GCSE **FRENCH**

(8658)

**Specification**

For teaching from September 2016 onwards

For exams in 2018 onwards

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* We will write to you if there are significant changes to this specification.

# 1 Introduction

## 1.1 Why choose AQA for GCSE French

### A specification designed for you and your students

We’ve worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

### Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

### Comprehensive support

We are here to offer a comprehensive range of support and resources to assist your planning, teaching and assessment of our specifications. You can rely on us to support you when you need help. You can find out about all our French qualifications at [aqa.org.uk/french](http://www.aqa.org.uk/french)

## 1.2 Support and resources to help you teach

We’ve worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

Visit [aqa.org.uk/8658](http://www.aqa.org.uk/8658) to see all our teaching resources. They include:

* sample schemes of work to help you plan for course delivery
* online progress tests to provide effective means of monitoring individual student progress
* resources to support teaching of grammar, translations and the exploitation of literary texts
* text book and digital resources endorsed by AQA
* training courses to help you deliver AQA French qualifications
* subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

### Preparing for exams

Visit [aqa.org.uk/8658](http://www.aqa.org.uk/8658) for everything you need to prepare for our exams, including:

* past papers, mark schemes and examiners’ reports
* specimen papers and mark schemes for new courses • Exampro: a searchable bank of past AQA exam questions • exemplar student answers with examiner commentaries.

### Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](http://www.aqa.org.uk/era)

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* Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
* Prepare for a new role with our leadership and management courses.

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### Help and support available

Visit our website for information, guidance, support and resources at [aqa.org.uk/8658](http://www.aqa.org.uk/8658)

If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/keepinformedmfl](http://contact.aqa.org.uk/aqaorguk-acja4/pages/c5b0a5a948d1e41180e2c4346bad01b4.html)

Alternatively, you can call or email our subject team direct.

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# 2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## **2.1 Subject content**

### Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture (page 10)

Theme 2: Local, national, international and global areas of interest (page 10)

Theme 3: Current and future study and employment (page 11)

## 2.2 Assessments

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

|  |
| --- |
| **Paper 1: Listening** |
| **What's assessed**  Understanding and responding to different types of spoken language |
| **How it's assessed**   * Written exam: 35 minutes (Foundation Tier),   45 minutes (Higher Tier)   * 40 marks (Foundation Tier), 50 marks   (Higher Tier)   * 25% of GCSE   (Each exam includes 5 minutes’ reading time of the question paper before the listening stimulus is played.) |
| **Questions**  **Foundation Tier and Higher Tier**   * Section A – questions in English, to be answered in English or non-verbally * Section B – questions in French, to be answered in French or non-verbally |

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| **Paper 2: Speaking** |
| **What's assessed**  Communicating and interacting effectively in speech for a variety of purposes |
| **How it's assessed**   * Non-exam assessment * 7–9 minutes (Foundation Tier) + preparation time * 10–12 minutes (Higher Tier) + preparation time * 60 marks (for each of Foundation Tier and Higher Tier) * 25% of GCSE |
| **Questions**  **Foundation Tier and Higher Tier**  The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:   * Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) * Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) * General conversation – 30 marks   (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier) |

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| **Paper 3: Reading** |
| **What's assessed**  Understanding and responding to different types of written language |
| **How it's assessed**   * Written exam: 45 minutes (Foundation Tier),   1 hour (Higher Tier)   * 60 marks (for each of Foundation Tier and Higher Tier) * 25% of GCSE |
| **Questions**  **Foundation Tier and Higher Tier**   * Section A – questions in English, to be answered in English or non-verbally * Section B – questions in French, to be answered in French or non-verbally * Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier) |

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| **Paper 4: Writing** |
| **What's assessed**  Communicating effectively in writing for a variety of purposes |
| **How it's assessed**   * Written exam: 1 hour (Foundation Tier),   1 hour 15 minutes (Higher Tier)   * 50 marks at Foundation Tier and 60 marks at Higher Tier * 25% of GCSE |
| **Questions**  **Foundation Tier**   * Question 1 – message (student produces four sentences in response to a photo)   – 8 marks   * Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks * Question 3 – translation from English into French (minimum 35 words) – 10 marks * Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks   **Higher Tier**   * Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks * Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing   approximately 150 words in total) – there is a choice from two questions – 32 marks   * Question 3 – translation from English into   French (minimum 50 words) – 12 marks |

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# 3 Subject content

## 3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

### 3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

#### Topic 1: Me, my family and friends

* Relationships with family and friends
* Marriage/partnership

#### Topic 2: Technology in everyday life

* Social media
* Mobile technology

#### Topic 3: Free-time activities

* Music
* Cinema and TV
* Food and eating out
* Sport

**Topic 4: Customs and festivals in French-speaking countries/communities**

### 3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

**Topic 1: Home, town, neighbourhood and region**

#### Topic 2: Social issues

* Charity/voluntary work
* Healthy/unhealthy living

#### Topic 3: Global issues

* The environment
* Poverty/homelessness

**Topic 4: Travel and tourism**

### 3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics:

**Topic 1: My studies**

**Topic 2: Life at school/college**

**Topic 3: Education post-16**

**Topic 4: Jobs, career choices and ambitions**

## 3.2 Scope of study

### 3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

* demonstrate general and specific understanding of different types of spoken language
* follow and understand clear standard speech using familiar language across a range of specified contexts
* identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
* deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
* recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

### 3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

* communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
* take part in a short conversation, asking and answering questions, and exchanging opinions
* convey information and narrate events coherently and confidently, using and adapting language for new purposes
* speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
* initiate and develop conversations and discussion, producing extended sequences of speech
* make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
* make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
* use accurate pronunciation and intonation to be understood by a native speaker.

### 3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

* understand and respond to different types of written language
* understand general and specific details within texts using high frequency familiar language across a range of contexts
* identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
* deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
* recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
* demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
* translate a short passage from French into English.

### 3.2.4 Writing: communicate in writing

Students are expected to be able to:

* communicate effectively in writing for a variety of purposes across a range of specified contexts
* write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
* produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
* make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
* manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
* make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
* translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

## 3.3 Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier.

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

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

### 3.3.1 Foundation Tier

#### 3.3.1.1 Nouns gender

singular and plural forms

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

#### 3.3.1.3 Adjectives agreement position

comparative and superlative: regular and *meilleur* demonstrative (*ce, cet, cette, ces*) indefinite (*chaque, quelque*) possessive

interrogative (*quel, quelle*)

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

**3.3.1.5 Quantifiers/intensifiers** *très, assez, beaucoup, peu, trop*

#### 3.3.1.6 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)

#### 3.3.1.7 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.

#### 3.3.1.8 Prepositions

common prepositions eg *à, au, à l', à la, aux; de, du, de l', de la, des; après; avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers* common compound prepositions eg *à côté de; près de; en face de, à cause de; au lieu de*

#### 3.3.1.9 Conjunctions

common coordinating conjunctions eg *car; donc; ensuite; et; mais; ou, ou bien, puis* common subordinating conjunctions eg *comme; lorsque; parce que; puisque; quand; que; si*

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

### 3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

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

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

#### 3.3.2.3 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)

**3.3.2.4 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).

**3.3.2.5 Time** including use of *depuis* with imperfect tense.

## 3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic French, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

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

### 3.4.1 Strategies for understanding

#### 3.4.1.1 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

#### 3.4.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. For example, someone who did not know the word *chêne* might be able, after some appropriate practice, to deduce from the following context that it is some sort of tree: *Il s'est assis sous un chêne: dans ses branches, un oiseau chantait.*

#### 3.4.1.3 Making use of grammatical markers and categories

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

#### 3.4.1.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for the students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible to anticipate words, and their meaning, in a given context. This is one reason why it is important for a French course to develop awareness and understanding of countries and communities where French is spoken.

#### 3.4.1.5 Using common patterns with French

Knowledge of the following patterns of word formation in French can help to understand a text.

* *re* prefix (eg *commencer* – *recommencer*; *faire* – *refaire*)
* the *eur* ending applied to verbs (eg *employer* – *employeur*) and applied to adjectives (eg *grand*, *grandeur*, etc)
* *ette* ending (eg *maison* – *maisonette*; *tarte* – *tartelette*; *camion* – *camionette*)
* *able* ending (eg *laver* – *lavable*; *manger* – *mangeable*)
* *aine* ending (eg *quinze* – *quinzaine*; *cent* – *centaine*; *douze* – *douzaine*)
* *té* ending (eg *bon* – *bonté*; *beau* – *beauté*)
* *ier* ending (eg *épicerie* – *épicier*; *police* – *policier*; *ferme* – *fermier*)
* *in* prefix (eg *actif* – *inactif*; *connu* – *inconnu*; *cassable* – *incassable*) • *ion* and *ation* endings (eg *réparer* – *réparation*; *inventer* – *invention*).

#### 3.4.1.6 Using cognates and near-cognates

A few 'false friends' (eg *expérimenté, sensible, large*) make it necessary to use this strategy with care and in collaboration with the strategy of using the visual and verbal context above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of French can make good use. These fall into two main categories: cognates and near-cognates.

#### Cognates

There are many words which have the same form and essentially the same meaning in French and in English (eg *innocent, justice, muscle, rectangle*). When such words occur in context, students can be expected to understand them in English and French.

#### Near-cognates

Students will be expected to understand words which meet the criteria above but which differ slightly in their written form in French, usually by the addition of one or more accents and/or the repetition of a letter (eg *création, hygiène, mâle, littérature*).

