edexcel

# GCSE (9-1)
# French

ALWAYS LEARNING

**PEARSON**

# Contents

# 1  Introduction

## Why choose Edexcel GCSE French?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community – subject associations, academics and advisors, together with hundreds of teachers and students – and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

**Engaging and popular topics**

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

**Manageable content**

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

**Content and assessments that provide an engaging real-world focus**

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

**Straightforward assessments that are accessible to all students**

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

**Carefully selected texts**

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

**Clear and precise assessment criteria**

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

**Continuous progression**

Our content builds on the understanding developed at KS2 and KS3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.

# Supporting you in planning and implementing this qualification

## Planning

- To support you in delivering this specification, our **Getting Started Guide** available on our website gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2012 qualification.

## Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- translation and literary text booklets
- a guide to questions in the target language
- a network of leading practitioners across the country
- student guide
- online and face-to-face training events.

Published resources and CPD events will also be available to help you deliver the new qualification.

## Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- additional assessment materials to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries
- **ExamWizard**, our exam preparation tool, containing sample assessment materials for each skill.

## ResultsPlus

ResutsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

## Get help and support

Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com

# Qualification at a glance

## Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

**The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.**

| Paper 1: Listening and understanding in French *(Paper code: 1FR0/1F and 1H) |
|---|
| *Written examination* <br> *Foundation tier: 35 minutes including 5 minutes' reading time; 50 marks* <br> *Higher tier: 45 minutes including 5 minutes' reading time; 50 marks* <br> *25% of the total qualification* |
| **Content overview** <br><br> This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8). |
| **Assessment overview** <br><br> Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French speakers. <br><br> Students must answer all questions in both sections. <br><br> There is no requirement for students to produce written responses in French. <br><br> *Foundation tier* <br> • Section A is set in English. The instructions to students are in English. <br> • Section B is set in French. The instructions to students are in French. <br><br> *Higher tier* <br> • Section A is set in French. The instructions to students are in French. <br> • Section B is set in English. The instructions to students are in English. |

| Paper 2: Speaking in French *(Paper code: 1FR0/2F and 2H) |
|---|
| *Internally conducted and externally assessed* <br> *Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks* <br> *Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks* <br> *25% of the total qualification* |
| **Content overview** <br><br> This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8). |

| Paper 2: Speaking in French *(Paper code: 1FR0/2F and 2H) |
|---|
| **Assessment overview** |
| Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings. |
| There are three tasks which must be conducted in the following order: |
| Task 1 – a role play based on one topic that is allocated by Pearson. |
| Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson. |
| Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. |
| The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking. |

| Paper 3: Reading and understanding in French *(Paper code: 1FR0/3F and 3H) |
|---|
| *Written examination* |
| *Foundation tier: 45 minutes; 50 marks. Higher tier: 1 hour; 50 marks* |
| *25% of the total qualification* |
| **Content overview** |
| This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8). |
| **Assessment overview** |
| Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. |
| Students must answer all questions in each of the three sections: |
| Section A is set in English. The instructions to students in English. |
| Section B is set in French. The instructions to students in French. |
| Section C includes a translation passage from French into English with instructions in English. |

| Paper 4: Writing in French *(Paper code: 1FR0/4F and 4H) |
|---|
| *Written examination* |
| *Foundation tier: 1 hour 10 minutes; 60 marks. Higher tier: 1 hour 20 minutes; 60 marks* |
| *25% of the total qualification* |
| **Content overview** |
| This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8). |
| **Assessment overview** |
| Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in French. Word counts are specified for each question. Students must answer all questions. |
| *Foundation tier –* three open response questions and one translation into French. |
| *Higher tier –* two open response questions and one translation into French. |

*See *Appendix 6: Codes* for a description of this code and all codes related to this qualification

# 2 Subject content and assessment information

The Pearson Edexcel Level 1/Level 2 GCSE in French (9-1) allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French-speaking communities and countries. These contexts are listed under *Themes and topics* on pages 7 and 8.

Students will need to develop and use their knowledge and understanding of French grammar progressively through their course of study. Grammar requirements are contained in the grammar list (see *Appendix 2: Grammar list*).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see *Appendix 3: Vocabulary list*). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

## Subject aims and learning objectives

The aims and objectives of this qualification are to 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 in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of 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 the language is spoken
- be encouraged to 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 to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

# Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

**All themes and topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.**

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to French-speaking countries throughout the course.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.**

*Theme: Identity and culture*

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

*Theme: Local area, holiday and travel*

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

*Theme: School*

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

*Theme: Future aspirations, study and work*

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

*Theme: International and global dimension*

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

# Paper 1: Listening and understanding in French

## Content

Students are assessed on their understanding of standard spoken French in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (outlined on pages 7–8).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the French language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

## Assessment information

- First assessment: May/June 2018.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring French-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued on CD ROM audio format or as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- *Foundation tier*
  - o 35 minutes is given for the assessment, including 5 minutes' reading time.
  - o Section A contains 12 questions set in English. Question types will comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
  - o Section B contains two questions set in French. Question types comprise of multiple-response questions. The instructions to students are in French.
- *Higher tier*
  - o 45 minutes is given for the assessment, including 5 minutes' reading time.
  - o Section A contains two questions set in French. Question types comprise of multiple-response questions. The instructions to students are in French.
  - o Section B contains eight questions set in English. Question types comprise of both multiple-response and short-answer open response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in French.
- The use of dictionaries is not permitted.

## Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French* Sample Assessment Materials (SAMs) document.

# Paper 2: Speaking in French

## Content

Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, 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 in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of French.

These are assessed through a series of three consecutive tasks.

## Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers. The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal register relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses.

The role plays are set and are provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/ Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in French, General instructions to the teacher* section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from Themes 1 to 4 (listed on page 8), i.e. **not** on the Theme International and global dimension as this Theme lends itself better to the picure-based task and the conversation.

## Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 8). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in French, General instructions to the teacher* section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different time frames.

## Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 11, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (listed on pages 7 and 8) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in French, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see pages 7 and 8).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.

## Assessment information

**General information**

- First assessment: April/May 2018.
- The entire assessment must be conducted in French.
- Students complete three tasks.
  - o Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - o Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - o Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register which the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in French, General instructions to the teacher,* section.

This grid has been designed to help ensure each student covers a broad range of themes from this specification.

- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three days before the student takes the assessment. This is to enable the teacher to prepare for the assessment.
- Students are presented with instructions in English but must communicate entirely in French for the duration of the assessment.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus cards for tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment; however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2 (below).
- All role plays are marked for communication only.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1).* Centres are required to submit to Pearson one completed CS2 form for all students for each tier.

- The use of dictionaries is not permitted during the preparation time or during the assessment.

***Foundation tier assessment time and marks***

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

***Higher tier assessment time and marks***

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.

## Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

## Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

**Teacher card**

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

**Candidate card**

The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '**?**') and where an unpredictable question is posed to them by the teacher (indicated by the symbol '**!**').

Students have access to this during their preparation time to help in preparing for the assessment.

The candidate cards each contain instructions in English and the task in French. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

**At the Foundation tier**, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a familiar conditional tense where it is more natural to do so, e.g. 'je voudrais.'

**At the Higher tier**, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense (or they may also use a conditional tense if it is more natural to do so) and respond to one question set in a past tense.

## Task 2 – Picture based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

**Teacher card**

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

**Candidate card**

**At the Foundation tier**, students are provided with a picture and five bullets in French to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

**At the Higher tier**, students are provided with a picture and five bullets in French to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '**!**' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

## Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on "school types" and "rules and pressures", or
- choose only to focus on "rules and pressures".

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

## Administration and general information about the conduct of the speaking assessment

**Preparation time and notes for tasks 1 and 2 only**

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.

- The preparation time **must** be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.

- Students are not permitted to write on the candidate cards.

- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).

- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

- Students cannot have access to a dictionary, or any other resource, during the preparation time.

## Sample assessment materials

Sample candidate and teacher cards for the role play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French* Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.

# Marking guidance for Paper 2: Speaking in French

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

## General guidance on using levels-based mark schemes

### Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a level they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

### Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.

- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.

- They will modify the mark based on how securely the trait descriptors are met at that band.

- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier – Part 1

### Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable communication; highly ambiguous **OR** pronunciation prevents communication |
| 1 | Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication |
| 2 | Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication |

Exemplification of how to apply the role-play mark grid can be found in *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French Sample Assessment Materials (SAMs)* document.

### Additional guidance

*Appropriate*: relevant response related to the prompt, uses appropriate register for the scenario.

*Partially clear / Pronunciation may affect clarity of communication:* makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

## Assessment criteria for the Foundation tier – Part 2

### Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

### Picture-based task: communication and content – Foundation tier

| Mark | Descriptor |
|---|---|
| 0 | No rewardable material |
| 1–4 | • Limited response to set questions, likely to consist of single-word answers<br>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond<br>• A straightforward opinion may be expressed but without justification<br>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 5–8 | • Responds briefly to set questions, there is much hesitation and continuous prompting needed<br>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond<br>• Straightforward, brief opinions are given but without justification<br>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 9–12 | • Responds to set questions with some development, some hesitation and some prompting necessary<br>• Some effective adaptation of language to describe, narrate and inform in response to the set questions<br>• Expresses opinions with occasional, brief justification<br>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 13–16 | • Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary<br>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions<br>• Expresses opinions and gives justification with some development<br>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |

**Additional guidance**

***Adaptation of/adapting language to describe, narrate and inform***: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

***Straightforward*** opinions and justification are those that form part of a minimum/standard/predictable response.

**Picture-based task: linguistic knowledge and accuracy – Foundation tier**

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–2 | • Limited accuracy when responding to set questions; minimal success when referring to past, present and future events<br>• Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3–4 | • Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity<br>• Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5–6 | • Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity<br>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7–8 | • Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity<br>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication |

**Additional guidance**

*Errors*: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

# Assessment criteria for the Foundation tier – Part 3

## Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task which are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

