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WJEC GCSE in French For Examination from 2009

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FRENCH (FULL COURSE)

SUMMARY OF ASSESSMENT

Within each examination there are two tiers — Foundation and Higher — and candidates may be entered for **either** tier in **each** component.

Foundation Tier assesses Grades C—G.

Higher Tier assesses Grades A*—D.

Four elements will be tested — Listening, Speaking, Reading and Writing.

Two alternatives are available:

Either

The whole course (100%) assessed in a terminal examination.

Or

Three skills (Listening, Speaking, Reading) assessed in a terminal examination (75%).
Coursework submitted to assess Writing (25%).

Listening and Responding [35 minutes for Foundation Tier; 45 minutes for Higher Tier]
25%

Speaking [Foundation Tier 10 minutes, Higher Tier 12 minutes]
25%

Tests may **either** be conducted by the teacher, tape-recorded and marked by the Board.

or

teachers may assess their candidates and record a sample for moderation by the Board.
N.B. This option is not available if centres choose the Coursework Writing Option

The test will consist of 2 rôle-plays and a general conversation.

Reading and Responding [35 minutes for Foundation Tier; 45 minutes for Higher Tier]
25%

Writing [45 minutes for Foundation Tier and 1 hour for Higher Tier]
25%

ENTRY CODES

COMBINATION OF SKILLS	ENGLISH MEDIUM		WELSH MEDIUM	
	SUBJECT	OPTION	SUBJECT	OPTION
W(F) + L(F) + R(F) + O(F/H)	0 1 5 7	0 1	W 1 5 7	0 1
W(F) + L(H) + R(F) + O(F/H)	0 1 5 7	0 2	W 1 5 7	0 2
W(H) + L(F) + R(F) + O(F/H)	0 1 5 7	0 3	W 1 5 7	0 3
W(H) + L(H) + R(F) + O(F/H)	0 1 5 7	0 4	W 1 5 7	0 4
W(F) + L(F) + R(H) + O(F/H)	0 1 5 7	0 5	W 1 5 7	0 5
W(F) + L(H) + R(H) + O(F/H)	0 1 5 7	0 6	W 1 5 7	0 6
W(H) + L(F) + R(H) + O(F/H)	0 1 5 7	0 7	W 1 5 7	0 7
W(H) + L(H) + R(H) + O(F/H)	0 1 5 7	0 8	W 1 5 7	0 8
L(F) + R(F) + O(F/H) + CW(F)	0 1 5 7	0 9	W 1 5 7	0 9
L(H) + R(F) + O(F/H) + CW(F)	0 1 5 7	1 0	W 1 5 7	1 0
L(F) + R(F) + O(F/H) + CW(H)	0 1 5 7	1 1	W 1 5 7	1 1
L(H) + R(F) + O(F/H) + CW(H)	0 1 5 7	1 2	W 1 5 7	1 2
L(F) + R(H) + O(F/H) + CW(F)	0 1 5 7	1 3	W 1 5 7	1 3
L(H) + R(H) + O(F/H) + CW(F)	0 1 5 7	1 4	W 1 5 7	1 4
L(F) + R(H) + O(F/H) + CW(H)	0 1 5 7	1 5	W 1 5 7	1 5
L(H) + R(H) + O(F/H) + CW(H)	0 1 5 7	1 6	W 1 5 7	1 6

Qualification Accreditation Number: 100/0950/4

FRENCH

1 INTRODUCTION

Criteria for GCSE

This specification meets the General Criteria for GCSE and the Subject Criteria for GCSE French issued by ACCAC/QCA (March 2000). Assessment for this qualification is carried out according to codes of practice published by the regulatory authorities. The qualification may be undertaken either through the medium of English or of Welsh.

GCSE qualifications are reported on an eight-point scale from A* to G, where A* is the highest grade. Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as U (unclassified) and do not receive a qualification certificate.

GCSE qualifications are expected to show broad equivalence to General National Vocational Qualifications in the following terms:

two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at foundation and intermediate level respectively;
four GCSEs at grades D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at foundation level and intermediate level respectively.

Rationale

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

Prior Learning

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

Progression

This specification builds upon the Programmes of Study for French at Key Stage 3 and will provide the basis for further study at Advanced Subsidiary and/or Advanced GCE or any equivalent qualification.

Overlap and Restrictions on Entry

The classification code for this specification is 5650.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Candidates with Particular Requirements

Details of the special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document *Candidates with Special Assessment Needs: Regulations and Guidance*. Copies of this document are available from WJEC.

Awarding and Reporting

This qualification will comply with the grading, awarding and certification requirements of the revised GCSE Code of Practice for courses starting in September 2001.

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AIMS

This specification for GCSE French is designed to:

- develop understanding of the spoken and written forms of French in a range of contexts;
- develop the ability to communicate effectively in French through both the spoken and written word, using a range of vocabulary and structures;
- develop knowledge and understanding of the grammar of French and the ability to apply it;
- help candidates apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- develop knowledge and understanding of France and French-speaking countries;
- develop positive attitudes to modern foreign language learning;
- provide a suitable foundation for further study and/or practical use of French.

The spiritual, moral, ethical and cultural dimension

The study of French provides opportunities to promote:

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

Environmental Issues & Health & Safety Considerations

The study of French will help to inculcate in candidates an appreciation of environmental issues and contribute to candidates' environmental education. The topics of Social Issues and Environmental Issues (P.15) are appropriate for discussing these issues.

The European Dimension

The study of GCSE French is naturally an integral part of the European dimension, equipping the workforce of the future with skills appropriate to the global economy. The study of French widens candidates' horizons and increases awareness of the similarities and differences in the two cultures. The topic of Life in Other Countries (P.15) is particularly relevant to this issue.

Citizenship

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

Opportunities for use of ICT

In order to play a full part in modern society, candidates need to be able to use ICT confidently and effectively. Opportunities will be provided, particularly in homework assignments and through the coursework option, for candidates to demonstrate their use of ICT, through using audio, video and satellite and the internet to access and communicate information. The assessments will require candidates to read and respond to ICT based sources. These issues are addressed in the topic New Technologies (P.15).