#### 3.4.1.7 Using common patterns between French and English

There are thousands of words in French which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them.

|  |  |
| --- | --- |
| **Rule** | **Examples** |
| The French word adds an 'e' | *branche, liquide, signe, vaste* |
| The English word adds an 'e' | *futur, masculin, paradis, pur* |
| Words which end with 'e' or 'é' in French and with 'y' in English | *beauté, liberté, mystère, armée* |
| Words which end with 'i' or 'ie' in French and with 'y' in English | *économie, parti, tragédie* |
| Words which end with *aire* in French and with 'ar' or 'ary' in English | *grammaire, militaire, populaire* |
| Words which end with *el* in French and with *al* in English | *individuel, officiel* |
| French adverbs ending with *ment* which end with 'ly' in English | *complètement, généralement, spécialement* |
| Verbs which add 'r' or 'er' in the infinitive in French | *admirer, confirmer, inspecter* |
| Verbs which end with *er* in French and with 'ate' in English | *assassiner, cultiver, décorer* |
| **Rule** | **Examples** |
| Words where 'o' or 'u' in English is replaced by *ou* in French | *approuver, gouvernement, mouvement, bouddhiste* |
| Words where a 'd' is added in English | *aventure, avance, juge* |
| Present participles ending in *ant* in French and 'ing' in English | *dégoûtant, commençant, nageant*  Students will be expected to understand such present participles where the infinitive of the verb is a listed word |
| Words which end with *e* or *eux* in French and with 'ous' in English | *énorme, précieux, religieux* |
| Words which end with *que* in French and with 'c', 'ck', 'ch', 'k', or 'cal' in English | *automatique, attaque, physique, risque* |
| Words which end with *f* in French and with 've' in English | *actif, adjectif, possessif* |
| Words which end with *eur* in French and with 'our', 'or', or 'er' in English | *boxeur, empereur, vigueur* |
| Words which end with *e* or *re* in French and with 'er' in English | *ministre, ordre, interprète* |
| Words which end with *e* in French and 'a' in English | *drame, propagande* |
| Words where 'u' in English is replaced by *o* in French | *fonction, prononciation* |
| Words where 'oun' in English is replaced by *on* in French | *annoncer, prononcer* |
| Words which have a circumflex accent in French and an 's' in English | *forêt, honnête, intérêt, tempête* |
| Words where *dé* in French is replaced by 'dis' in English | *décourager, dégoûter* |
| Words where *é* or *es* in French is replaced by 's' in English | *espace, éponge* |

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at leisure and study the context. Words which **look** the same in two languages may **sound** quite different.

Also, in French, there are many sound features which are not word-based (eg elision; whether or not 'e' is sounded; stress; intonation) and so make the application of some of the strategies for understanding unknown words more difficult. In particular, it must be remembered that grammatical markers in the spoken language are often quite different from those in the written one. The most obvious are the plural forms:

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

*le grand pont* – *les grands ponts*;

* Verbs either have no plural form at all:

*il donne/ils donnent: il chantait/ils chantaient* • or add a consonant: *il vend/ils vendent: il finit/ils finissent.*

To hear accurately, students should have the specific differences of the spoken language brought to their attention. However some of the general strategies for understanding listed above can be used successfully in listening. For example:

* ignoring words which are not needed for a successful completion of the task set
* using the (visual and) verbal context
* making use of the social and cultural context
* using common patterns within French.

In addition, the following strategies are included for listening and understanding (in place of reading the above strategies regarding cognates and common patterns between French and English).

#### 3.4.1.8 Near-cognates

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

Some words which in reading cause no problem can be unrecognisable in speech. For example, *spécialisation* has seven distinct syllables in French and five in English, it has five specific pronunciation differences in French and a complete change of stress pattern.

However, provided that certain relationships between sound patterns in French and English are recognised, then French words with a clearly 'different' pronunciation in English can be understood. Examples of patterns where a communicative strategy can be applied include the following:

* the sound [i] will always involve a French *i*, which in English may be a dipthong eg pipe, mine
* the sound [a] will always involve a French *a* which in English may be a dipthong eg nation
* the termination [œr] is always *eur* which may be English -or or -er eg *acteur*
* the termination [siɔ] is always *-tion* or *-sion* and therefore English [Ÿen], eg nation, passion
* the termination [if] in French is *-if* and in English is often "-ive" eg *actif*
* the termination [ik] in French is *-ique* and *ic* and in English is often "-ic" or "-ical" eg *physique* • the initial [Ÿ] is usually the English ch eg *chapelle*, *charme*.
* the termination [mα˜ ] which can be added to many of the adjectives in the lists to form the adverb eg *complètement*
* the termination [α˜ ] which can be added to the stem of listed verbs to give the present participle eg *mangeant, gémissant.*

### 3.4.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

**3.4.2.1 Non-verbal strategies**

#### Pointing and demonstration

This may be accompanied by some appropriate language (eg *"Comme ça…" "Qu'est-ce que c'est ?"*

*"Ça fait mal ici*").

#### Expression and gesture

This may be accompanied, where appropriate, with sounds (eg "*Oh !*" which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

#### Mime

This can be accompanied by appropriate sounds and language and can sometimes help

communication to be maintained when it might otherwise break down (eg "*Je peux vous aider ?"* with a suitable mime if one has forgotten the words such as "*balayer*" and "*essuyer*"). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

#### Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance a home).

**3.4.2.2 Verbal strategies**

#### Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (eg *montre* for *horloge*, *tasse* for *verre*, *fleur* for *rose* or *prêter* for *louer*). This is not always effective and its use would be assessed according to its effectiveness in a particular context.

#### Description of physical properties

This can be used to refer to something when the name has been forgotten (eg "*c'est rond*... *le fruit jaune*... *l'objet qu'on voit sur la table*..."). The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

#### Requests for help

These can include requests for rewording (eg *"Comment dit-on 'chair' en français…?" "Qu'est-ce que cela veut dire en anglais ?"*) and questions; which make no reference to English (eg *"Comment s'appelle cette machine-là ?"…"Ça s'écrit comment ?"*). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

**Simplification**

This is when a student avoids the use of a form of which he/she is unsure (eg "*il faut que je m'en aille"… "je viendrai s'il fait beau"*) by using a form he/she finds simpler (eg *"je dois partir"…"je viens s'il fait beau"*). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.

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

#### Paraphrase

This is where the student uses words and messages in acceptable French, avoiding the use of words which he/she has forgotten (eg "*Elle n'est pas mariée"* for *"Elle est célibataire", "C'est comme un…" "C'est le contraire de…" "C'est une sorte de…" "Je voudrais une tranche de cette viande-là"*). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

**Reference to specific features**

Reference to specific features (eg *"L'animal aux longues oreilles…" "La jeune fille qui porte des lunettes…"*) is often quite effective and its use would be assessed accordingly in an exam.

#### Reference to the function of an object

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

#### Word coinage

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

#### Topic avoidance

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour.

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

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. All language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. It is an important part of the teaching and learning process.

## 3.5 Vocabulary

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

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to words and/ or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

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

The vocabulary lists reflect the spelling rules in force before the changes approved by the Académie française were introduced. Examiners will accept both versions of the spellings affected by this reform, ie old and new.

### 3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

|  |  |
| --- | --- |
| **French** | **English** |
| **Attention !** Vous pouvez utiliser la même lettre plus d'une fois. | **NB** You can use the same letter more than once. |
| C’est quelle personne ? Ecrivez le nom de la bonne personne. | Which person is it? Write the name of the correct person. |
| C’est qui ? Ecrivez le nom de la bonne personne. | Who is it? Write the name of the correct person. |
| Choisissez (deux) phrases qui sont vraies. | Choose (two) correct sentences. |
| Choisissez la réponse correcte/la bonne réponse. | Choose the correct answer. |
| Complétez … en **français**. | Complete… in **French**. |
| Complétez la grille. | Complete the grid. |
| Complétez le texte suivant avec les mots de la liste ci-dessous. | Complete the following text with words from the list below. |
| Complétez les phrases avec les mots de la liste. | Complete the sentences with words from the list. |
| Décidez si c’est Vrai **(V)**, Faux **(F)** ou Pas Mentionné **(PM)**. Ecrivez V, F ou PM. | Decide if it is True **(V),** False **(F)** or Not Mentioned **(PM).** Write V, F or PM. |
| Donnez (**deux**) détails. | Give (**two**) details. |
| Ecoutez ce passage/cette conversation/cette interview/ce reportage… | Listen to this passage/this conversation/this interview/this report… |
| Ecrivez la bonne lettre dans chaque case. | Write the correct letter in each box. |
| Ecrivez la bonne lettre dans la case. | Write the correct letter in the box. |
| Ecrivez les bonnes lettres dans les cases. | Write the correct letters in the boxes. |
| **French** | **English** |
| Identifiez la bonne personne. | Identify the correct person. |
| Il n’est pas nécessaire d’écrire en phrases complètes. | It is not necessary to write in full sentences. |
| Lisez … | Read… |
| Mentionnez un aspect positif/négatif/avantage/ inconvénient. | Mention one positive aspect/negative aspect/ advantage/disadvantage |
| Pour une opinion négative, écrivez **N**  Pour une opinion positive, écrivez **P**  Pour une opinion positive et négative, écrivez  **P+N** | For a negative opinion, write **N**  For a positive opinion, write **P**  For a positive and negative opinion, write **P+N** |
| Quelle est la réponse correcte ? | Which is the correct answer? |
| Qui … ? | Who…? |
| Remplissez les blancs. | Fill in the blanks. |
| Répondez à ces questions. | Answer these questions. |
| Répondez (aux questions) en **français**. | Answer (the questions) in **French**. |

The following is a guide to the sort of rubrics and instructions which will be used in the Writing exam. The list is indicative, not exclusive.

|  |  |
| --- | --- |
| **French** | **English** |
| Décrivez … | Describe... |
| Ecrivez … | Write... |
| Ecrivez environ **40** mots en **français**. | Write approximately **40** words in **French**. |
| Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question. | Write approximately **90** words in **French**. Write something about each bullet point. |
| Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question. | Write approximately **150** words in **French**. Write something about both bullet points. |
| Ecrivez **quatre** phrases en **français** sur la photo. | Write **four** sentences in **French** about the photo. |
| Mentionnez … | Mention... |

### 3.5.2 General vocabulary

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

#### 3.5.2.1 Comparisons

|  |  |
| --- | --- |
| **French** | **English** |
| plus/moins | more/less |
| plus que/moins que | more than/less than |
| bon/meilleur/le meilleur | good/better/best |
| **French** | **English** |
| mauvais/pire/le pire | bad/worse/worst |
| bien/mieux/le mieux | well/better/best |
| mal/plus mal/le plus mal | badly/worse/worst |
| beaucoup/plus/le plus | lots/more/the most |
| peu/moins/le moins | few, little/less/the least |

#### 3.5.2.2 Conjunctions and connectives

|  |  |
| --- | --- |
| **French** | **English** |
| à cause de | because of |
| à part | apart from |
| ainsi | so, therefore |
| alors | so, therefore, then |
| aussi | also |
| car | because |
| cependant | however |
| c’est-à-dire | that is to say, ie |
| comme | as, like |
| d’un côté/de l’autre côté | on the one hand/on the other hand |
| donc | so, therefore |
| ensuite | next |
| évidemment | obviously |
| mais | but |
| même si | even if |
| ou | or |
| par contre | on the other hand |
| par exemple | for example |
| pendant que | while |
| pourtant | however |
| puis | then |
| puisque | seeing that, since |
| quand | when |
| sans doute | undoubtedly, without doubt, probably |
| si | if |
| y compris | including |

#### 3.5.2.3 Prepositions

|  |  |
| --- | --- |
| **French** | **English** |
| à | to, at |
| à côté de | next to |
| à travers | across, through |
| au bord de | at the side/edge of |
| au bout de | at the end of (ie length, rather than time) |
| au-dessous de | beneath, below |
| au-dessus de | above,over |
| au fond de | at the back of, at the bottom of |
| au lieu de | instead of |
| au milieu de | in the middle of |
| autour de | around |
| contre | against |
| de | of, from |
| depuis | since, for |
| derrière | behind |
| devant | in front of |
| en | in, within (time) |
| en dehors de | outside (of) |
| en face de | opposite |
| entre | between |
| jusqu’à | up to, until |
| malgré | despite, in spite of |
| parmi | amongst |
| pour | for, in order to |
| près de | near |
| sans | without |
| selon | according to |
| sous | under |
| sur | on |
| vers | towards |

#### 3.5.2.4 Negatives

|  |  |
| --- | --- |
| **French** | **English** |
| ne...jamais | never |
| ne…pas | not |
| ne...personne | nobody, no-one |
| ne...plus | no more, no longer |
| ne…que | only, nothing but |
| ne…rien | nothing |
| ni…ni | neither….nor |
| pas encore | not yet |

**3.5.2.5 Alphabet and accents**

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

#### 3.5.2.6 Numbers

Students are expected to know the cardinal numbers 0 – 1,000 and the word for 1,000,000 (million le).