### Conversation: communication and content – Foundation tier

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–3 | • Communicates limited information relevant to the topics and questions<br>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification<br>• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary<br>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4–6 | • Communicates brief information relevant to the topics and questions<br>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification<br>• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary<br>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7–9 | • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech<br>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification<br>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary<br>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 10–12 | • Communicates information relevant to the topics and questions, with some extended sequences of speech<br>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified<br>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes<br>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |

**Additional guidance**

*Uses language creatively* – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

*Individual* thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

*Straightforward* ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

## Conversation: interaction and spontaneity – Foundation tier

| Mark | Descriptor |
|------|-----------|
| 0 | No rewardable material |
| 1–3 | • Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question<br>• Short, undeveloped responses, many incomplete<br>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout |
| 4–6 | • Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question<br>• Short responses, any development depends on teacher prompting<br>• Limited ability to sustain communication, pace is mostly slow and hesitant |
| 7–9 | • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted<br>• Occasionally able to initiate and develop responses independently but regular prompting needed<br>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 10–12 | • Responds spontaneously to some questions, interacting naturally for parts of the conversation<br>• Sometimes able to initiate and develop the conversation independently, some prompting needed<br>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

**Additional guidance**

*Rephrasing/repair strategies*: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

*Responds/responding spontaneously*: gives a relevant, impromptu response based on what they have heard.

*Rehearsed language*: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

**Conversation: linguistic knowledge and accuracy – Foundation tier**

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–3 | • Uses straightforward, individual words/phrases; limited evidence of language manipulation<br>• Limited accuracy, minimal success when referring to past, present and future events<br>• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4–6 | • Uses straightforward, repetitive, grammatical structures<br>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity<br>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7–9 | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures<br>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity<br>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10–12 | • Manipulates grammatical structures with occasional variation, complex structures used but repetitive<br>• Generally accurate grammatical structures, generally successful references to past, present and future events<br>• Generally coherent speech although errors occur that sometimes hinder clarity of communication |

**Additional guidance**

*Complex grammatical structures* are considered to be:
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language.

*Straightforward* grammatical structures are considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

*Errors*: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
• errors that do not affect meaning, for example gender, adjectival agreements
• infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier – Part 1

### Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

| Mark | Descriptor |
|---|---|
| 0 | No rewardable communication; highly ambiguous **OR** pronunciation prevents communication |
| 1 | Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication |
| 2 | Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication |

Exemplification of how to apply the role-play mark grid can be found in *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French Sample Assessment Materials (SAMs)* document.

### Additional guidance

*Appropriate:* relevant response related to the prompt, uses appropriate register for the scenario.

*Partially clear / Pronunciation may affect clarity of communication:* makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

## Assessment criteria for the Higher tier – Part 2

### Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task, which are:

- communication and content
- linguistic knowledge and accuracy.

### Picture-based task: communication and content – Higher tier

| Mark | Descriptor |
|---|---|
| 0 | No rewardable material |
| 1–4 | • Responds to set questions with some development, some hesitation and some prompting necessary<br>• Some effective adaptation of language to describe, narrate and inform in response to the set questions<br>• Expresses opinions with occasional, brief justification<br>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8 | • Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary<br>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions<br>• Expresses opinions and gives justification with some development<br>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | • Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary<br>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions<br>• Expresses opinions effectively and gives justification which is mostly developed<br>• Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16 | • Responds to the set questions with consistently fluent and developed responses<br>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions<br>• Expresses opinions with ease and gives fully-developed justification<br>• Pronunciation and intonation are consistently accurate and intelligible |

### Additional guidance

*Adaptation of language to describe, narrate and inform*: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Picture-based task: linguistic knowledge and accuracy – Higher tier**

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–2 | • Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity<br>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4 | • Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity<br>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6 | • Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions<br>• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8 | • Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions<br>• Responses are coherent, any errors do not hinder the clarity of the communication |

**Additional guidance**

*Errors*: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
• errors that do not affect meaning, for example gender, adjectival agreements
• infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
• errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
• frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
• errors that mean the listener cannot understand the message
• errors that convey the wrong message
• errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
• mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier – Part 3

### Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

### Conversation: communication and content – Higher tier

| Mark | Descriptor |
|---|---|
| 0 | No rewardable material |
| 1–3 | • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech<br>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification<br>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary<br>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 4–6 | • Communicates information relevant to the topics and questions, with some extended sequences of speech<br>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified<br>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes<br>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–9 | • Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech<br>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions<br>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes<br>• Pronunciation and intonation are intelligible and predominantly accurate |
| 10–12 | • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech<br>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions<br>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes<br>• Pronunciation and intonation are consistently accurate and intelligible |