Curriculum Cymreig

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

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ASSESSMENT OBJECTIVES

Assessment Objectives		Weighting
AO1	understand and respond to spoken language	25%
AO2	communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification	25%
AO3	understand and respond to written language	25%
AO4	communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification	25%

Students become effective users of language through interaction of Listening, Speaking, Reading and Writing skills. For assessment these may be tested separately or in any appropriate combination.

Weighting

Equal weighting will be given to Listening, Speaking, Reading and Writing.

Objectives

Candidates will be expected to reach the following objectives:

AO1 LISTENING AND RESPONDING**Candidates entered for Foundation Tier will be expected to:**

- give evidence of understanding in: French
in non-verbal form
in English/Welsh as appropriate
- understand the main point(s) of what is heard
- pick out specific details/information from a range of speech.

Candidates entered for Higher Tier will, in addition, be expected to:

- recognise attitudes/emotions, explicit/implicit in: conversation/monologues
- compare ideas expressed and draw inferences.

4 SCHEME OF ASSESSMENT

TIERS

Within each examination, there are two tiers - Foundation and Higher.

Foundation Tier will assess Grades C - G.

Higher Tier will assess Grades A* - D. [There is a safety net of Grade E for those candidates who just fail to attain D on this tier]

Candidates may be entered for **either** the Higher **or** the Foundation Tier in each component.

Differentiation will be achieved both by task and outcome.

No dictionaries will be allowed in any external assessment.

ALTERNATIVES

Two alternatives are available to centres.

either The whole course (100%) is assessed in a terminal examination.

or candidates submit coursework to assess writing (25%) and the three other skills are assessed in a terminal examination (75%).

LISTENING AND RESPONDING

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

Extensive use will be made of non-verbal responses, such as box-ticking, multiple choice and matching. Where verbal responses are required in the target language, these responses will be assessed on the information conveyed and not on the quality of the language used.

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

No dictionaries will be allowed.

SPEAKING

Candidates entered for the Foundation Tier will take an examination of no more than 10 minutes.

Candidates entered for the Higher Tier will take an examination of no more than 12 minutes.

The tests will either be conducted by the teacher, tape-recorded and marked by the Board's examiners, or teachers may assess their own candidates and record a sample for moderation by the Board. This will be deemed to be a terminal examination. **It will not be possible to choose this option (i.e. the teacher assessed oral) and the coursework. Those teachers wishing to assess the oral will have to enter their candidates for the written examination paper. If the oral is marked by the Board, then candidates may also choose the Coursework option.**

The format of the oral test will be the same for each tier and will comprise two rôle-plays and a general conversation.

One rôle-play will be common to both tiers.

Rôle-plays

Two rôle-plays based on stimuli. These will be prepared by candidates immediately before the test.

Centres will be issued with four sets of rôle-play cards for each tier.

General Conversation

Candidates will be required to take part in a conversation based on 2-3 of the following topic areas:

Home Life; Home Town and Region; Education; Free Time; Holidays.

At the time of the examination the WJEC will specify **one** of the topics and the candidate or teacher may choose at least one other.

The conversation will normally provide an opportunity for candidates to talk about past, present and future events; candidates will be encouraged to express personal opinions.

Guidance is provided for teachers who conduct the examination in the booklet entitled "Arrangements for the conduct and administration of oral tests in French, German and Spanish" which is despatched annually to centres.

Candidates will be given 10 minutes in order to prepare.

No dictionaries will be allowed and candidates will not be allowed to make notes.

Guidelines for Conversations

Candidates' performance depends not only on their own capacity and ability but also on the nature of the questions set by the teacher/examiner.

F and G candidates

These should be able to answer closed questions. If only closed questions are asked then this is the highest level the candidate can achieve. Closed questions include those leading to yes/no answers and questions where the answer is given in the question itself

e.g. *Tu manges à midi à la cantine? Oui, à la cantine./Non.*

E candidates

Teachers will need to ask both closed and simple open questions. The vocabulary will generally be well-known and concrete.

e.g. *Qu'est-ce que tu aimes manger? Des fruits.*

D candidates

These candidates will be asked closed and open questions and will be asked to express simple opinions.

e.g. *C'est extra.*

Candidates at this level are heavily dependent on the teacher/examiner. Answers are usually one-word, short phrase or single sentence in length. There is a need, therefore, to ask many questions and the teacher is more likely to maintain the conversation.

C candidates

These candidates will be able to answer questions at a greater length. Whole sentences or short sequences of sentences should be encouraged and the candidate's contribution will be greater. A candidate will require questions in the present/past/future to achieve success at this level. Candidates' conversations are generally of a factual nature.

Examples of closed questions:

*Tu aimes l'école? Oui/Non.
Tu as quel âge? Quinze ans.
Tu manges à la cantine? Oui, à la
cantine./Non*

Examples of open questions/tasks:

*Décris ta maison.
Que fais-tu le soir?*

B candidates

These candidates will require questions which require answers at length. In addition to questions of a factual nature, they need to be given opportunities to express their ideas and points of view. Questions should be pitched so as to encourage a variety of structures and a wider vocabulary.

A candidates

These candidates will require questions of a factual nature and questions to encourage longer sequences of speech, also opportunities not only to express ideas and points of view but also justify them. Answers can be several sentences in length according to the requirements of the speaker. The teacher/examiner's skill lies in knowing the type of questions to ask and also knowing when to ask the next question, so as not to stultify the candidate's flow of language.

Inviting more open factual answers:

Qu'est-ce que tu as fait pendant les vacances?

More open opinion answers:

Pourquoi aimes-tu la science-fiction?

Inviting the expressing of a point of view:

*Quel est ton avis sur.....?
Que penses-tu de.....?*

Questions to encourage narrative:

*Raconte-moi l'histoire de.....
Décris-moi précisément ce que tu as fait le
week-end.*

To justify points of view:

*Tu as dit que la Grande Bretagne est plus jolie
que la France? Pourquoi?*

Questions will generally be neutral.

e.g. *Tu crois que la France est plus jolie que la Grande Bretagne? Pourquoi?*

and care needs to be exercised when probing for opinions, based on knowledge of the candidate. Questioning should be sensitive and should not embarrass the candidate.