They are also expected to know the ordinal numbers first-tenth (premier/première–dixième).

#### Other number expressions

|  |  |
| --- | --- |
| **French** | **English** |
| dizaine une | about 10 |
| douzaine une | dozen |
| nombre de | number of |

#### 3.5.2.7 Asking questions

|  |  |
| --- | --- |
| **French** | **English** |
| combien ? | how much, how many? |
| comment ? | how? |
| est-ce que ? | expression put before a verb to make sentence into a question |
| où ? | where? |
| pourquoi ? | why? |
| quand ? | when? |
| que ? | what? |
| quel/quelle ? | which? |
| qu’est-ce que ? | what? |
| qu’est-ce qui ? | what? |
| qu’est-ce que c’est ? | what is it? |
| **French** | **English** |
| qui ? | who? |
| quoi ? | what? |

#### Common questions

|  |  |
| --- | --- |
| **French** | **English** |
| à quelle heure ? | at what time? |
| ça s’écrit comment ? | how is that written? |
| c’est combien ? | how much is it? |
| c’est quelle date ? | what is the date? |
| c’est quel jour ? | what day is it? |
| de quelle couleur ? | what colour? |
| d’où ? | from where? |
| pour combien de temps ? | for how long? |
| que veut dire... ? | what does... mean? |
| quelle heure est-il ? | what time is it? |

#### 3.5.2.8 Greetings and exclamations

|  |  |
| --- | --- |
| **French** | **English** |
| à bientôt | see you soon |
| à demain | see you tomorrow |
| à tout à l’heure | see you soon/later |
| allô | hello (on phone) |
| amitiés | best wishes |
| au secours | help |
| bien sûr | of course, certainly |
| bienvenue | welcome |
| bon anniversaire | happy birthday |
| bon appétit | enjoy your meal |
| bon voyage | have a good trip |
| bonne année | happy new year |
| bonne chance | good luck |
| bonne idée | good idea |
| bonne nuit | good night |
| bonnes vacances | have a good holiday |
| bonsoir | good evening |
| **French** | **English** |
| d’accord | ok |
| de rien | don't mention it |
| désolé (e) | sorry |
| excusez-moi | excuse me |
| félicitations | congratulations |
| joyeux Noël | Merry Christmas |
| meilleurs voeux | best wishes |
| pardon | excuse me |
| quel dommage | what a pity |
| salut | hi |
| santé | cheers |
| s’il te/vous plaît | please |

#### 3.5.2.9 Opinions

|  |  |
| --- | --- |
| **French** | **English** |
| à mon avis | in my opinion |
| absolument | absolutely |
| affreux | awful |
| agréable | pleasant |
| amusant | funny |
| barbant | boring |
| bien entendu | of course |
| bien sûr | of course |
| ça dépend | that depends |
| ça m’énerve | it gets on my nerves |
| ça me fait rire | it makes me laugh |
| ça me plaît | I like it |
| ça m’est égal | it’s all the same to me |
| ça ne me dit rien | it means nothing to me/I don't fancy that/I don't feel like it |
| ça suffit | that’s enough |
| casse-pieds | annoying |
| certainement | certainly |
| cher | dear, expensive |
| chouette | great |

|  |  |
| --- | --- |
| **French** | **English** |
| comme ci comme ça | so-so |
| compliqué | complicated |
| content | happy |
| croire | to believe |
| désagréable | unpleasant |
| désirer | to want |
| détester | to hate |
| dire | to say |
| drôle | funny |
| embêtant | annoying |
| en général | in general |
| enchanté | delighted |
| ennuyeux | boring |
| espérer | to hope |
| étonné | astonished, amazed |
| facile | easy |
| faible | weak |
| formidable | great |
| franchement | frankly |
| généralement | generally |
| génial | great |
| grave | serious |
| habile | clever |
| intéressant | interesting |
| (s’)intéresser à | to be interested in |
| inutile | useless |
| incroyable | incredible |
| inquiet/inquiète | worried |
| marrant | funny |
| marre (en avoir) | (to be) fed up |
| mauvais | bad |
| merveilleux/merveilleuse | marvellous |
| mignon/mignonne | cute |
| moche | ugly |
| (moi) non plus | nor me neither, nor do I |
| **French** | **English** |
| nouveau | new |
| nul | rubbish |
| parfait | perfect |
| passionnant | exciting |
| peine la | the bother |
| penser | to think |
| peut-être | perhaps |
| pratique | practical |
| préférer | to prefer |
| promettre | to promise |
| ridicule | ridiculous |
| rigolo | funny |
| sage | well behaved |
| sembler | to seem |
| sensass | sensational |
| supporter | to put up with |
| utile | useful |
| vouloir | to wish, want |
| vraiment | really, truly |

**3.5.2.10 Expressions of time**

#### Seasons

|  |  |
| --- | --- |
| **French** | **English** |
| printemps le | spring |
| été l' (m) | summer |
| automne l' (m) | autumn |
| hiver l' (m) | winter |

#### Time expressions

|  |  |
| --- | --- |
| **French** | **English** |
| à la fois | at the same time |
| à l’avenir | in the future |
| à l’heure | on time |
| à temps partiel | part-time |
| an l' (m) | year |

|  |  |
| --- | --- |
| **French** | **English** |
| année l' (f) | year |
| après | after |
| après-demain | the day after tomorrow |
| après-midi | afternoon |
| aujourd’hui | today |
| auparavant | formerly, in the past |
| avant | before |
| avant-hier | the day before yesterday |
| bientôt | soon |
| d’abord | at first, firstly |
| d’habitude | usually |
| de bonne heure | early |
| début le | start |
| demain | tomorrow |
| dernier/dernière | last |
| de temps en temps | from time to time |
| déjà | already |
| de nouveau | again |
| en attendant | whilst waiting (for), meanwhile |
| en avance | in advance |
| en ce moment | at the moment |
| en retard | late |
| en train de (faire...) | (to be) doing |
| en même temps | at the same time |
| encore une fois | once more, again |
| enfin | at last, finally |
| environ | about, approximately |
| fin la | end |
| hier | yesterday |
| il y a | ago |
| jour le | day |
| journée la | day |
| lendemain le | the next day |
| longtemps | for a long time |
| maintenant | now |
| **French** | **English** |
| matin le | morning |
| mois le | month |
| normalement | normally |
| nuit la | night |
| parfois | sometimes |
| passé le | past |
| pendant | during |
| plus tard | later |
| presque | almost, nearly |
| prochain | next |
| quelquefois | sometimes |
| rarement | rarely |
| récemment | recently |
| semaine la | week |
| seulement | only |
| siècle le | century |
| soir le | evening |
| soudain | suddenly |
| souvent | often |
| suivant | following |
| sur le point de (être) | (to be) about to |
| tard | late |
| tôt | early |
| toujours | always, still |
| tous les jours | every day |
| tout à coup | suddenly, all of a sudden |
| tout de suite | immediately |
| vite | quickly |

#### 3.5.2.11 Location and distance

|  |  |
| --- | --- |
| **French** | **English** |
| à droite | on/to the right |
| à gauche | on/to the left |
| banlieue la | suburb |
| centre-ville le | town centre |
| **French** | **English** |
| campagne la | countryside |
| chez | at the house of |
| de chaque côté | from each side |
| de l’autre côté | from the other side |
| en bas | down(stairs) |
| en haut | up(stairs) |
| est l' (m) | east |
| ici | here |
| là | there |
| là-bas | over there |
| loin de | far from |
| nord le | north |
| nulle part | nowhere |
| ouest l' (m) | west |
| par | by |
| partout | everywhere |
| quelque part | somewhere |
| situé (e) | situated |
| sud le | south |
| tout droit | straight ahead |
| tout près | very near |
| toutes directions | all directions |
| ville la | town |

#### 3.5.2.12 Colours

|  |  |
| --- | --- |
| **French** | **English** |
| châtain | light brown |
| clair | light |
| foncé | dark |
| marron | brown |
| noisette | hazel |
| pourpre | purple |
| rose | pink |
| roux | ginger |

#### 3.5.2.13 Weights and measures

|  |  |
| --- | --- |
| **French** | **English** |
| assez | enough, quite |
| bas | low |
| boîte la | box, tin, can |
| bouteille la | bottle |
| court | short |
| demi le | half |
| encore de | more |
| étroit | narrow |
| gros | fat |
| haut | high |
| large | wide |
| maigre | skinny, thin |
| mince | slim, thin |
| moitié la | half |
| morceau le | piece |
| moyen/moyenne | medium, average |
| nombre le | number |
| paquet le | packet |
| pas mal de | lots of |
| peser | to weigh |
| plein de | full of, lots of |
| pointure la | size (for shoes) |
| suffisamment | sufficiently |
| taille la | size (for clothes) |
| tranche la | slice |
| trop | too (much) |

#### 3.5.2.14 Shape

|  |  |
| --- | --- |
| **French** | **English** |
| carré | square |
| rond | round |