**Additional guidance**

*Uses language creatively*: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

*Individual* thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

*Straightforward* ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

### Conversation: interaction and spontaneity – Higher tier

| Mark | Descriptor |
|---|---|
| 0 | No rewardable material |
| 1–3 | • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted<br>• Occasionally able to initiate and develop responses independently but regular prompting needed<br>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 4–6 | • Responds spontaneously to some questions, interacting naturally for parts of the conversation<br>• Sometimes able to initiate and develop the conversation independently, some prompting needed<br>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |
| 7–9 | • Responds to most questions spontaneously, resulting in mostly natural interaction<br>• Mostly able to initiate and develop the conversation independently<br>• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation |
| 10–12 | • Responds spontaneously and with ease to questions, resulting in natural interaction<br>• Consistently able to initiate and develop the conversation independently<br>• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Additional guidance**

***Respond(s) spontaneously*:** gives a relevant, impromptu response based on what they have heard.

***Rephrasing/repair strategies*** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

## Conversation: linguistic knowledge and accuracy – Higher tier

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–3 | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures<br>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity<br>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6 | • Manipulates grammatical structures with occasional variation, complex structures used but repetitive<br>• Generally accurate grammatical structures, generally successful references to past, present and future events<br>• Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9 | • Manipulates a variety of grammatical structures, some variety of complex structures<br>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events<br>• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12 | • Manipulates a wide variety of grammatical structures, frequent use of complex structures<br>• Consistently accurate grammatical structures, consistently successful references to past, present and future events<br>• Fully coherent speech; any errors do not hinder the clarity of the communication |

**Additional guidance**

*Complex* grammatical structures are considered to be:
• all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language

*Straightforward* grammatical structures are considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

*Errors*: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
• errors that do not affect meaning, for example gender, adjectival agreements
• infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

# Paper 3: Reading and understanding in French

## Content

Students are assessed on their understanding of written French across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (page 7–8).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from French into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written French into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a French-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with French language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.

## Assessment information

- First assessment: May/June 2018.
- The assessment time is:
  - o foundation tier – 45 minutes in length
  - o higher tier – 1 hour in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in French. The instructions to students are in French.
  - o For the foundation tier there are three multiple-response questions.
  - o For the higher tier, there are two multiple-response questions and one short-answer open response question.
- Section C contains one translation passage from French into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

## Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French* Sample Assessment Materials (SAMs) document.

# Paper 4: Writing in French

## Content

Students are assessed on their ability to communicate effectively through writing in French.

Students need 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 the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

## Assessment information

- First assessment: May/June 2018.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in French.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into French.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in French* below.
- The instructions to students are all in French.
- The use of dictionaries is not permitted.

- *Foundation tier*
  - o The assessment time is 1 hour and 10 minutes in length.
  - o The paper consists of three open questions and one translation from English into French.
  - o Students must answer all questions.
  - o Question 1 assesses students on their ability to write to describe and to express opinions.
  - o Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register.
  - o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register.

    This question is common to the Higher tier.
  - o Question 4 is the translation question. Students are required to translate five sentences from English to French. The sentences are ordered by increasing level of difficulty.
- *Higher tier*
  - o The assessment time is 1 hour and 20 minutes in length.
  - o The paper consists of two questions and one translation from English into French.
  - o Students must answer all questions.
  - o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register

    This question is common to the Foundation tier.
  - o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register.
  - o Question 3 is the translation question. Students are required to translate a short paragraph from English into French. The individual sentences are ordered by increasing level of difficulty.

## Sample assessment materials

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French* Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.

# Marking guidance for Paper 4: Writing in French

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

## General guidance on using levels-based mark schemes

### Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a level they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

### Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.

- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.

- They will modify the mark based on how securely the trait descriptors are met at that band.

- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

# Assessment criteria for the Foundation tier

## Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–2 | • Some relevant, basic information without development<br>• Uses language to inform, give short descriptions and express opinions with limited success<br>• Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4 | • Mostly relevant information, minimal extra detail<br>• Uses language to give short descriptions, simple information and opinions with variable success<br>• Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6 | • Relevant information with occasional extra detail<br>• Uses language to give short descriptions, simple information and opinions with some success<br>• Uses small selection of common, familiar vocabulary and expression with little repetition |

## Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–2 | • Produces simple, short sentences in isolation<br>• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4 | • Produces simple, short sentences with little linking<br>• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6 | • Produces simple sentences with some linking<br>• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

## Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance* on following page).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|------|-----------|
| 0 | No rewardable material |
| 1–2 | • Limited information given likely to consist of single words and phrases<br>• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down<br>• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts<br>• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4 | • Some brief information given, basic points made without development<br>• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down<br>• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts<br>• Occasional appropriate use of register and style |
| 5–6 | • Some relevant information given appropriate to the task, basic points made with little development<br>• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained<br>• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material<br>• Mostly appropriate use of register and style, mostly sustained |
| 7–8 | • Relevant information given appropriate to the task, basic points made with some development<br>• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas<br>• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material<br>• Appropriate use of register and style sustained |

**Additional guidance**

***Independently selected … vocabulary and expression:*** Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

***Register and style* definition:** *Formal* register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|-----------|
| 0 | No rewardable material |
| 1–2 | • Repetitive use of minimal selection of straightforward grammatical structures<br>• Produces individual words/set phrases<br>• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4 | • Use of a restricted range of straightforward grammatical structures, frequent repetition<br>• Produces simple, short sentences, which are not linked<br>• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6 | • Uses straightforward grammatical structures, some repetition<br>• Produces simple, short sentences; minimal linking<br>• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8 | • Uses straightforward grammatical structures, occasional repetition<br>• Produces predominantly simple sentences occasionally linked together<br>• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