B and A candidates are more likely to take part in a conversation where the teacher's views/opinions are also sought. Teachers/examiners' answers should not be too long - it is the candidate's foreign language skills which are being assessed. The teacher's answer should lead to an interesting response from the candidate.

READING AND RESPONDING

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

Extensive use will be made of non-verbal responses, such as box-ticking, multiple choice and matching. Where verbal responses are required in the target language, these responses will be assessed on the information conveyed and not on the quality of language used.

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

No dictionaries will be allowed.

WRITING

The examination, lasting 45 minutes for Foundation Tier and 1 hour for Higher Tier, will be designed to enable candidates to express themselves in writing in a number of contexts and adapt the expression to suit the purpose and the audience.

At Foundation Tier candidates will be required to demonstrate their ability to write in the target language:

- words or phrases e.g. diary entries, messages
- a longer passage of continuous writing e.g. short letter or postcard (50-60 words)
- a letter, formal or informal which demonstrates their ability to write on past, present and future events, expressing their personal opinions (90-100 words)

At Higher Tier, candidates will be required to write in the target language:

- a letter, formal or informal which demonstrates their ability to write on past, present and future events, expressing their personal opinions (90-100 words)
- a text (letter or article) which demonstrates their ability to write in an imaginative descriptive or discursive manner (120-150 words)

No dictionaries will be allowed.

Where centres have opted for coursework assessment of this skill, candidates will not sit an examination. For further information teachers should refer to the WJEC Coursework Guidelines booklet.

Dictionaries will be allowed with the coursework option.

5 SPECIFICATION CONTENT

Candidates will be required to:

- (i) listen and respond to different types of spoken language;
- (ii) express themselves in speech using a range of vocabulary, syntax and structures;
- (iii) read and respond to different types of written language, including texts from ICT-based sources;
- (iv) express themselves in writing using a range of vocabulary, syntax and structures;
- (v) understand and apply the grammar of the modern foreign language, as detailed in the specification for Foundation tier;
- (vi) respond to materials from countries and communities where the modern foreign language is spoken.

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

- (i) listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
- (ii) speak at greater length, using a wider range of vocabulary and more complex syntax and structures;
- (iii) read and respond to longer and more complex written texts including some unfamiliar material;
- (iv) write at greater length, using a wider range of vocabulary and more complex syntax and structures;
- (v) understand and apply the grammar of the modern foreign language, as detailed in the specification for Higher tier.

The content that will be studied at Key Stage 4 will cover the following broad contexts:

Everyday activities

Personal and social life

The world around us

The world of work

The international world

The detailed content is listed in the following tasks and topics.

Language Tasks

NB: IT IS UNDERSTOOD THAT IN THE FOLLOWING SITUATIONS, CANDIDATES WILL BE REQUIRED TO SHOW UNDERSTANDING AS WELL AS TO DEMONSTRATE ACTIVE ABILITY. THESE LANGUAGE TASKS ARE USUALLY MENTIONED ONLY ONCE, BUT CANDIDATES MAY BE EXPECTED TO FULFIL THEM IN ANY OTHER APPROPRIATE TOPIC AREA.

CANDIDATES SHOULD BE ABLE:

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

TOPICS

Home Life including daily routine, meals, descriptions of house and garden, members of the family.

Home Town and Region including local facilities and comparisons with other towns.

Education including school life and future plans.

Environmental Issues, including weather and seasons, pollution, recycling.

Social Issues, including homelessness, crime, drugs, healthy living, injuries and accidents, religion, politics.

Life in Other Countries, including people and personalities abroad, global issues and events, how people spend their leisure time, travel and tourism.

Youth Culture, including fashion, music, shopping, sport, holidays.

New Technologies, including sending messages, accessing information.

The World of Work, including work experience, future careers.

The Media, including newspapers, television film and radio programmes and reviews.

The topics will be explored through the settings of welcoming and assisting foreign visitors to this country; visiting the foreign country; corresponding with pen-friends and exchanging information about leisure interests; being of assistance in the workplace at home when dealing with foreign clients, and coping with work experience in the foreign country.

It must be emphasised that the topics should be seen as contexts in which and through which candidates' knowledge of language and ability to apply that knowledge will be assessed.

6

KEY SKILLS

French provides opportunities for candidates to develop the key skills of:

- *communication*, through developing their awareness of the way language is structured and how it can be manipulated to meet a range of needs, and through reinforcing learning in specific areas such as listening, reading for gist and detail, and using grammar correctly;
- *application of number*, through talking and writing about the time and measures in the target language, and carrying out conversions about distances and currency;
- *IT*, through using audio, video, satellite television and the internet to access and communicate information, and through selecting and using a range of ICT resources to create presentations for different audiences and purposes;
- *working with others*, through developing their ability to participate in group conversations and discussions;
- *improving own learning and performance*, through developing their ability to rehearse and redraft work to improve accuracy and presentation, and through developing learning strategies such as memorising, dealing with the unpredictable, and using reference materials;
- *problem solving*, through developing their ability to apply and adapt their knowledge of the target language for specific communication purposes.

KEY SKILLS: OVERVIEW

(✓ = opportunity for Key Skills provided in the content area of specification)

Key Skills Level 2		Specification Content			
		Listening	Reading	Oral	Writing
C2.1a	Contribute to a Discussion			✓	
C2.1b	Give a Short Talk			✓	
C2.2	Read/Summarise Information		✓	✓	✓
C2.3	Write Different Types of Document				✓
N2.1	Interpret Information	✓	✓	✓	✓
N2.2	Carry out Calculations			✓	
N2.3	Interpret Results of Calculations		✓		
IT2.1	Search for/Select Information		✓	✓	✓
IT2.2	Explore/Develop Information		✓	✓	✓
IT2.3	Present Combined Information			✓	✓
WO2.1	Plan Activities	✓	✓	✓	✓
WO2.2	Work Towards Objectives	✓	✓	✓	✓
WO2.3	Exchange Information on Progress	✓	✓	✓	✓
LP2.1	Set Targets	✓	✓	✓	✓
LP2.2	Use Plans	✓	✓	✓	✓
LP2.3	Review Progress	✓	✓	✓	✓
PS2.1	Identify problems and options	✓	✓	✓	✓
PS2.2	Plan and try out options	✓	✓	✓	✓
PS2.3	Check and describe results	✓	✓	✓	✓

The Key Skill of Communication is measured in English, Welsh or Irish. It is therefore not possible to use a modern foreign language to accredit this Key Skill.