#### 3.5.2.15 Weather

|  |  |
| --- | --- |
| **French** | **English** |
| averse l' (f) | shower |
| briller | to shine |
| brouillard le | fog |
| brume la | mist |
| chaleur la | heat |
| ciel le | sky |
| climat le | climate |
| couvert | overcast |
| doux | mild |
| éclair l' (m) | lightning |
| éclaircie l' (f) | bright spell |
| ensoleillé | sunny |
| faire beau | to be fine (weather) |
| faire mauvais | to be bad (weather) |
| geler | to freeze |
| glace la | ice |
| humide | humid, wet |
| météo la | weather forecast |
| mouillé | wet |
| neiger | to snow |
| nuage le | cloud |
| nuageux | cloudy |
| ombre l' (m) | shade, shadow |
| orage l' (m) | storm |
| orageux | stormy |
| pleuvoir | to rain |
| pluie la | rain |
| sec/sèche | dry |
| tempête la | storm |
| temps le | weather |
| tonnerre le | thunder |
| tremper | to soak |
| vent le | wind |

#### 3.5.2.16 Access

|  |  |
| --- | --- |
| **French** | **English** |
| complet/complète | full |
| entrée l' (f) | entry, entrance |
| libre | free, vacant, unoccupied |
| fermer | to close |
| interdit | forbidden, not allowed |
| occupé | taken, occupied, engaged |
| ouvert | open |
| ouvrir | to open |
| sortie la | exit |

#### 3.5.2.17 Correctness

|  |  |
| --- | --- |
| **French** | **English** |
| avoir raison | to be right |
| avoir tort | to be wrong |
| corriger | to correct |
| erreur l' (f) | error, mistake |
| faute la | fault, mistake |
| faux/fausse | false |
| il (me) faut | you (I) must |
| juste | correct |
| obligatoire | compulsory |
| parfait | perfect |
| sûr | certain, sure |
| se tromper | to make a mistake |
| vrai | true |

#### 3.5.2.18 Materials

|  |  |
| --- | --- |
| **French** | **English** |
| argent l' (m) | silver |
| béton le | concrete |
| bois le | wood |
| cuir le | leather |
| fer le | iron |
| laine la | wool |
| **French** | **English** |
| or l' (m) | gold |
| soie la | silk |
| verre le | glass |

#### 3.5.2.19 Common abbreviations

|  |  |
| --- | --- |
| **French** | **English** |
| CDI centre de documentation et d’information le | resource centre |
| CES collège d’enseignement secondaire le | secondary school |
| EPS éducation physique et sportive l’ (f) | PE (physical education) |
| HLM habitation à loyer modéré l’ (f) | council/social housing accommodation |
| SAMU service d’aide médicale d’urgence le | emergency medical services |
| SDF sans domicile fixe le | homeless person |
| SNCF société nationale des chemins de fer français la | National Rail Service |
| TGV train à grande vitesse le | high-speed train |
| TVA taxe sur la valeur ajoutée la | VAT (Value Added Tax) |
| VTT vélo tout terrain le | mountain bike |

### 3.5.3 Theme-based vocabulary (Foundation Tier)

**3.5.3.1 Identity and culture**

#### Me, my family and friends

|  |  |
| --- | --- |
| **French** | **English** |
| aimable | kind |
| aîné | elder |
| amour l’ (m) | love |
| s’appeler | to be called |
| avoir...ans | to be...years old |
| barbe la | beard |
| bavard | chatty/talkative |
| beau/belle/bel | beautiful |
| beau-père le | step-father |
| belle-mère la | step-mother |
| bête | stupid, silly |
| bouclé | curly |
| célibataire | single |

|  |  |
| --- | --- |
| **French** | **English** |
| cheveux les (m) | hair |
| copain le/copine la | friend, mate |
| court | short |
| demi-frère le | half-brother |
| demi-sœur la | half-sister |
| se disputer | to argue |
| dire | to say, tell |
| égoïste | selfish |
| ensemble | together |
| s’entendre (avec) | to get on (with) |
| fâché | angry |
| se faire des amis | to make friends |
| femme la | wife/woman |
| fille la | daughter/girl |
| fils le | son |
| frisé | curly |
| généreux/généreuse | generous |
| gentil/gentille | kind, nice |
| grand-mère la | grandmother |
| grand-père le | grandfather |
| grands-parents les (m) | grandparents |
| gros/grosse | fat |
| heureux/heureuse | happy |
| injuste | unfair |
| jeune | young |
| joli | pretty |
| laid | ugly |
| long/longue | long |
| lunettes les (f) | glasses |
| mari le | husband |
| se marier | to get married, marry |
| méchant | naughty |
| mi-long | medium length |
| mort | dead |
| naissance la | birth |
| **French** | **English** |
| né(e) le... | born on the... |
| nom le | name |
| paresseux/paresseuse | lazy |
| partager | to share |
| partenaire le/la | partner |
| pénible | annoying |
| petit ami le | boyfriend |
| petite amie la | girlfriend |
| petite-fille la | granddaughter |
| petit-fils le | grandson |
| prénom le | first name |
| raide | straight |
| rapports les (m) | relationships |
| sens de l’humour le | sense of humour |
| séparé | separated |
| sortir | to go out |
| sportif/sportive | sporty |
| sympa | kind, nice |
| de taille moyenne | medium height |
| tante la | aunt |
| timide | shy |
| tranquille | quiet, calm |
| travailleur/travailleuse | hard-working |
| triste | sad |
| unique | only |
| vieux/vieil/vieille | old |
| yeux les (m) | eyes |

#### Technology in everyday life

|  |  |
| --- | --- |
| **French** | **English** |
| acheter | to buy |
| avantage l’ (m) | advantage |
| chercher | to look for |
| clavier le | keyboard |
| cliquer | to click |

|  |  |
| --- | --- |
| **French** | **English** |
| dangereux | dangerous |
| désavantage le | disadvantage |
| écran l’ (m) | screen |
| envoyer | to send |
| faire des achats | to shop |
| forum le | chat room |
| imprimante l’ (f) | printer |
| inconvénient l’ (m) | disadvantage, drawback |
| jeu le | game |
| lecteur DVD le | DVD player |
| lecteur MP3 le | MP3 player |
| en ligne | online |
| mettre | to put |
| mettre en ligne | to upload |
| mot de passe le | password |
| ordinateur l’ (m) | computer |
| ordinateur portable l’ (m) | laptop |
| ordinateur tablette l’ (m) | tablet |
| passer du temps | to spend time |
| portable le | mobile (phone) |
| recevoir | to receive |
| réseau social le | social network |
| rester en contact | to stay in contact |
| site internet/web le | website |
| souris la | mouse |
| surfer sur Internet | to surf the internet |
| taper | to type |
| tchater | to talk online |
| télécharger | to download |
| texto le | text |
| touche la | key |

#### Free-time activities

|  |  |
| --- | --- |
| **French** | **English** |
| actualités les (f) | news |
| agneau l’ (m) | lamb |
| argent l’ (m) | money |
| assiette l’ (f) | plate/dish |
| basket le | basketball |
| beurre le | butter |
| bière la | beer |
| billet le | ticket |
| bœuf le | beef |
| boire | to drink |
| boisson la | drink |
| canard le | duck |
| la carte | menu |
| centre sportif le | sports centre |
| cerise la | cherry |
| champignon le | mushroom |
| chanter | to sing |
| chanteur le/chanteuse la | singer |
| chanson la | song |
| cheval le | horse |
| choisir | to choose |
| chou le | cabbage |
| chou-fleur le | cauliflower |
| citron le | lemon |
| club des jeunes le | youth club |
| commander | to order |
| commencer | to start |
| confiture la | jam |
| courir | to run |
| coûter | to cost |
| crêpe la | pancake |
| crudités les (f) | raw chopped vegetables |
| débuter | to begin |
| dessin animé le | cartoon |

|  |  |
| --- | --- |
| **French** | **English** |
| dinde la | turkey |
| eau (minérale) l’ (f) | (mineral) water |
| équitation l’ (f) | horse riding |
| escalade l’ (f) | rock climbing |
| escargot l’ (m) | snail |
| essayer | to try |
| fana de (le) | a fan of |
| feuilleton le | soap opera |
| film de guerre le | war film |
| film policier le | detective film |
| fraise la | strawberry |
| framboise la | raspberry |
| fruits de mer les (m) | seafood |
| glace la | ice cream |
| goûter | to taste |
| haricots verts les (m) | green beans |
| hors d’œuvre le (m) | starter |
| s’intéresser à | to be interested in |
| jambon le | ham |
| jeu télévisé le | game show |
| lait le | milk |
| légumes les (m) | vegetables |
| natation la | swimming |
| nourriture la | food |
| œuf l’ (m) | egg |
| oignon l’ (m) | onion |
| passe-temps le | hobby |
| pâtes les (f) | pasta |
| patinage à glace le | ice skating |
| patinoire la | ice rink |
| payer | to pay (for) |
| pêche la | fishing/peach |
| petits pois les (m) | peas |
| planche à voile la | windsurfing |
| plat principal le | main meal/dish |

|  |  |
| --- | --- |
| **French** | **English** |
| poire la | pear |
| poisson le | fish |
| poivre le | pepper |
| pomme la | apple |
| pomme de terre la | potato |
| potage le | soup |
| poulet le | chicken |
| piscine la | swimming pool |
| pourboire le | tip |
| prendre | to take |
| promenade la | walk |
| publicité la | adverts |
| raisins les (m) | grapes |
| rencontrer | to meet |
| repas le | meal |
| riz le | rice |
| saucisse la | sausage |
| saumon le | salmon |
| sel le | salt |
| série la | series |
| serveur le/serveuse la | waiter, waitress |
| skate le | skateboarding |
| ski (nautique) le | (water) skiing |
| sports d’hiver les (m) | winter sports |
| stade le | stadium |
| steak haché le | burger |
| sucre le | sugar |
| tasse la | cup |
| télé réalité la | reality television |
| temps libre le | free time |
| thé le | tea |
| thon le | tuna |
| truite la | trout |
| vedette la | film star |
| viande la | meat |
| **French** | **English** |
| voile la | sailing |
| voir | to see |
| volley le | volleyball |
| vouloir | to wish, want |
| yaourt le | yoghurt |

#### Customs and festivals in French-speaking countries/communities

|  |  |
| --- | --- |
| **French** | **English** |
| cadeau le | present |
| église l’ (f) | church |
| fête la | festival, celebration, party |
| fête des mères la | Mother's Day |
| fête des rois la | Twelfth Night/Epiphany |
| fête du travail la | May Day |
| fêter | to celebrate |
| feux d’artifice les (m) | fireworks |
| Jour de l’An le | New Year’s Day |
| juif/juive | Jewish |
| mosquée la | Mosque |
| musulman | Muslim |
| Pâques | Easter |
| poisson d’avril | April Fools' Day, April Fool! |
| religieux/religieuse | religious |
| Saint-Sylvestre la | New Year’s Eve |
| Saint Valentin la | St. Valentine’s Day |
| Toussaint la | All Saints' Day |
| veille de Noël la | Christmas Eve |

