
 shampooing
 short
 si
 sida
 siècle
 siège
 silence
 simple
 sirop
 site web
 situé
 ski (nautique)
 slip (de bain)
 SNCF
 sœur
 soif
 (du) soir
 soirée
 soldes
 soleil
 sondage
 sortie (de secours)
 sortir
 soucoupe

soudain
souper
sourd
souris
sous
sous-sol
sous-titré
(se) souvenir (de)
souvent
sparadrap
spécial
spécialité
spectacle
spectateur
sportif
sports d'hiver
stade
stage
stagiaire
station (de ski, etc.)
station-service
stationnement
stationner
stylo
sucre
sucré
sud
super
supermarché
supplément
sur
sûr
surfer le net
surprise-partie
surtout
sympa
syndicat d'initiative

T

(faire un) tour
tabac
table
tableau
tableau noir
taille
talon
tante
tard
tarif
tarte
tartine
tasse
télécopie
télé-journal
télégramme

téléphoner
téléspectateur
téléviseur
télévision
température
(avoir le) temps
tente
terminer
terrain
terrible
tête
TGV
thé
théâtre
ticket
Tiers-Monde
timbre
timide
toi
toilettes
tomate
tomber
tôt
toucher
toujours
tourner
tous les combien?
tous les jours/mois
tout
tout à coup
tout à l'heure
tout de suite
tout droit
tout le monde
toutes directions
train
trajet
tranche
tranquille
transport
travailler
travaux manuels
traverser
très
trimestre
triste
trop
trottoir
truc
truite
tunnel

U

uniforme (scolaire)
unique

urgent
usine
utile
utiliser

V

(faire la) vaisselle
(grandes) vacances
vache
valise
vanille
vapeur
varié
veau
vedette
végétarien
véhicule
veille
vélo
vendeur(euse)
vendre
venir
vent
vente
ventre
vérifier
verre
vers
version (française/originale)
vert
veste
vestibule
vêtements
veuf
veuve
viande
vide
(jeux) vidéo
vie
vieux

vilain
village
ville
vin (blanc, rouge, rosé)
vinaigre
visage
visiter
vite
vitrine
vivre
voici
voilà
voir
voisin
voiture
voix
vol
voler
voleur
vomir
vouloir
vous
voyager
vrai
vue

W

W.C.
wagon (-lit, -restaurant)
western

Y

y
yaourt
yeux