7**GRADE DESCRIPTIONS**

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

7.2 **Grade F**

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

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

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

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

7.3 **Grade C**

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

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

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

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

7.4 **Grade A**

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

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

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

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

8

GRAMMATICAL STRUCTURES

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

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

FRENCH FOUNDATION TIER

Nouns: gender
singular and plural forms

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

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

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

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

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

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

Prepositions

Conjunctions

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

FRENCH HIGHER TIER

All grammar and structures listed for Foundation tier, plus:

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

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

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

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

Time including use of *depuis* with imperfect tense

LANGUAGE FUNCTIONS

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

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

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

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

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

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

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

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

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

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

(c) **Getting Things Done**

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

(d) **Socialising**

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

GENERAL NOTIONS

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

(a) EXISTENTIAL

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

(b) **SPACE**

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

3. Point in time
- e.g. *aujourd'hui*
dans trois jours etc.
dans les années soixante etc.
de bonne heure
demain
après-demain
hier
il y a (trois jours) etc.
le lendemain
récent
la veille
4. Length of time
- e.g. *Combien de temps ?*
de . . . à
depuis
durer
en
huit jours
journée
pendant
quinze jours
quinzaine
voilà
weekend
5. Frequency
- e.g. *fois*
quelquefois
d'habitude
seulement
souvent
toujours
tous les jours
le vendredi
6. Sequence
- e.g. *d'abord*
après + perfect infinitive
avant de + infinitive
puis
plus tard
venir de
7. Imminence
- e.g. *aller + infinitive*
bientôt
dans quelques instants
tout de suite

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

(d) **QUALITIES AND CHARACTERISTICS**

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

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

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

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

(e) **MENTAL NOTIONS**

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

VOCABULARY

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

The list is primarily intended as a guide for teachers to assist in the planning of work in relation to the Programmes of Study.

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

The following will **not** be included:

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

A

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

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

B

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

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

bureau de change
 bureau de tabac
 bureau des objets trouvés
 bus
 (bien) cuit

C

C.E.S.
 c'est-à-dire
 cabine téléphonique
 câble (télévision par)
 cadeau
 cadet
 café
 café-tabac
 cafetière
 cahier
 caisse
 calme
 camarade
 cambriolage
 camion
 campagne
 camper
 campeur
 camping
 canard
 canapé
 cantine
 car
 caravane
 carafe
 carnet (de chèques)
 carotte
 carré
 carrefour
 carte
 carte bancaire
 à la carte
 carte postale
 casser
 casserole
 cassette vidéo
 cassis
 cathédrale
 cave
 ce
 cédérom
 ceinture
 célèbre
 célibataire
 celui-ci (-là)
 cent

centime
 centimètre
 centre de loisirs
 centre commercial
 centre-ville
 cerise
 certain
 chacun
 chaîne
 chaîne stéréo
 chaise
 chambre
 champ
 champignon
 champion
 (avoir de la) chance
 changer
 chanson
 chanter
 chanteur
 chapeau
 chaque
 charcuterie
 charger (un programme)
 chariot
 charmant
 chat
 châtain
 château
 chaud
 chauffage (central)
 chauffeur
 chaussette
 chaussure
 chef
 chemin
 chemin de fer
 chemise
 chemisier
 chèque
 chèque de voyage
 cher
 chercher
 cheval
 cheveux
 chez (moi)
 chic
 chien
 chiffre
 chimie
 chips
 chocolat
 choisir
 choix
 chômage

chose
chou
chou-fleur
chouette!
cidre
ciel
cigarette
cinéma
circulation
cirque
citron
clair
classe
clavier
clé
client
climat
club
coca(-cola)
cochon
code de la route
coffre
coiffeur/coiffeuse
coin
collant
collège
colline
colonie (de vacances)
combien
commander
comme
commencer
comment
commerçant
commissariat (de police)
commode
compartiment
complet
complètement
comprendre
comprimé
compris
compter
concert
concierge
conduire
confiserie
confiture
confortable
congé
congélateur
connaître
consigne (automatique)
content
continuer (à)

contre
contrôleur
copain/copine
corps
correspondance
correspondant
costume
coton
cou
(se) coucher
couchette
coude
couleur
coup de pied
coup de soleil
coup de téléphone
(se) couper
courir
courrier
(faire des) courses
court
cousin(e)
couteau
côter
couvert
couverture
cravate
crayon
crème
crêpe
crevé
crier
croire
croissant
crudités
cuiller
cuir
(faire la) cuisine
cuisinière
(bien) cuit
curseur
cyclisme
cycliste

D

d'abord
d'accord
d'habitude
d'occasion
dactylo
dame
dangereux
dans

danser
 date
 de
 de bonne heure
 de la part de
 de rien
 de temps en temps
 décider
 décrire
 décrocher
 déçu
 défendu
 défense de
 dégoûtant
 degré
 dehors
 déjà
 déjeuner (pause déjeuner)
 délicieux
 (après-)demain
 demander
 demi
 dent
 dentifrice
 dentiste
 départ
 département
 dépenser
 dépliant
 depuis
 dernier
 derrière
 descendre
 description
 désirer
 désolé
 dessert
 dessin
 dessin (animé)
 dessiner
 destination
 détester
 deuxième
 devant
 déviation
 devoir
 différence
 différent
 difficile
 dîner
 diplôme
 direct
 directeur
 direction
 discothèque

discuter
 disque
 disquette
 distance
 divorcé
 dizaine
 docteur
 doigt
 domicile
 dommage
 donc
 donner
 dormir
 dortoir
 dos
 douane
 douanier
 doubler
 doucement
 douche
 doux
 drap
 drogues
 droit
 drôle
 dur
 durer