**3.5.3.2 Local, national, international and global areas of interest**

#### Home, town, neighbourhood and region

|  |  |
| --- | --- |
| **French** | **English** |
| aider | to help |
| animé | lively |
| arbre l’ (m) | tree |
| armoire l’ (f) | wardrobe |

|  |  |
| --- | --- |
| **French** | **English** |
| bâtiment le | building |
| besoin le (avoir....de) | need (to need) |
| bibliothèque la | library |
| boucherie la | butcher’s shop |
| baskets les (f) | trainers |
| boulangerie la | bakery |
| bijou le | jewel, jewellery |
| bijouterie la | jeweller’s shop |
| blouson le | coat/jacket |
| bon marché | cheap |
| bruit le | noise |
| bureau le | office, study |
| bruyant | noisy |
| caisse la | till |
| calme | quiet |
| campagne la | countryside |
| carte bancaire la | bank card |
| cave la | cellar |
| ceinture la | belt |
| célèbre | famous |
| centre commercial le | shopping centre |
| champ le | field |
| chapeau le | hat |
| charcuterie la | delicatessen |
| chaussette la | sock |
| chaussure la | shoe |
| chemise la | shirt |
| choix le | choice |
| chose la | thing |
| circulation la | traffic |
| commerces les (m) | shops |
| colline la | hill |
| commissariat le | police station |
| cravate la | tie |
| cuisine la | kitchen/cooking |

|  |  |
| --- | --- |
| **French** | **English** |
| déménager | to move house |
| démodé | old-fashioned |
| dépenser | to spend (money) |
| devoir | to have to |
| économiser | to save |
| escalier l’ (m) | staircase |
| essayer | to try on |
| étage l’ (m) | floor, storey |
| fenêtre la | window |
| ferme la | farm |
| fleur la | flower |
| gare la | railway station |
| gare routière la | bus station |
| gens les (m) | people |
| gilet le | waistcoat |
| grand magasin le | department store |
| gratuit | free (of charge) |
| habitant l’ (m) | inhabitant |
| hôtel de ville l’ (m) | town hall |
| immeuble l’ (m) | block of flats |
| jardinage le | gardening |
| jupe la | skirt |
| laver | to wash |
| librairie la | bookshop |
| livrer | to deliver |
| maison la (individuelle/jumelée/mitoyenne) | house (detached/semi-detached/terraced) |
| mairie la | town hall |
| manteau le | overcoat |
| marché le | market |
| meubles les (m) | furniture |
| mode la | fashion |
| (à la) montagne la | (in the) mountain(s) |
| mur le | wall |
| musée le | museum |
| nettoyer | to clean |

|  |  |
| --- | --- |
| **French** | **English** |
| pantalon le | trousers |
| parc le | park |
| parfum le | perfume |
| pâtisserie la | cake shop |
| pauvre | poor |
| perdre | to lose |
| pièce la | room |
| place la | square |
| portefeuille le | wallet |
| porte-monnaie le | purse |
| poser | to put down |
| poste la | post office |
| pouvoir | to be able |
| prix le | price |
| propre | clean, tidy |
| pull le | jumper |
| quartier le | quarter, area |
| quitter | to leave |
| ranger | to tidy |
| réduire | to reduce |
| réduit | reduced |
| rez-de-chaussée le | ground floor |
| risque le | risk |
| robe la | dress |
| sale | dirty |
| salle à manger la | dining room |
| salle de bains la | bathroom |
| salon le | living room, lounge |
| sécurité la | safety |
| soldes les (m) | sale |
| sous-sol le | basement |
| station-service la | service station |
| tabac le | newsagent’s |
| transport en commun le | public transport |
| travailler | to work |
| **French** | **English** |
| se trouver | to be situated |
| usine l’ (f) | factory |
| vendeur le/vendeuse la | shop assistant |
| vendre | to sell |
| veste la | jacket |
| vêtements les (m) | clothes |
| vie la | life |
| ville la | town |
| vitrine la | shop window |
| vivre | to live |
| voisin le | neighbour |
| zone piétonne la | pedestrian zone |

#### Social issues

|  |  |
| --- | --- |
| **French** | **English** |
| alcool l’ (m) | alcohol |
| alimentation l’ (f) | food |
| aller bien | to be well |
| aller mieux | to be better |
| (s’) arrêter | to stop |
| association caritative l’ (f) | charity |
| bonbon le | sweet |
| bonheur le | happiness |
| chocolat le | chocolate |
| combattre | to combat |
| déjeuner le | lunch |
| se détendre | to relax |
| devenir | to become |
| dîner le | evening meal |
| dormir | to sleep |
| drogue la | drug |
| se droguer | to take drugs |
| eau potable l’ (f) | drinking water |
| égalité l’ (f) | equality |
| en bonne forme | fit |

|  |  |
| --- | --- |
| **French** | **English** |
| en bonne santé | in good health |
| équilibré | balanced |
| espace vert l’ (m) | green area |
| éviter | to avoid |
| faible | weak |
| faire un régime | to be on a diet |
| fatigué | tired |
| forme la | fitness |
| fort | strong |
| fumer | to smoke |
| garder | to look after |
| gras | fatty |
| habitude l’ (f) | habit |
| malade | ill, sick |
| maladie la | illness |
| malsain | unhealthy |
| matières grasses les (f) | fats |
| médecin le | doctor |
| médicament le | medicine |
| obésité l’ (f) | obesity |
| odeur l’ (f) | smell |
| petit déjeuner le | breakfast |
| pressé | in a hurry, rushed/squeezed |
| se relaxer | to relax |
| repas le | meal |
| rester | to stay |
| réussir | to succeed |
| sain | healthy |
| santé la | health |
| (se) sentir | to feel |
| sommeil le | sleep |
| sucré | sugary |
| suivre | to follow |
| tabac le | tobacco |
| travail bénévole le | voluntary work |
| **French** | **English** |
| tuer | to kill |
| vide | empty |
| vomir | to be sick |

#### Global issues

|  |  |
| --- | --- |
| **French** | **English** |
| allumer | to switch on |
| bain le | bath |
| boîte la (en carton) | (cardboard) box |
| centre de recyclage le | recycling centre |
| chômage le | unemployment |
| chauffage central le | central heating |
| cultiver | to grow |
| en danger | in danger |
| déchets les (m) | rubbish |
| détruire | to destroy |
| disparaître | to disappear |
| douche la | shower |
| environnement l’ (m) | environment |
| éteindre | to switch off |
| faire du recyclage | to recycle |
| gaspiller | to waste |
| inondation l’ (f) | flood |
| jeter | to throw (away) |
| ordures les (f) | rubbish |
| pauvreté la | poverty |
| pétrole le | oil |
| piste cyclable la | cycle lane |
| pollué | polluted |
| poubelle la | dustbin |
| protéger | to protect |
| réchauffement de la Terre le | global warming |
| robinet le | tap |
| sac en plastique le | plastic bag |
| sans-abri le | homeless person |
| **French** | **English** |
| sauver | to save |
| utiliser | to use |

#### Travel and tourism

|  |  |
| --- | --- |
| **French** | **English** |
| accueil l’ (m) | welcome |
| aéroport l’ (m) | airport |
| Afrique l’ (f)/africain | Africa/African |
| agence de voyages l’ (f) | travel agency |
| Algérie l’ (f)/algérien | Algeria/Algerian |
| Allemagne l’ (f)/allemand | Germany/German |
| Alpes les (f) | Alps |
| Angleterre l’ (f)/anglais | England/English |
| arrivée l’ (f) | arrival |
| ascenseur l’ (m) | lift |
| s’asseoir | to sit down |
| attendre | to wait (for) |
| auberge de jeunesse l’ (f) | youth hostel |
| auto l’ (f) | car |
| autobus l’ (m) | bus |
| autoroute l’ (f) | motorway |
| aventure l’ (f) | adventure |
| avion l’ (m) | plane |
| bagages les (m) | luggage |
| (se) baigner | to bathe, swim |
| bateau le | boat |
| Belgique la/belge | Belgium/Belgian |
| bord de la mer le | seaside |
| bronzer | to sunbathe |
| car le | coach |
| carte la | map |
| carte postale la | postcard |
| casser | to break |
| chambre de famille la | family room |
| chercher | to look for |

|  |  |
| --- | --- |
| **French** | **English** |
| Chine la/chinois | China/Chinese |
| clé la | key |
| colonie de vacances la | holiday/summer camp |
| conduire | to drive |
| se coucher | to go to bed |
| crème solaire la | sun cream |
| départ le | departure |
| descendre | to stay |
| dortoir le | dormitory |
| Douvres | Dover |
| durer | to last |
| échange l’ (m) | exchange |
| Ecosse l’ (f)/écossais | Scotland/Scottish |
| en plein air | in the open air |
| Espagne l’ (f)/espagnol | Spain/Spanish |
| essence l’ (f) | petrol |
| Etats-Unis les (m) | USA |
| à l’étranger | abroad |
| étranger l’ (m) | stranger/foreigner |
| expliquer | to explain |
| faire la connaissance | to get to know |
| faire du camping | to go camping |
| (se) garer | to park |
| Grande-Bretagne la/britannique | Great Britain/British |
| (s’) habituer à | to get used to |
| horaire l’ (m) | timetable |
| île l’ (f) | island |
| lac le | lake |
| laisser | to leave |
| laver | to wash |
| (se) laver | to get washed |
| lentement | slowly |
| lever | to lift |
| (se) lever | to get up |
| lit le | bed |

|  |  |
| --- | --- |
| **French** | **English** |
| location de voitures la | car rental |
| logement le | accommodation |
| loger | to stay, lodge |
| loisir le | free time (activity) |
| Londres | London |
| louer | to hire, rent |
| lunettes de soleil les (f) | sun glasses |
| maillot de bain le | swimming costume |
| Manche la | English Channel |
| marcher | to walk |
| Maroc le/marocain | Morocco/Moroccan |
| Méditerranée la | Mediterranean |
| monde le | world |
| montagne la | mountain |
| monter | to go up/ascend |
| moto la | motor bike |
| nager | to swim |
| parc d’attractions le | theme park |
| partir | to leave |
| Pays de Galles le/gallois | Wales/Welsh |
| pièce d’identité la | means of identification |
| plage la | beach |
| plan de ville le | town plan |
| se présenter | to introduce oneself |
| prêt | ready |
| projet le | plan |
| se promener | to go for a walk |
| propriétaire le/la | owner |
| randonnée la | walk, hike |
| remercier | to thank |
| rendez-vous le | meeting |
| renseignements les (m) | information |
| réserver | to book, reserve |
| rester | to stay |
| retour le | return |

|  |  |
| --- | --- |
| **French** | **English** |
| retourner | to return |
| (se) réveiller | to wake up |
| revenir | to come back |
| rivière la | river |
| route la | road, way |
| salle de séjour la | lounge |
| sable le | sand |
| sac de couchage le | sleeping bag |
| séjour le | stay, visit |
| spectacle le | show |
| Suisse la/suisse | Switzerland/Swiss |
| tourisme le | tourism |
| tourner | to turn |
| Tunisie la/tunisien | Tunisia/Tunisian |
| vacances les (f) | holidays |
| valise la | suitcase |
| visite la (guidée) | (guided) visit |
| voiture la | car |
| vol le | flight |
| voler | to fly |
| voyager | to travel |
| vue de mer la | sea view |