**Additional guidance**

***Straightforward*** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

***Errors***: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

# Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance* on following page).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

## Question 3: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|---|---|
| 0 | No rewardable material |
| 1–3 | <ul><li>Communicates brief information relevant to the task with little development</li><li>Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>Variable use of appropriate register and style</li></ul> |
| 4–6 | <ul><li>Communicates information relevant to the task, with development of the occasional key point and idea</li><li>Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li><li>Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>Appropriate use of register and style is evident but with inconsistencies</li></ul> |
| 7–9 | <ul><li>Communicates information relevant to the task, with development of some key points and ideas</li><li>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li><li>Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li><li>Appropriate use of register and style is evident but with occasional inconsistency</li></ul> |
| 10–12 | <ul><li>Communicates information relevant to the task with expansion of key points and ideas</li><li>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li><li>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li><li>Appropriate use of register and style throughout with minimal inconsistency</li></ul> |

**Additional guidance**

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

***Individual*** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

***Register and style* definition: *Informal register and style –*** examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

***Adaptation of language to narrate, inform, interest and give convincing opinions***: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

## Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|-----------|
| 0 | No rewardable material |
| 1–2 | • Uses straightforward grammatical structures, some repetition<br>• Produces brief, simple sentences, limited linking of sentences<br>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4 | • Uses mostly straightforward grammatical structures, occasional repetition<br>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions<br>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6 | • Different examples of straightforward grammatical structures are evident<br>• Produces some extended sentences that are linked with familiar, straightforward conjunctions<br>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8 | • Some variation of grammatical structures, occasional complex structure<br>• Produces frequently extended sentences, well linked together<br>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

*Complex* grammatical structures are considered to be:
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language.

*Straightforward* grammatical structures is considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

*Errors*: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do **not hinder clarity**:
• errors that do not affect meaning, for example gender, adjectival agreements
• infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

## Question 4 – Foundation tier (12 marks)

### Translation mark grids and example responses

**Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.**

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1 | • Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed |
| 2 | • Meaning fully communicated with occasional errors that do not hinder clarity |

**Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.**

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1 | • Some words are communicated but the overall meaning of the sentence is not communicated |
| 2 | • The meaning of the sentence is partially communicated<br>• Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3 | • The meaning of the sentence is fully communicated<br>• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

**Additional guidance**

***Errors***: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier

### Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance* on following page).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Higher tier

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–3 | • Communicates brief information relevant to the task with little development<br>• Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification<br>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition<br>• Variable use of appropriate register and style |
| 4–6 | • Communicates information relevant to the task, with development of the occasional key point and idea<br>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful<br>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language<br>• Appropriate use of register and style is evident but with inconsistencies |
| 7–9 | • Communicates information relevant to the task, with development of some key points and ideas<br>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions<br>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language<br>• Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12 | • Communicates information relevant to the task with some expansion of key points and ideas<br>• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions<br>• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language<br>• Appropriate use of register and style throughout, with minimal inconsistency |

**Additional guidance**

*Creative language use*: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

*Individual* thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

*Register and style* **definition:** *Informal register and style –* examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

*Adaptation of language to narrate, inform, interest and give convincing opinions*: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

## Question 1: linguistic knowledge and accuracy mark grid – Higher tier

| Mark | Descriptor |
|------|-----------|
| 0 | No rewardable material |
| 1–2 | • Uses straightforward grammatical structures, some repetition<br>• Produces brief, simple sentences, limited linking of sentences<br>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4 | • Uses mostly straightforward grammatical structures, occasional repetition<br>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions<br>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6 | • Different examples of straightforward grammatical structures are evident<br>• Produces some extended sentences that are linked with familiar, straightforward conjunctions<br>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8 | • Some variation of grammatical structures, occasional complex structure<br>• Produces frequently extended sentences, well linked together<br>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
• all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

## Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance* on following page).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Higher tier

| Mark | Descriptor |
| --- | --- |
| 0 | No rewardable material |
| 1–4 | <ul><li>Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li><li>Some effective adaptation of language to narrate, inform, interest/convince</li><li>Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</li><li>Appropriate use of register and style with the occasional inconsistency</li></ul> |
| 5–8 | <ul><li>Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li><li>Frequently effective adaptation of language to narrate, inform, interest/convince</li><li>Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</li><li>Appropriate use of register and style with few inconsistencies</li></ul> |
| 9–12 | <ul><li>Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li><li>Mostly effective adaptation of language, to narrate, inform, interest/convince</li><li>Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</li><li>Predominantly appropriate use of register and style</li></ul> |

| Mark | Descriptor |
|---|---|
| 13–16 | • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas |
|  | • Consistently effective adaptation of language to narrate, inform, interest/convince |
|  | • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language |
|  | • Consistent use of appropriate register and style throughout |

**Additional guidance**

***Creative use of language*:** examples of creative language use are:

● using language to create an effect

● using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes

● using language to express thoughts, ideas, feelings and emotions

● using language to inform and narrate ideas, thoughts and points of view to maintain interest

● applying a variety of vocabulary and structures to maintain interest

● using language effectively to achieve more complex purposes, for example to interest, to convince.