E

eau
 eau (minérale)
 échange
 échecs
 échouer
 éclair
 éclaircie
 école
 écouter
 écran
 église
 eh bien
 élection
 électricité
 électrophone
 élégant
 élève
 elle(s)
 embouteillage
 émission (policière, de musique pop etc.)
 emplacement
 emploi
 emploi du temps
 employé

en
en avoir marre
en bas
en différé
en direct
en face de
en forme
en général
en panne
en retard
en sus
enchanté
encore
endroit
enfant
enfin
ennuyeux
enregister
enseignant
ensoleillé
ensuite
entendre (s') (avec)
entouré (de)
entre
entrecôte
entrer
environ
épais
envoyer
épaule
épicer
épouse
époux
équipe
équitation
escalier
escargot
espérer
essayer
essence
essuyer
est
estomac
étage
étape
(en bon/mauvais) état
étoile
étonnant
étranger
(à l') étranger
être
être d'accord
étudier
événement
évier

examen
excellent
excursion
excusez-moi
s'excuser
excursion
(par) exemple
explication
expliquer
extraordinaire

F

(en) face de
fâché
facile
facteur
faible
(avoir) faim
faire
faire de l'auto-stop
faire des économies
faire du bricolage
faire du camping
faire le plein
faire les courses
famille
fatigué
faute
fauteuil
faux
favori
fax
félicitation
femme
fenêtre
ferme
(jour) férié
fermé
fermeture
fermier
fête
feu
feu (rouge, vert)
feuilleton
fiancé(e)
fiche
fille
film
fils
fin
finir
fleur
flic

fois
 (au) fond (de)
 football
 forêt
 formation professionnelle
 formidable
 fort
 fou (folle)
 fourchette
 fragile
 frais (fraîche)
 fraise
 framboise
 franc
 frapper
 freiner
 frère
 frigo
 frites
 froid
 fromage
 fruit
 fruits de mer
 fumer

G

gagner
 gallois
 gant de toilette
 garage
 garagiste
 garçon
 garçon de café
 garder
 gare (routière)
 gâteau
 (à, sur votre) gauche
 gaz
 geler
 gendarme
 genou
 gens
 gentil
 géographie
 gîte
 glace
 glisser
 gorge
 gosse
 goûter
 gramme
 grand
 grand-chose

grand-mère
 grand-parent
 grand-père
 grandes vacances
 gras
 gratuit
 grillé
 grippe
 gris
 gros
 groupe
 guichet
 guide
 gymnase

H

H.L.M.
 habiter
 habitude
 haricot vert
 (en) haut
 hébergement
 herbe
 (de bonne) heure
 heureux
 hier
 hier soir
 histoire
 homme
 honnête
 hôpital
 horaire
 hors-d'oeuvre
 hôtel (de ville)
 hôtesse de l'air
 hovercraft
 huile
 huit jours
 hypermarché

I

ici
 idée
 idiot
 il
 il faut
 il y a
 image
 immédiatement
 immeuble

imperméable
important
impossible
imprimante
incendie
industrie
infirmier/ère
informations
informatique
ingénieur
inquiet
insecte
instituteur/trice
instructions
instrument
intelligent
interdit (de)
intéressant
intéresser
intérieur
international
interview
inutile
inviter

J

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

K

kilo
kiosque

L

là-bas
lac
laid
laine
lait
lampe
langue
lapin
large
lavabo
lave-vaisselle
lecture
léger
légume
le lendemain
lent
lettre
librairie
libre
libre-service
ligne
limonade
linge
lire
(faire le) lit
litre
livre
livre (sterling)
location
loger
loin
loisirs
long
longtemps
louer
lourd
lui
lunettes
lycée

M

Madame
Mademoiselle

magasin
 magazine
 magnétophone
 magnétoscope
 magnifique
 maigre
 maillot de bain
 main
 maintenant
 mairie
 mais
 maison
 maison des jeunes
 (avoir) mal (à)
 malade
 malheureusement
 malheureux
 maman
 La Manche
 manger
 manquer
 manteau
 maquillage
 marchand
 (bon) marché
 marcher
 marée
 mari
 mariage
 marié
 marque
 marron
 match (nul)
 mathématiques
 matière
 mauvais
 mécanicien
 méchant
 médecin
 médicament
 médecine
 meilleur
 mél
 melon
 (faire le) ménage
 menton
 menu (à 80 francs etc.)
 mer
 merci
 mère
 merveilleux
 Mesdames
 Messieurs
 météo
 mètre

métro
 mettre
 meublé
 meubles
 mi-temps
 micro(-ordinateur)
 midi
 mieux
 mignon
 (au) milieu (de)
 mince
 minuit
 minute
 miroir
 mixte
 moche
 moderne
 moi
 moins (le quart)
 moins (de)
 mois
 moitié
 moment
 monarchie
 monnaie
 Monsieur
 montagne
 monter
 monument
 mort
 mot
 moteur
 moto
 mouchoir
 mouillé
 moules
 moutarde
 mouton
 moyen
 mur
 musée
 musicien
 musique
 mystérieux

N

n'est-ce-pas?
 nager
 naissance
 nappe
 natation
 naturel
 né(e) le..à...

ne quittez pas
nécessaire
neiger
nettoyer
neuf
neveu
nez
nièce
Noël
noir
nom
non
non-fumeurs
non potable
nord
normal
note
nouveau
nouvelles
nuage
nuit
(composer le) numéro
nylon

O

obligatoire
occupé
œil/yeux
œuf
office (de tourisme)
oignon
oiseau
oncle
opinion
opticien
orage
orange
ordinaire
ordinateur
oreille
ou
où
oublier
ouest
oui
ouvert
ouverture
ouvrir

P

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

petite annonce
 petits-enfants
 petits-pois
 peu
 (avoir) peur
 peut-être
 pharmacie
 phrase
 physique
 pièce
 pièce (d'identité)
 pièce (de théâtre)
 (à) pied
 piéton
 pilule
 piscine
 placard
 place
 plafond
 plage
 plan
 planche à voile
 plancher
 plante
 plat (du jour)
 plat cuisiné
 plein
 pleurer
 pleuvoir
 pluie
 plus
 plusieurs
 pluvieux
 pneu
 poche
 poids lourd
 poing
 peinture
 poire
 poisson
 poitrine
 poivre
 poli
 polluer
 pomme
 pomme de terre
 pompier
 pont
 porc
 port
 porte
 portefeuille
 porte-monnaie
 porter
 poser (une question)