**3.5.3.3 Current and future study and employment**

#### My studies

|  |  |
| --- | --- |
| **French** | **English** |
| chimie la | chemistry |
| dessin le | art |
| EPS l’ (f) | PE (physical education) |
| français le | French |
| informatique (l’) (f) | IT (information technology) |
| instituteur l’ (m) | primary school teacher (male) |
| institutrice l’ (f) | primary school teacher (female) |
| langue la | language |
| matière la | subject |
| physique la | physics |
| professeur le | teacher |
| religion la | religious studies |

#### Life at school/college

|  |  |
| --- | --- |
| **French** | **English** |
| apprendre | to learn |
| calculette la | calculator |
| collège le | secondary school |
| comprendre | to understand |
| cours le | lesson |
| demander | to ask |
| devoirs les (m) | homework |
| difficulté la | difficulty |
| diplôme le | qualification |
| directeur le | headmaster |
| directrice la | headmistress |
| discuter | to discuss |
| distribuer | to give out |
| droit le | right |
| école l’ (f) (primaire/secondaire) | (primary/secondary) school |
| élève l’ (m/f) | pupil |
| emploi du temps l’ (m) | timetable |
| en seconde | in year 11 |

|  |  |
| --- | --- |
| **French** | **English** |
| études les (f) | study |
| étudiant l’ (m) | student |
| examen l’ (m) | examination |
| faire attention | to pay attention |
| leçon la | lesson |
| lecture la | reading |
| lire | to read |
| maquillage le | make up |
| note la | mark |
| oublier | to forget |
| passer un examen | to sit an exam |
| pause la | break, pause |
| penser | to think |
| permettre | to allow, permit |
| porter | to wear, carry |
| pression la | pressure |
| récré(ation) la | break |
| règle la | rule |
| règlement le | school rules |
| rentrée la | return to school |
| répéter | to repeat |
| réponse la | reply |
| résultat le | result |
| réussir un examen | to pass an exam |
| salle de classe la | classroom |
| savoir | to know |
| scolaire | school (adj) |
| tableau le | board |
| terrain de sport le | sports ground |
| trimestre le | term |
| trouver | to find |

#### Education post-16

|  |  |
| --- | --- |
| **French** | **English** |
| année sabbatique l' (f) | gap year |
| apprenti(e) l' (m/f) | apprentice |
| avoir envie de | to want to |
| avoir l’intention (de) | to intend (to) |
| bac(calauréat) le | A-level(s) |
| en première | in year 12 |
| en terminale | in year 13 |
| étudier | to study |
| laisser tomber | to drop |
| liberté la | freedom |
| lycée le | sixth form college, grammar school |

#### Jobs, career choices and ambitions

|  |  |
| --- | --- |
| **French** | **English** |
| agent de police l’ (m) | policeman |
| avenir l’ (m) | future |
| boucher le | butcher |
| boulanger le | baker |
| boulot le | job |
| candidat le | candidate |
| coiffeur le | hairdresser |
| compter (sur) | to count (on) |
| employé(e) l' | employee |
| employeur l' | employer |
| espérer | to hope |
| facteur le | postman |
| fermier le | farmer |
| gagner | to earn, win |
| idée l’ (f) | idea |
| infirmier l’ (m) | nurse |
| informaticien l’ | IT worker |
| ingénieur l’ (m) | engineer |
| journal le | newspaper |
| livre la (sterling) | pound (sterling) |
| **French** | **English** |
| maçon le | builder |
| mécanicien le | mechanic |
| mettre de l’argent de côté | to save money |
| patron le; patronne la | boss |
| petit job le | part-time job |
| plombier le | plumber |
| policier le | policeman |
| rêve le | dream |
| rêver | to dream |
| recevoir | to receive |
| varié | varied |
| vétérinaire le | vet |

### 3.5.4 Theme-based vocabulary (Higher Tier)

**3.5.4.1 Identity and culture**

#### Me, my family and friends

|  |  |
| --- | --- |
| **French** | **English** |
| bague la | ring |
| bouton le | spot, pimple |
| compréhensif/compréhensive | understanding |
| confiance la | trust |
| connaître | to know (a person) |
| de mauvaise humeur | bad tempered |
| épouser | to marry |
| esprit l’ (m) | mind |
| étonnant | amazing |
| étrange | strange |
| fiançailles les (f) | engagement |
| fier/fière | proud |
| fou/folle | mad, crazy |
| gâter | to spoil |
| gêner | to annoy |
| jaloux/jalouse | jealous |
| jumeau le/jumelle la | twin |
| **French** | **English** |
| jeunesse la | youth |
| marre (en avoir) | (to be) fed up |
| mépriser | to despise |
| se mettre en colère | to get angry |
| mourir | to die |
| naître | to be born |
| neveu le | nephew |
| les noces (f) | wedding |
| ondulé | wavy |
| se rendre compte | to realise |
| (se) séparer | to separate |
| vif/vive | lively |

#### Technology in everyday life

|  |  |
| --- | --- |
| **French** | **English** |
| bloggeur le | blogger |
| caméscope le | camcorder |
| compte le | account |
| console de jeux la | games console |
| courrier électronique le | email |
| écran tactile l’ (m) | touch screen |
| effacer | to delete |
| enregistrer | to record |
| fichier le | file |
| genre le | type, kind |
| imprimer | to print |
| internaute l’ (m) | internet user |
| logiciel le | software |
| moniteur le | monitor |
| numérique | digital |
| page d’accueil la | welcome page |
| pile la | battery |
| remplir | to fill (in) |
| sauvegarder | to save |
| traitement de texte le | word processing |

#### Free-time activities

|  |  |
| --- | --- |
| **French** | **English** |
| s’abonner | to subscribe |
| ado l’ (m/f) | adolescent |
| ail l’ (m) | garlic |
| amer/amère | sour |
| ananas l’ (m) | pineapple |
| bien cuit | well cooked |
| chorale la | choir |
| course la | race |
| échecs les (m) | chess |
| effets spéciaux (m) les | special effects |
| épicé | spicy |
| espèce l’ (f) | type, kind |
| féliciter | to congratulate |
| lieu le (avoir lieu) | place (to take place) |
| marquer un but/un essai | to score a goal/try |
| noix la | nut |
| pamplemousse la | grapefruit |
| piquant | spicy |
| prune la | plum |
| séance la | performance |
| tournée la | tour |
| tournoi le | tournament |
| veau le | veal |

#### Customs and festivals in French-speaking countries/communities

|  |  |
| --- | --- |
| **French** | **English** |
| défilé le | procession |
| jour férié le | public holiday |
| messe la | mass |
| Pentecôte la | Whitsuntide |
| réunion la | meeting |

**3.5.4.2 Local, national, international and global areas of interest**

#### Home, town, neighbourhood and region

|  |  |
| --- | --- |
| **French** | **English** |
| bricolage le | DIY (do it yourself) |
| distractions les (f) | things to do |
| écharpe l’ (f) | scarf |
| embouteillage l’ (m) | traffic jam |
| endroit l’ (m) | place |
| fermeture la | closure |
| foulard le | scarf |
| four le | oven |
| foyer le | home |
| garder | to look after |
| grande surface la | superstore |
| lèche-vitrine le (faire du) | window shopping (to go window shopping) |
| loyer le | rent |
| lumière la | light |
| marque la | make, label, brand |
| pelouse la | lawn |
| pull à capuche le | hoodie |
| rayon le | department |
| rembourser | to reimburse |
| surchargé | overcrowded |
| tâche la | task |

#### Social issues

|  |  |
| --- | --- |
| **French** | **English** |
| accro | addicted |
| agir (il s’agit de) | to act (it’s a question of) |
| alcoolique | alcoholic |
| avertir | to warn |
| avoir sommeil | to be sleepy |
| cacher | to hide |
| cancer (des poumons) le | (lung) cancer |
| coupable | guilty |
| casse-croûte le | snack |

|  |  |
| --- | --- |
| **French** | **English** |
| conseil le | advice |
| consommation la | consumption, usage |
| crise cardiaque la | heart attack |
| dégoûtant | disgusting |
| déprimé | depressed |
| désintoxiquer | to detox |
| dette la | debt |
| douleur la | pain |
| s’enivrer | to get drunk |
| enquête l’ (f) | enquiry |
| entraînement l’ (m) | training |
| épuiser | to exhaust |
| s’entraîner | to train |
| essoufflé | breathless |
| foie le | liver |
| hors d’haleine | out of breath |
| ivre | drunk |
| mannequin le | model |
| mener | to lead |
| musculation la | weight training |
| nourriture bio la | organic food |
| peau la | skin |
| quotidien(ne) | daily |
| personnes défavorisées les (f) | disadvantaged people |
| renoncer | to give up |
| respirer | to breathe |
| salé | salty |
| sida le | AIDS |
| soigner | to care for |
| soin le | care |
| surveiller | to watch |
| tabagisme le | addiction to smoking |
| tatouage le | tattooing |
| tenter | to attempt |
| tousser | to cough |
| **French** | **English** |
| toxicomane le/la | drug addict |
| valoir mieux | to be better, preferable |
| voix la | voice |