***Individual*** thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

***Adaptation of language to narrate, inform, interest/convince***: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

***Register and style*** **definition:** *Formal* register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Higher tier

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–3 | • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language<br>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences<br>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6 | • Some variation of grammatical structures, including some repetitive instances of complex language<br>• Prolonged sequences of fluent writing, some extended, well-linked sentences<br>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9 | • Uses a variety of grammatical structures including some different examples of complex language<br>• Predominantly fluent response; frequent extended sentences, mostly well linked<br>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12 | • Uses a wide variety of grammatical structures, including complex language<br>• Fluent response throughout with extended, well-linked sentences<br>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

**Additional guidance**

*Complex* grammatical structures are considered to be:
• all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language.

*Straightforward* grammatical structures are considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

*Errors*: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 3 – Higher tier (12 marks)

### Translation mark grid and example response

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

| Mark | Descriptor |
|------|------------|
| 0 | No rewardable material |
| 1–3 | • Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference<br>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6 | • The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated<br>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–8 | • The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated<br>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 9–12 | • The meaning of the passage is fully communicated<br>• Consistently accurate language and structures, any errors do not hinder clarity |

**Additional guidance**

*Errors*: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
• errors that do not affect meaning, for example gender, adjectival agreements
• infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
• errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
• frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
• errors that mean the reader cannot understand the message
• errors that convey the wrong message
• errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
• mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.

# Assessment Objectives

| | Students must: | | % in GCSE |
|---|---|---|---|
| **AO1** | Listening – understand and respond to different types of spoken language | | 25 |
| **AO2** | Speaking – communicate and interact effectively in speech | | 25 |
| **AO3** | Reading – understand and respond to different types of written language | | 25 |
| **AO4** | Writing – communicate in writing | | 25 |
| | | **Total** | **100%** |

# Breakdown of Assessment Objectives

| | Assessment Objectives | | | | Total for all Assessment Objectives |
|---|---|---|---|---|---|
| **Paper** | **AO1 %** | **AO2 %** | **AO3 %** | **AO4 %** | |
| Paper 1: Listening and understanding in French | 25 | 0 | 0 | 0 | 25% |
| Paper 2: Speaking in French | 0 | 25 | 0 | 0 | 25% |
| Paper 3: Reading and understanding in French | 0 | 0 | 25 | 0 | 25% |
| Paper 4: Writing in French | 0 | 0 | 0 | 25 | 25% |
| **Total for GCSE** | **25%** | **25%** | **25%** | **25%** | **100%** |

# 3 Administration and general information

## Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

### Forbidden combinations and discount code

Students taking Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 6: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.education.gov.uk

Students should be advised that, if they take two GCSEs with the same discount code, schools and colleges to which they wish to progress are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

## Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in French. For listening and reading, all student work must follow the instruction provided for the individual question.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments,* available at: www.jcq.org.uk/exams-office/malpractice.

## Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 2, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

**Foundation and higher tier**

| Paper | Weighting | Raw marks | Scaling factor | Scaling mark |
|-------|-----------|-----------|----------------|--------------|
| 1 | 25% | 50 | 1.400 | 70 |
| 2 | 25% | 70 | 1.000 | 70 |
| 3 | 25% | 50 | 1.400 | 70 |
| 4 | 25% | 60 | 1.167 | 70 |

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2018.

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

# Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

## Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French offer a suitable progression route from Key Stages 2 and 3 focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters which go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in French language. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of French-speaking countries and their cultures.

# Appendices

# Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

| Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French | 1FR0:      2F/2H*                    (*Please delete as appropriate) |
|---|---|
| Centre name: | Centre number: |

| Candidate name and number | | Declaration and permissions signature and date* | | Role play | | Picture based discussion | | Conversation (1)          (2) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |
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| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

| Teacher name | | Declaration and permissions signature and date* | |
|---|---|---|---|
| | | | |

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

**Please photocopy and continue on a separate sheet as necessary.** Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.

# Appendix 2: Grammar list

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

## French (Foundation tier)

**Nouns:**
- gender;
- singular and plural forms.

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

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

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

**Quantifiers/intensifiers:**
- *très, assez, beaucoup, peu, trop*.

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

**Verbs:**

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

**Prepositions:**

- common prepositions, e.g. *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, e.g. *à côté de; près de; en face de, à cause de; au lieu de*.

**Conjunctions:**

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

**Number, quantity, dates and time:**

- including use of *depuis* with present tense.

## French (Higher tier)

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

**Adjectives:**

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

**Adverbs:**

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

**Pronouns:**

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

**Verbs:**

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

**Time:**

- including use of *depuis* with imperfect tense.

# Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar 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.