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

Q

quai
 quand
 quart
 quartier
 quel
 quelle heure est-il?
 quelque
 quelque chose

quelquefois
question
quinzaine
quitter

R

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

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

S

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

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

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

T

(faire un) tour
 tabac
 table
 tableau
 tableau noir
 taille
 talon
 tante
 tard
 tarif
 tarte
 tartine
 tasse

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

U

uniforme (scolaire)
unique
urgent
usine
utile
utiliser

V

(faire la) vaisselle
(grandes) vacances
vache
valise
vanille
vapeur
varié
veau
vedette
végétarien
véhicule
veille
vélo
vendeur(euse)
vendre
venir
vent
vente
ventre
vérifier
verre
vers
version (française/original)
vert
veste
vestibule
vêtements
veuf
veuve
viande
vid
(jeux) vidéo
vie
vieux
vilain
village
ville
vin (blanc, rouge, rosé)
vinaigre
visage
visiter
vite

vitrine
vivre
voici
voilà
voir
voisin
voiture
voix
vol
voler
voleur
vomir
vouloir
vous
voyager
vrai
vue

W

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

Y

y
yaourt
yeux

TARGET LANGUAGE RUBRICS

The following are examples of the kind of rubric instruction which may be used in the GCSE examination in French.

It is not meant to be an exhaustive list and variations on the following rubric instructions may be used from year to year.

Coche la/une/deux etc. case
Remplis les blancs
Remplis la grille/le tableau/la liste/la fiche
Coche le bon mot
Coche la bonne expression/phrase/image
Nomme (au moins) deux choses/détails
Mentionne
Donne un exemple de
Réponds
Pose la question/Demande
Choisis
Trouve
Montre/Indique sur le plan/les moyens
N'oublie pas
Souligne
Relie
Ecris une lettre
 une carte postale
 un article
 un rapport
Mets dans le bon ordre
Entoure d'un cercle
Décris
Compare
Cherche
Complète
Discute
Remplace
Regarde
Ecoute
Dis/Raconte ce qui s'est passé
Imagine
Raie/raye
Explique
Donne
Corrige
Copie
Prends des notes
Vrai ou faux
Lis le texte/la brochure etc.
Utilise les renseignements
Commence par

APPENDIX 1 - KEY SKILLS

EXEMPLIFICATION OF KEY SKILLS

Note: If producing certain types of evidence creates difficulties, due to disability or other factors, the student may be able to use other ways to show achievement. The student should ask the tutor or supervisor for further information.

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY: LEVEL 1			
IT1.1 FINDING, EXPLORING AND DEVELOPING INFORMATION			
<p>IT1.1 Students must: Find, explore and develop information for two different purposes.</p>	<p>Evidence must show students can:</p> <ul style="list-style-type: none"> Find and select relevant information; Enter and bring in information, using formats that help development; and Explore and develop information to meet the student's purpose. 	<p>Examples of evidence: Find and develop information Print-outs and copies of the information the student selects to use. A record from an assessor who observed the student using IT when exploring and developing information or working drafts with notes of how the student met the requirements of the Unit.</p>	<p>Suggested context: On the Internet find and print out an article from a foreign language newspaper, in preparation for the oral examination and the written examination/coursework.</p>
IT1.2 PRESENTING INFORMATION			
<p>IT1.2 Students must: Present information for two different purposes. The student's work must include at least one example of text, one example of images, and one example of numbers.</p>	<p>Evidence must show students can:</p> <ul style="list-style-type: none"> Use appropriate layouts for presenting information in a consistent way; Develop the presentation so it is accurate, clear and meets the purpose; and Save information so it can be found easily. 	<p>Examples of evidence: Present information Working drafts showing how the student developed the presentation or records from an assessor who saw the presentation or records from an assessor who saw the student's screen displays. Print-outs or prints of a static or dynamic screen display of the student's final work, including examples of text, images and numbers. Records of how the student saved information.</p>	<p>Suggested context: Use the Internet as a source of information to produce a short written report or oral exposé on a chosen topic. e.g. the weather in a particular region over a period of time, route planning including timetables and costs.</p>

INFORMATION TECHNOLOGY: LEVEL 2			
IT2.1 SEARCHING FOR AND SELECTING INFORMATION			
IT2.1 Students must: Search for and select information for two different purposes.	Evidence must show students can:- <ul style="list-style-type: none"> Identify the information needed and suitable sources; Carry out effective searches; and Select information that is relevant to the student's purpose. 	Examples of evidence: Search for and select information Print-outs of the relevant information with notes of sources and how the student made searches, or a record from an assessor who observed the student using IT when searching for information.	Suggested context: Search the Internet to find sources of information for IT2.2
IT2.2 EXPLORING AND DEVELOPING INFORMATION			
IT2.2 Students must: Explore and develop information, and derive new information, for two different purposes.	Evidence must show students can: <ul style="list-style-type: none"> Enter and bring together information using formats that help developments; Explore information as needed for the purpose; and Develop information and derive new information as appropriate. 	Examples of evidence: Develop information Print-outs, or a record from an assessor who observed the student using IT, with notes to show how the student explored and developed information and derived new information.	Suggested context: Research and collate information from a number of different web sites, in order to produce a dossier or oral presentation on a given topic. This should include formats such as graphs, tables or diagrams.
IT2.3 PRESENT COMBINED INFORMATION			
IT2.3 Students must: Present combined information for two different purposes. The student's work must include at least one example of text, one example of images and one example of numbers.	Evidence must show students can: <ul style="list-style-type: none"> Select and use appropriate layouts for presenting combined information in a consistent way; Develop the presentation to suit the purpose and the types of information; and Ensure the work is accurate, clear and saved appropriately. 	Examples of evidence: Present information Working drafts, or a record from an assessor who observed the screen displays, with notes to show how the student developed content and presentation. Print-outs, or prints of static or dynamic screen displays, of the final work, including examples of text, images and numbers. Records of how the information was saved.	Suggested context: Publish or present your findings orally to an audience.