#### Global issues

|  |  |
| --- | --- |
| **French** | **English** |
| agresser | to attack |
| améliorer | to improve |
| attaque l’ (f) | attack |
| augmenter | to increase |
| bande la | gang |
| campagne la | campaign |
| charbon le | coal |
| couche d’ozone la | ozone layer |
| croire | to believe |
| déboisement le | deforestation |
| effet de serre l’ (m) | greenhouse effect |
| effrayant | frightening |
| égal | equal |
| emballage l’ (m) | packaging |
| empêcher | to prevent |
| endommager | to damage |
| énergie renouvelable l’ (f) | renewable energy |
| ennui l’ (m) | problem, worry |
| entouré | surrounded |
| état l’ (m) | state |
| gaz carbonique le | carbon dioxide |
| gaz d’échappement le | exhaust fumes |
| guerre la | war |
| harceler | to bully, harass |
| harcèlement le | bullying, harassment |
| immigré l’ (m) | immigrant |
| incendie l’ (m) | fire |
| inonder | to flood |
| s’inquiéter | to worry |
| **French** | **English** |
| lourd | heavy, serious |
| lutter | to struggle |
| manifestation la | demonstration |
| marée la | tide |
| mentir | to lie |
| mondial | worldwide |
| niveau le | level |
| paix la | peace |
| paysage le | countryside/landscape |
| (se) plaindre | to complain |
| produire | to provide |
| produits bio les (m) | green products |
| ramasser | to pick up |
| reconnaissant | grateful |
| réfugié le | refugee |
| supporter | to tolerate, put up with |
| supprimer | to suppress/eliminate |
| souci le | worry, concern |
| témoin le | witness |
| trou le | hole |
| vague la | wave |
| voler | to steal |
| voyou le | yob, hooligan |

#### Travel and tourism

|  |  |
| --- | --- |
| **French** | **English** |
| aire de jeux l’ (f) | play area |
| atterrir | to land |
| avis l’ (m) | opinion |
| chambre d’hôte la | bed and breakfast |
| chemin le | way, path |
| chemin de fer le | railway |
| climatisation la | air conditioning |
| concours le | competition |
| se débrouiller | to get by, to cope |

|  |  |
| --- | --- |
| **French** | **English** |
| décoller | to take off |
| déranger | to disturb |
| donner sur | to overlook |
| dresser | to put up (tent) |
| emplacement l’ (m) | pitch (tent) |
| événement l’ (m) | event |
| faire la grasse matinée | to lie in, sleep in |
| foire la | fair |
| frontière la | border, frontier |
| héberger | to lodge, accommodate |
| herbe l’ (f) | grass |
| inconnu | unknown |
| jardin zoologique le | zoo |
| jumelé | twinned |
| lavabo le | wash basin |
| lits superposés les (m) | bunk beds |
| manquer | to miss |
| se mettre en route | to set off |
| moquette la | carpet |
| paraître | to seem |
| permis de conduire le | driving licence |
| la perte | loss |
| plaire | to please |
| plongée sous-marine la | underwater diving |
| ralentir | to slow down |
| remarquer | to notice |
| sommet le | summit |
| station balnéaire la | seaside resort |
| tour la | tower, tour |
| traduire | to translate |
| trajet le | journey |
| traversée la | crossing |

**3.5.4.3 Current and future study and employment**

#### My studies

|  |  |
| --- | --- |
| **French** | **English** |
| couture la | sewing |
| langues vivantes les (f) | modern languages |
| instruction civique l’ (f) | citizenship |
| proviseur le | head teacher |

#### Life at school/college

|  |  |
| --- | --- |
| **French** | **English** |
| bien équipé | well equipped |
| bulletin scolaire le | school report |
| car de ramassage le | school bus |
| couloir le | corridor |
| doué | gifted |
| échouer | to fail |
| enseigner | to teach |
| incivilités les (f) | rudeness |
| injure l' (f) | insult |
| mal équipé | badly equipped |
| maternelle la | nursery school |
| redoubler | to repeat the year |
| retenue la | detention |

#### Education post-16

|  |  |
| --- | --- |
| **French** | **English** |
| conseiller d’orientation le | careers adviser |
| épreuve l’ (f) | test |
| établissement l’ (m) | establishment |
| faculté la | university, faculty |
| former | to train |
| licence la | degree |

#### Jobs, career choices and ambitions

|  |  |
| --- | --- |
| **French** | **English** |
| à peine | scarcely |
| assis | sitting |
| avocat l’ (m) | lawyer |
| comptable le | accountant |
| croisière la | cruise |
| débouché le | prospect/job prospect/opportunity |
| debout | standing |
| dessinateur de mode le | fashion designer |
| disponible | available |
| élargir | to widen |
| entreprise l’ (f) | firm, enterprise |
| entretien l’ (m) | interview |
| enrichissant | enriching, rewarding |
| espoir l’ (m) | hope |
| interprète l’ (m) | interpreter |
| outil l’ (m) | tool |
| venir de | to have just |

# 4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://www.aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in French include questions that allow students to demonstrate their ability to: • draw together their knowledge, skills and understanding from across the full course of study

• provide extended responses.

## 4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification should enable students to:

* develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
* express and develop thoughts and ideas spontaneously and fluently
* listen to and understand clearly articulated, standard speech at near normal speed
* deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
* acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
* develop awareness and understanding of the culture and identity of the countries and communities where French is spoken
* make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
* develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
* develop language strategies, including repair strategies.

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE French specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

* AO1: Listening – understand and respond to different types of spoken language.
* AO2: Speaking – communicate and interact effectively in speech.
* AO3: Reading – understand and respond to different types of written language.
* AO4: Writing – communicate in writing.

### 4.2.1 Assessment objective weightings for GCSE French

#### 4.2.1.1 Foundation and Higher Tiers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment objectives (AOs)** | **Component weightings (approx %)** | | |  | **Overall weighting (approx %)** |
| **Paper 1:**  **Listening** | **Paper 2: Speaking** | **Paper 3: Reading** | **Paper 4: Writing** |
| AO1 (Listening) | 25 |  |  |  | 25 |
| AO2 (Speaking) |  | 25 |  |  | 25 |
| AO3 (Reading) |  |  | 25 |  | 25 |
| AO4 (Writing) |  |  |  | 25 | 25 |
| Overall weighting of components |  |  |  |  | 100 |

## 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students’ final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

### 4.3.1 Foundation Tier

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Maximum raw mark** | **Scaling factor** | **Maximum scaled mark** |
| Paper 1 (Listening) | 40 | x3/2 | 60 |
| Paper 2 (Speaking) | 60 | x1 | 60 |
| Paper 3 (Reading) | 60 | x1 | 60 |
| Paper 4 (Writing) | 50 | x6/5 | 60 |
|  |  | Total scaled mark: | 240 |

### 4.3.2 Higher Tier

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Maximum raw mark** | **Scaling factor** | **Maximum scaled mark** |
| Paper 1 (Listening) | 50 | x6/5 | 60 |
| Paper 2 (Speaking) | 60 | x1 | 60 |
| Paper 3 (Reading) | 60 | x1 | 60 |
| Paper 4 (Writing) | 60 | x1 | 60 |
|  |  | Total scaled mark: | 240 |

## 4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

* The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
* The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
* Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
* Students will be given five minutes’ reading time at the beginning of the test to give them time to read the questions.
* An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
* Each item will be heard twice and pauses for students to answer will be built into the test.
* Students will be allowed to make notes at any time during the test.
* Access to dictionaries is not permitted at any time during the test.

### 4.4.1 Foundation Tier and Higher Tier

In Section A, students’ understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students’ comprehension will be tested by a range of question types in French, requiring non-verbal responses or responses in French. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

## 4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher’s booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in French.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the General conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

### 4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

#### 4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

#### 4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student’s card.

#### 4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker. See the Speaking test assessment criteria.

## 4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

* Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
* An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
* Access to dictionaries is not permitted at any time during the test.

### 4.6.1 Foundation Tier and Higher Tier

In Section A, students’ understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students’ comprehension will be tested by a range of question types in French, requiring non-verbal responses or responses in French. In Section C, there will be a translation from French into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

## 4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

* Access to dictionaries is not permitted at any time during the test.
* All instructions are in English. All questions are in French.

### 4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in French.

#### 4.7.1.1 Question 1 (8 marks)

A message which demonstrates students’ ability to write short sentences using familiar language in a familiar context.

#### 4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students’ ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

#### 4.7.1.3 Question 3 (10 marks)

A translation from English into French, requiring a minimum of 35 words. This demonstrates students’ ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

#### 4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students’ ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

### 4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in French.

#### 4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students’ ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

#### 4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 2.1 or 2.2.

#### 4.7.2.3 Question 3 (12 marks)

A translation from English into French, requiring a minimum of 50 words. This demonstrates students’ ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

## 4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

### 4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Knowledge and use of language** | **Range and accuracy of language** | **Pronunciation and intonation** | **Spontaneity and fluency** | **Total** |
| Role-play | 10 | 5 |  |  |  | 15 |
| Photo card | 15 |  |  |  |  | 15 |
| Conversation | 10 |  | 10 | 5 | 5 | 30 |
| Total | 35 | 5 | 10 | 5 | 5 | 60 |

**4.8.2.1 Foundation Tier**

#### Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student’s Knowledge and use of language in the Roleplay. Up to 5 marks will be available for this assessment.

For each task:

|  |  |
| --- | --- |
| **Mark** | **Communication** |
| 2 | The message is conveyed without ambiguity. |
| 1 | The message is partially conveyed or conveyed with some ambiguity. |
| 0 | No part of the message is conveyed. |

##### Notes

1. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
2. Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
3. The tasks on the Candidate’s card and the notes in the Teacher’s Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall:

|  |  |
| --- | --- |
| **Mark** | **Knowledge and use of language** |
| 5 | Very good knowledge and use of language. |
| 4 | Good knowledge and use of language. |
| 3 | Reasonable knowledge and use of language. |
| 2 | Limited knowledge and use of language. |
| 1 | Poor knowledge and use of language. |
| 0 | No language produced is worthy of credit. |

#### Part 2: Photo card (15 marks)

The student’s responses to the five questions are assessed for Communication only, as specified in the criteria below.

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Communication** |
| 5 | 13–15 | The speaker replies to all questions clearly and develops most answers. He/ she gives and explains an opinion. |
| 4 | 10–12 | The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion. |
| 3 | 7–9 | The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion. |
| 2 | 4–6 | The speaker gives understandable replies to most questions but they may be short and/or repetitive. |
| 1 | 1–3 | The speaker replies to some questions but the answers are likely to be short and/or repetitive. |
| 0 | 0 | Communication does not meet the standard required for Level 1 at this tier. |

##### Notes

1. At least one question on each Photo card asks students to give and explain an opinion.
2. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Foundation

Tier, the conversation should last between three and five minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

#### Communication

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Communication** |
| 5 | 9–10 | A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained. |
| 4 | 7–8 | A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions. |
| 3 | 5–6 | A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion. |
| 2 | 3–4 | A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond. |
| 1 | 1–2 | A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible. |
| 0 | 0 | Communication does not meet the standard required for Level 1 at this tier. |

##### Notes

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

#### Range and accuracy of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Range and accuracy of language** |
| 5 | 9–10 | Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension. |
| 4 | 7–8 | Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication. |
| 3 | 5–6 | Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication. |
| **Level** | **Mark** | **Range and accuracy of language** |
| 2 | 3–4 | Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication. |
| 1 | 1–2 | Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement. |
| 0 | 0 | The language does not meet the standard required for Level 1 at this tier. |

#### Pronunciation and intonation

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Pronunciation and intonation** |
| 5 | 5 | Generally good but some inconsistency at times. |
| 4 | 4 | Pronunciation generally understandable with some intonation. |
| 3 | 3 | Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed. |
| 2 | 2 | Pronunciation very anglicised with almost no intonation, making comprehension difficult at times. |
| 1 | 1 | Pronunciation is only just understandable making comprehension difficult. |
| 0 | 0 | Pronunciation and intonation do not meet the standard required for Level 1 at this tier. |

**Spontaneity and fluency**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Spontaneity and fluency** |
| 5 | 5 | Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions. |
| 4 | 4 | Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times. |
| 3 | 3 | Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow. |
| 2 | 2 | Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow. |
| 1 | 1 | Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses. |
| 0 | 0 | Spontaneity and fluency do not meet the standard required for Level 1 at this tier. |

##### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

**4.8.2.2 Higher Tier**

#### Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student’s Knowledge and use of language in the Roleplay. Up to 5 marks will be available for this assessment.