## Word lists

*Section 1: High-frequency language*

- Common verbs
- Common adjectives
- Common adverbs
- Prepositions
- Colours
- Numbers
- Ordinal numbers
- Quantities and measures
- Some useful connecting words
- Time expressions
- Times of day
- Days of the week
- Months and seasons of the year
- Question words
- Other useful expressions
- Other high-frequency words
- Countries
- Continents
- Nationalities
- Administrative regions of France with English equivalents
- Areas/mountains/seas
- Useful acronyms
- Social conventions
- Lanuguage used in dialogue and messages

*Section 2: Topic-specific language*

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed only in one. Many common verbs are given in the verb list with a few others included under a specific topic.

Each topic has been highlighted in **bold.**

**All topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.**

*Theme: Identity and culture*

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

*Theme: Local area, holiday and travel*

- **Holidays**: preferences, experiences and destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

*Theme: School*

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

*Theme: Future aspirations, study and work*

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

*Theme: International and global dimension*

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

## Section 1: High-frequency language

### Common verbs

| | |
|---|---|
| to accept | accepter |
| to check | vérifier |
| to choose | choisir |
| to clean | nettoyer |
| to click (ICT) | cliquer |
| to climb; get on(to) | monter |
| to close | fermer |
| to come | venir |
| to contact | contacter |
| to continue/carry on | continuer |
| to cope/manage/get by | se débrouiller |
| to copy | copier |
| to cost | coûter |
| to count, intend; count on (someone) | compter; compter sur |
| to cross, go across | traverser |
| to cry | pleurer |
| to decide | décider |
| to depart/leave | partir |
| to describe | décrire |
| to deserve | mériter |
| to die | mourir |
| to discuss | discuter |
| to draw | dessiner |
| to drink | boire |
| to drive | conduire |
| to earn | gagner |
| to eat | manger |
| to end | (se) terminer |
| to enjoy oneself | s'amuser |
| to enter/go in | entrer |
| to escape | s'échapper |
| to explain | expliquer |
| to fail | rater |

## Common verbs (continued)

| | |
|---|---|
| to fall | tomber |
| to fall asleep | s'endormir |
| to feed, nourish | nourrir |
| to fill/fill in | remplir |
| to find | trouver |
| to finish, end | finir |
| to fly | voler |
| to follow | suivre |
| to forget; to leave something behind | oublier |
| to forgive | pardonner |
| to get angry | se fâcher |
| to get dressed | s'habiller |
| to get undressed | se déshabiller |
| to give | donner |
| to give back | rendre |
| to give (a gift) | offrir |
| to go | aller |
| to go (in a car) | rouler |
| to get dressed | s'habiller |
| to get into (bus, car, train) | monter (dans) |
| to get out of (bus, car, train) | descendre (de) |
| to get up | se lever |
| to go down | descendre |
| to go for a walk | se promener |
| to go out | sortir |
| to go to bed | se coucher |
| to go up | monter |
| to harm/damage | endommager |
| to hate | détester |
| to have | avoir |
| to have to/must | devoir |
| to hear | entendre |
| to help | aider |
| to hold | tenir |
| to hope | espérer |
| to hurry | se dépêcher |

## Common verbs (continued)

| | |
|---|---|
| to hurt (oneself) | (se) faire mal |
| to improve | améliorer |
| to inform | informer |
| to introduce (an item, an idea) | introduire |
| to introduce (a person) | présenter |
| to invite | inviter |
| to jump | sauter |
| to knock, hit | frapper |
| to knock over | renverser |
| to know (a fact) | savoir |
| to know (person, place) | connaître |
| to land | atterrir |
| to last | durer |
| to laugh | rire |
| to learn | apprendre |
| to leave; to depart | partir |
| to leave (somewhere, somebody) | quitter |
| to leave behind (an object) | laisser; oublier |
| to lend | prêter |
| to light, turn/switch on | allumer |
| to like | aimer |
| to listen | écouter |
| to live (inhabit) | habiter |
| to live | vivre |
| to look after1 | s'occuper de |
| to look after/mind (child, dog) | garder |
| to look for | chercher |
| to look like, to resemble | ressembler |
| to lose | perdre |
| to love | adorer |
| to manage, to cope | se débrouiller |
| to manage (business) | gérer |
| to mean to (do) | avoir l'intention de (faire) |
| to mean/to signify | signifier |
| to meet | rencontrer |
| to miss; to be lacking | manquer |

## Common verbs (continued)

| | |
|---|---|
| to miss (train, bus etc.) | rater |
| to need | avoir besoin de |
| to note | noter |
| to offer; to give a present | offrir |
| to open | ouvrir |
| to order | commander |
| to organise | organiser |
| to park | garer; stationner |
| to pass | passer |
| to phone | téléphoner |
| to place | poser |
| to please | plaire (à) |
| to prefer | préférer |
| to present | présenter |
| to prevent | empêcher |
| to produce | produire |
| to pull | tirer |
| to push | pousser |
| to put | mettre |
| to put back | remettre |
| to read | lire |
| to receive | recevoir |
| to recommend | recommander |
| to refund | rembourser |
| to regret, be sorry | regretter |
| to remember | se rappeler/se souvenir |
| to rent/to hire | louer |
| to repair | réparer |
| to repeat | répéter |
| to replace | remplacer |
| to reply | répondre |
| to research | rechercher |
| to reserve | réserver |
| to rest | se reposer |
| to return; to go back | rentrer(home); retourner (to school) |