WORKING WITH OTHERS

WORKING WITH OTHERS LEVEL 1

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
 - **one** straightforward activity in a group situation.
- Each activity must include tasks for WO1.1, WO1.2 and WO1.3.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context :
<p>WO1.1 Plan with others what needs to be done to achieve given objectives, and confirm understanding of responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> • Check understanding of the objectives the student has been given for the activity; • Identify what needs to be done to achieve them and suggest ways the student could help; and • Make sure that the student is clear about her/ his responsibilities and working arrangements. 	<p>Planning activities Records from an assessor who observed the student's discussions with others or audio/video tapes. Notes of the objectives, responsibilities and working arrangements for each activity.</p>	<p>Plan research into a topic with others in the class e.g. contacting a tourist office or hotels/campsites in an area of the foreign country.</p>
<p>WO1.2 Work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.</p>	<ul style="list-style-type: none"> • Carry out tasks to meet responsibilities; • Work safely, and accurately follow the working methods the student has been given; and • Ask for help and offer support to others, when appropriate. 	<p>Working towards objectives Records of how the student carried out tasks to meet responsibilities. Notes of the help given and the support the student offered others. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Work in groups where tasks are allocated to each member e.g. writing letters; interviewing F.L. assistant or other individuals.</p>
<p>WO1.3 Identify progress and ways of improving work with others to help achieve given objectives.</p>	<ul style="list-style-type: none"> • Identify own and other's opinions on what has gone well and less well in carrying out the activity. • Report any difficulties in meeting own responsibilities and what was done about them; and • Identify ways of improving work with others to help achieve objectives. 	<p>Identifying progress Statements from both the student and others on progress (written or recorded). Records of answers to questions from an assessor about any difficulties and what the student did about them. Notes of ways to improve work with others.</p>	<p>Monitor progress made in collecting information Reflect on ways that collaborative working could be improved.</p>

WORKING WITH OTHERS LEVEL 2

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO2.1, WO2.2 and WO2.3.

Students must:-	Evidence must show students can:	Examples of evidence:	Suggested context:
<p>WO2.1 Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.</p>	<ul style="list-style-type: none"> • Identify the objectives of the activity and what needs to be done to achieve them; • Provide relevant information to help allocate responsibilities; and • Confirm working arrangements with those involved. 	<p>Planning activities Records from an assessor who observed the student's discussions with others or audio/video tapes. Note of the information provided, with details of the identified objectives, responsibilities and working arrangements for each activity.</p>	<p>Plan research, with others in the class, into a problem such as pollution.</p>
<p>WO2.2 Work with others towards achieving the identified objectives, organising tasks to meet responsibilities, and support co-operative working.</p>	<ul style="list-style-type: none"> • Organise own tasks so the student can be effective in meeting responsibilities; • Carry out tasks accurately and safely, using appropriate working methods; and • Support co-operative ways of working, seeking advice from an appropriate person when needed. 	<p>Working towards objectives Records of how the student organised and carried out tasks, supported co-operative work and sought advice. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Group project on above issue, organising tasks for each individual e.g. letter writing; interviewing; reading information.</p>
<p>WO2.3 Exchange information on progress and agree ways of improving work with other to help achieve objectives.</p>	<ul style="list-style-type: none"> • Provide information on what has gone well and less well in carrying out the activity, including the quality of work; • Listen and respond appropriately to progress reports from others; and • Agree ways of improving work with others to help achieve objectives. 	<p>Exchanging information on progress Statements on progress (written or recorded) including details about the quality of work and how the student responded to other reports on progress. Notes of what the student agreed to do to improve work with others and help achieve objectives.</p>	<p>Peer evaluation of joint work e.g. rôle play, project, debate.</p>

IMPROVING OWN LEARNING AND PERFORMANCE

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1

Students must carry through at least:

- **one** example of study-based learning;
 - **one** example of activity-based learning.
- The whole process must be completed twice.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p>LP1.1 Confirm understanding of targets and how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> • Make sure targets clearly show what is wanted to be achieved; • Identify action points and deadlines for each target; and • Make sure the dates for reviewing progress and how to get support needed are known. 	<p>Understanding targets Records of discussions which show the student checked her/his understanding of targets and knew how to get the support needed.</p>	<p>Establish with teachers and others, through one-to-one discussions, targets for enhancing performance.</p>
<p>LP1.2 Follow plans, using support given by others to help meet targets.</p>	<ul style="list-style-type: none"> • Work through the action points to complete tasks on time; • Use support and ways of learning given by others to help in the meeting of targets; and • Make changes suggested by the person supervising the student, when needed. 	<p>Following plans A log of study-based and activity-based learning, with notes of the support given. Records from those who have seen the work and which shows the tasks were completed on time and how any suggested changes were made.</p>	<p>Use revision timetables and lists against agreed timescale.</p>
<p>LP1.3 Review achievements and progress in meeting targets, with help from an appropriate person.</p>	<ul style="list-style-type: none"> • Say what it is thought has gone well and less well, what was learned and ways learning took place; • Identify targets met and evidence of achievements; and • Check that the student understood how to improve her/his performance. 	<p>Reviewing progress Records of discussions which show what the student said about her/his progress and had checked s/he knew how to improve performance. Examples of work which show the student learned from two study-based and two activity-based activities. Notes on action plans to show targets met.</p>	<p>Redraft work undertaken.</p>