For each task:

|  |  |
| --- | --- |
| **Mark** | **Communication** |
| 2 | The message is conveyed without ambiguity. |
| 1 | The message is partially conveyed or conveyed with some ambiguity. |
| 0 | No part of the message is conveyed. |

##### Notes

1. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
2. Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
3. The tasks on the Candidate’s card and the notes in the Teacher’s Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall:

|  |  |
| --- | --- |
| **Mark** | **Knowledge and use of language** |
| 5 | Very good knowledge and use of language. |
| 4 | Good knowledge and use of language. |
| 3 | Reasonable knowledge and use of language. |
| 2 | Limited knowledge and use of language. |
| 1 | Poor knowledge and use of language. |
| 0 | No language produced is worthy of credit. |

#### Part 2: Photo card (15 marks)

The student’s responses to the five questions are assessed for Communication only, as specified in the criteria below.

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Communication** |
| 5 | 13–15 | The speaker replies to all questions clearly and develops most answers. He/ she gives and explains an opinion. |
| 4 | 10–12 | The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion. |
| 3 | 7–9 | The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion. |
| 2 | 4–6 | The speaker gives understandable replies to most questions but they may be short and/or repetitive. |
| 1 | 1–3 | The speaker replies to some questions but the answers are likely to be short and/or repetitive. |
| 0 | 0 | Communication does not meet the standard required for Level 1 at this tier. |

##### Notes

1. At least one question on each Photo card asks students to give and explain an opinion.
2. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

#### Communication

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Communication** |
| 5 | 9–10 | A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly. |
| 4 | 7–8 | A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions. |
| 3 | 5–6 | A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions. |
| 2 | 3–4 | A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained. |
| **Level** | **Mark** | **Communication** |
| 1 | 1–2 | A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions. |
| 0 | 0 | Communication does not reach the standard required for Level 1 at this tier. |

##### Notes

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

#### Range and accuracy of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Range and accuracy of language** |
| 5 | 9–10 | Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted. |
| 4 | 7–8 | Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted. |
| 3 | 5–6 | Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension. |
| 2 | 3–4 | Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension. |
| 1 | 1–2 | Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication. |
| 0 | 0 | The language does not meet the standard required for Level 1 at this tier. |

#### Pronunciation and intonation

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Pronunciation and intonation** |
| 5 | 5 | Consistently good pronunciation and intonation throughout. |
| 4 | 4 | Good pronunciation and intonation with only occasional lapses. |
| 3 | 3 | Generally good but with some inconsistency in more challenging language. |
| 2 | 2 | Generally good but some inconsistency at times. |
| 1 | 1 | Pronunciation generally understandable with some intonation. |
| 0 | 0 | Pronunciation and intonation do not reach the standard required for Level 1 at this tier. |

**Spontaneity and fluency**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Spontaneity and fluency** |
| 5 | 5 | Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker. |
| 4 | 4 | Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language. |
| 3 | 3 | Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace. |
| 2 | 2 | Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions. |
| 1 | 1 | Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times. |
| 0 | 0 | Spontaneity and fluency do not reach the standard required for Level 1 at this tier. |

##### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

### 4.8.4 Writing

#### 4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Content** | **Quality of language** | **Conveying key messages** | **Application of grammatical knowledge of language and structures** | **Total** |
| Question 1 | 8 |  |  |  |  | 8 |
| Question 2 |  | 10 | 6 |  |  | 16 |
| Question 3 |  |  |  | 5 | 5 | 10 |
| Question 4 |  | 10 | 6 |  |  | 16 |
| Total | 8 | 20 | 12 | 5 | 5 | 50 |

#### Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

|  |  |
| --- | --- |
| **Mark** | **Communication** |
| 2 | The relevant message is clearly communicated. |
| 1 | The message is relevant but has some ambiguity and causes a delay in communication. |
| 0 | The message is irrelevant or cannot be understood. |

#### Question 2 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

#### Content

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 9–10 | A full coverage of the required information. Communication is clear. |
| 4 | 7–8 | A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses. |
| 3 | 5–6 | A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses. |
| 2 | 3–4 | A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed. |
| 1 | 1–2 | A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

#### Quality of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 3 | 5–6 | Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate. |
| 2 | 3–4 | Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate. |
| 1 | 1–2 | Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

#### Question 3 (10 marks)

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student’s response across all five sentences should be considered as a whole.

#### Conveying key messages

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 5 | All key messages are conveyed. |
| 4 | 4 | Nearly all key messages are conveyed. |
| 3 | 3 | Most key messages are conveyed. |
| 2 | 2 | Some key messages are conveyed. |
| 1 | 1 | Few key messages are conveyed. |
| 0 | 0 | No key messages are conveyed. |

#### Application of grammatical knowledge of language and structures

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 5 | Very good knowledge of vocabulary and structures; highly accurate. |
| 4 | 4 | Good knowledge of vocabulary and structures; generally accurate. |
| 3 | 3 | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate. |
| 2 | 2 | Limited knowledge of vocabulary and structures; generally inaccurate. |
| 1 | 1 | Very limited knowledge of vocabulary and structures; highly inaccurate. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

#### Question 4 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

#### Content

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 9–10 | A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 4 | 7–8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 3 | 5–6 | A reasonable response covering almost all aspects of the task.  Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 2 | 3–4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1 | 1–2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

##### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

#### Quality of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 3 | 5–6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 2 | 3–4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1 | 1–2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

1. A major error is one which seriously affects communication.
2. A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

#### 4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Content** | **Quality of language** | **Range of language** | **Accuracy** | **Conveying key messages** | **Application of grammatical knowledge of language and structures** | **Total** |
| Question 1 | 10 | 6 |  |  |  |  | 16 |
| Question 2 | 15 |  | 12 | 5 |  |  | 32 |
| Question 3 |  |  |  |  | 6 | 6 | 12 |
| Total | 25 | 6 | 12 | 5 | 6 | 6 | 60 |

#### Question 1 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

#### Content

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 9–10 | A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 4 | 7–8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 3 | 5–6 | A reasonable response covering almost all aspects of the task.  Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 2 | 3–4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1 | 1–2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

##### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

#### Quality of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 3 | 5–6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 2 | 3–4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1 | 1–2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

1. A major error is one which seriously affects communication.
2. A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

#### Question 2 (32 marks)

There are two compulsory bullet points, assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

#### Content

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 13–15 | An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified. |
| 4 | 10–12 | A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified. |
| 3 | 7–9 | A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities.  Opinions are expressed and may be justified. |
| 2 | 4–6 | A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed. |
| 1 | 1–3 | A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

##### Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

#### Range of language

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 4 | 10–12 | Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate. |
| 3 | 7–9 | Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate. |
| 2 | 4–6 | Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. |
| 1 | 1–3 | Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register. |
| 0 | 0 | The range of language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

#### Accuracy

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 5 | 5 | Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure. |
| 4 | 4 | Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct. |
| 3 | 3 | Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct. |
| 2 | 2 | More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct. |
| 1 | 1 | There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations. |
| 0 | 0 | The accuracy does not meet the standard required for Level 1 at this tier. |

##### Notes

1. A major error is one which seriously affects communication.
2. A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

#### Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student’s response across the passage will be considered as a whole.

#### Conveying key messages

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 6 | 6 | All key messages are conveyed. |
| 5 | 5 | Nearly all key messages are conveyed. |
| 4 | 4 | Most key messages are conveyed. |
| 3 | 3 | Some key messages are conveyed. |
| 2 | 2 | Few key messages are conveyed. |
| 1 | 1 | Very few key messages are conveyed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

#### Application of grammatical knowledge of language and structures

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Response** |
| 6 | 6 | Excellent knowledge of vocabulary and structures; virtually faultless. |
| 5 | 5 | Very good knowledge of vocabulary and structures; highly accurate. |
| 4 | 4 | Good knowledge of vocabulary and structures; generally accurate. |
| 3 | 3 | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate. |
| 2 | 2 | Limited knowledge of vocabulary and structures; generally inaccurate. |
| 1 | 1 | Very limited knowledge of vocabulary and structures; highly inaccurate. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

##### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, nonexam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

* further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
* only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Students can be entered for only one tier in any exam series.

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification title** | **Option** | **AQA entry code** | **DfE discount code** |
| AQA GCSE in French | Foundation Tier | 8658F | FKF |
| Higher Tier | 8658H | FKF |

This specification complies with:

* Ofqual *General conditions of recognition* that apply to all regulated qualifications
* Ofqual GCSE qualification level conditions that apply to all GCSEs
* Ofqual GCSE subject level conditions that apply to all GCSEs in this subject • all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8157/6.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

## 5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who **just** fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

## 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at [jcq.org.uk](http://www.jcq.org.uk/)

### 5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at [aqa.org.uk/eaqa](http://www.aqa.org.uk/eaqa)

### 5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://www.aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](http://www.aqa.org.uk/access) or email accessarrangementsqueries@aqa.org.uk

## 5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](http://www.aqa.org.uk/becomeacentre)

## 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

* speak to the exams officer at the school or college where you intend to take your exams
* visit our website at [aqa.org.uk/privatecandidates](http://www.aqa.org.uk/student-support/private-candidates)
* email: privatecandidates@aqa.org.uk

## **Get help and support**

Visit our website for information, guidance, support and resources at [aqa.org.uk/8658](http://aqa.org.uk/8658)

You can talk directly to the French subject team

E: mfl@aqa.org.uk T: 01423 534 381 aqa.org.uk

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