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2

Students must carry through tasks for LP2.1, LP2.2 and LP2.3 that include at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The student must complete this whole process twice and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> • Provide accurate information to help set realistic targets for achieving what is to be done; • Identify appropriate action points for each target; and • Plan how time will be used effectively to meet targets, including use of support and a date for reviewing progress. 	<p>Setting targets Records of discussions which show the information provided to help set targets. Two action plans with action points, timetable and notes of support needed.</p>	<p>Student's progress checklists on individual topics with completion dates "I know how to" done with a partner as part of speaking practice tests.</p>
<p>LP2.2 Use plans, identifying support from others to help meet targets, and take responsibility for some decisions about own learning.</p>	<ul style="list-style-type: none"> • Use personal timetable and action points to help manage time well and complete tasks; • Identify when support is needed and use this effectively to help the meeting of targets; and • Take responsibility for some decisions about own learning, using suitable approaches and methods and make any changes to plans when needed., 	<p>Using plans A log of the study-based and activity-based learning, with notes of:</p> <ul style="list-style-type: none"> • When the student asked for support and it was used; • When and how the student took responsibility for own learning; • How own learning from one task was used to meet the demands of a new situation; • Any changes made to the plan.. • Records from those who saw the work which show the student managed her/his time well and completed tasks. 	<p>Fill in an action plan for completion of an assignment or a particular task where students write what they must do, how they are going to do it, by when, when will they revise their progress, deadlines, etc.</p>
<p>LP2.3 Review progress with an appropriate person and provide examples of evidence of achievements.</p>	<ul style="list-style-type: none"> • Provide information on what has gone well, problems met, what was learned and ways learned; • Identify targets met, and examples of evidence of achievements; and • Identify ways of improving own performance. 	<p>Reviewing progress Records of information provided on progress and ways of improving performance. Examples of work which show what was learned from two study-based and two activity-based learning activities. Notes on personal action plans to show targets met.</p>	<p>Progress review sheets on different language tasks, or assignments, with set dates agreed upon by teacher and student.</p>

PROBLEM SOLVING

PROBLEM SOLVING LEVEL 1

The student must: carry through a straightforward activity, which includes tasks for PS1.1, PS1.2 and PS1.3, for each of two given problems.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p>PS1.1 Confirm understanding of the given problem and identify at least two options for solving it, with help from an appropriate person.</p>	<ul style="list-style-type: none"> • Check with an appropriate person that the problem is understood, and how to succeed in solving it; • Identify different ways of tackling the problem; • Decide, with help, which options have a realistic chance of success. 	<p>Confirm problems and identify options Descriptions of the two problems and how success in solving the problem would be shown. Descriptions of ways for solving the two problems and the most realistic options to try. Records of help given.</p>	<p>Choosing a suitable task or assignment, students can be presented with a problem i.e. find information about ... town/cultural activity/completing a task (such as conducting a survey). Students show, during discussion with class or teacher, how they can complete the task, where to find the information – using IT or web facilities, using class notes etc. and decide on most suitable option(s).</p>
<p>PS1.2 Plan and try out at least one option for solving the problem, using given evidence and support.</p>	<ul style="list-style-type: none"> • Confirm with an appropriate person the option to be tried for solving the problem; • Plan how to carry out this option; and • Follow through the plan, making use of advice and support given by others to help in the tackling of the problem. 	<p>Plan and try out options Statements on how the student confirmed the options to be tried out. A plan for trying out each option. Records of what was done in following the plan, with notes on the advice and support given.</p>	<p>The chosen option can be incorporated into action plan or progress report form, agreed by student/teacher and deadlines set for completion or partial completion of task. Action could show steps taken in trying out chosen option.</p>
<p>PS1.3 Follow given methods to check whether the problem has been solved and describe the results, including ways to improve the approach.</p>	<ul style="list-style-type: none"> • Follow accurately the methods given to check whether the problem has been solved successfully; • Describe clearly the results of the problem solving activity; and • Identify ways of improving the approach to problem solving. 	<p>Check and describe results Records of the methods given and they were used. Descriptions of the results of the problem solving activities and ways to improve the approach to problem solving.</p>	<p>Students can be encouraged to present to the class in the target or mother language what steps they took to solve the problem/complete the task; using a flip chart or OHP and present results achieved, i.e. through written, spoken or recorded material.</p>

PROBLEM SOLVING LEVEL 2

The student must carry through a straightforward activity, which includes tasks for PS2.1, PS2.2 and PS2.3, for each of **two** given problems.:

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p>PS2.1 Identify the problem and come up with at least two options for solving it.</p>	<ul style="list-style-type: none"> • Identify with accuracy the main features of the problem and how the student will personally show success in solving it; • Come up with different ways of tackling the problem; and • Decide which options have a realistic chance of success, using help from others when appropriate. 	<p>Identify problems and options Descriptions of the two given problems and how the student is going to show they have been solved successfully. Descriptions of ways for solving the two given problems and how these were arrived at. Records of how the student decided which options were most realistic, including the help obtained.</p>	<p>PS2.1, PS2.2 and PS2.3 could be tackled by giving students an assignment e.g. give a presentation about your town/any town to visitors from the foreign country or give a presentation about a French/German/Spanish town to British visitors. Students must identify problems (how to do it; how to gather information; which information to gather).</p>
<p>PS2.2 Plan and try out at least one option for solving the problem, obtaining support and making changes to the plan when necessary.</p>	<ul style="list-style-type: none"> • Confirm with an appropriate person the option to be tried for solving the problem, and plan how to carry it out; • Follow the plan, organising the relevant tasks and making changes to the plan when necessary; and • Obtain and effectively use support to help in tackling the problem. 	<p>Plan and try out options Statements on how the options were confirmed and tried out. A plan for trying out each option. Records of what was done, including any changes made to the plan. Notes of the support obtained and how this was used effectively.</p>	<p>How to present i.e. they must find out how to write a business letter to a tourist office to gather information; decide how to present the information to the visitors. Decide action plans and set deadlines and show final presentation to include results.</p>
<p>PS2.3 Apply given methods to check whether the problem has been solved and describe the results and explain the approach, including that to problem solving.</p>	<ul style="list-style-type: none"> • Apply accurately the methods given to check whether the problem has been solved successfully • Describe clearly the results, and explain the decisions taken at each stage of tackling the problem; and • Identify the strengths and weaknesses of the approach to problem solving and describe what would be done differently if a similar problem were met. 	<p>Check and describe results Records of the methods used, the results of the checks carried out and explanations of the decisions taken. Descriptions of the strengths and weaknesses of the approach to the problem solving activities, and what would be done differently.</p>	<p>Analyse the success of the undertaking. Reflect on ways things could have been improved.</p>