## Common verbs (continued)

| | |
|---|---|
| to ring (a bell) | sonner |
| to save | sauver |
| to say | dire |
| to see | voir |
| to seem | sembler |
| to sell | vendre |
| to send | envoyer |
| to serve | servir |
| to show | montrer |
| to sign | signer |
| to sing | chanter |
| to sit down | s'asseoir |
| to sleep | dormir |
| to smile | sourire |
| to speak | parler |
| to spend (money) | dépenser |
| to spend (time) | passer |
| to squash | écraser |
| to stay | rester |
| to steal | voler |
| to stick | coller |
| to stop | (s)'arrêter |
| to study | étudier |
| to succeed | réussir |
| to switch off | fermer/éteindre |
| to take | prendre |
| to take off (plane) | décoller |
| to take off (clothes etc.) | ôter |
| to tell/recount | raconter |
| to tell/to say | dire |
| to thank | remercier |
| to think (about) | penser |
| to think, believe | croire |
| to throw | jeter |
| to touch | toucher |
| to travel | voyager |

## Common verbs (continued)

| | |
|---|---|
| to try | essayer |
| to understand | comprendre |
| to use | se servir de; utiliser |
| to visit (person) | rendre visite à |
| to visit (place) | visiter |
| to wait for | attendre |
| to wake up | se réveiller |
| to walk | marcher; aller à pied |
| to want | vouloir |
| to want, desire | désirer |
| to warn | prévenir |
| to wash | (se) laver |
| to wear | porter |
| to weigh | peser |
| to win | gagner |
| to wish | souhaiter |
| to work | travailler |
| to work (function) | marcher |
| to write | écrire |

## Common adjectives

| | |
|---|---|
| active | actif/active |
| alike; the same | pareil/le |
| easy | facile; simple |
| expensive | cher/chère |
| exciting | passionnant |
| fair | juste |
| famous | célèbre |
| fantastic | fantastique |
| fashionable | à la mode |
| fast | rapide |
| fat | gros/grosse |
| favourite | favori/favorite; préféré |
| former | ancien/ne |
| free (at no cost) | gratuit |
| free (unoccupied, available) | libre |
| friendly | amical |
| frightening | effrayant |
| full | plein |
| fun; amusing | amusant |
| funny (comical) | drôle; marrant; rigolo/te |
| generous | généreux/généreuse |
| good | bon/ne |
| good (well-behaved) | sage |
| grateful | reconnaissant |
| great (fantastic) | chouette; super; génial |
| great (marvellous) | formidable |
| happy | content; heureux/euse |
| hard | dur |
| hardworking | travailleur/travailleuse |
| healthy (food/way of life) | sain |
| heavy | lourd |
| high; tall (building) | haut |
| honest | honnête |
| hot | chaud |
| ideal | idéal |

## Common adjectives (continued)

| | |
|---|---|
| in a good mood | de bonne humeur |
| in a hurry | pressé |
| independent | indépendant |
| intelligent; clever | intelligent |
| kind | gentil/gentille |
| large | gros; grand |
| last | dernier/dernière |
| lazy | paresseux/euse |
| light | léger/légère |
| locked | fermé à clef |
| long | long/ue |
| lost | perdu |
| magnificent | magnifique |
| marvellous | merveilleux/euse |
| mature | mûr |
| modern | moderne |
| naughty | méchant; vilain |
| necessary | nécessaire |
| negative | négatif/ve |
| new (brand new) | neuf/neuve |
| new | nouveau/nouvel/nouvelle |
| next | prochain |
| nice; likeable | sympa (sympathique) |
| noisy | bruyant |
| normal | normal |
| numerous | nombreux/euse |
| old | vieux/vieil/vieille |
| old (former) | ancien/ne |
| old fashioned | démodé |
| open | ouvert |
| optimistic | optimiste |
| other | autre |
| own | propre |
| (im)patient | (im)patient |
| peaceful | tranquille; calme |

## Common adjectives (continued)

| | |
|---|---|
| perfect | parfait |
| pessimistic | pessimiste |
| pleased | content |
| pleasant | agréable |
| (im)polite | (im)poli |
| popular | populaire |
| positive | positif/ve |
| practical | pratique |
| pretty | joli |
| quiet | tranquille; calme |
| ready | prêt |
| real | réel/le |
| reasonable | raisonnable |
| recent | récent |
| recognised/well known | reconnu |
| responsible | responsable |
| rich | riche |
| ridiculous | ridicule |
| ripe | mûr |
| rotten | pourri |
| sad | triste |
| safe | sauf/sauve |
| same | même |
| satisfied | satisfait |
| selfish | égoïste |
| sensational | sensationnel/elle; (sensass) |
| serious | sérieux/ieuse; grave |
| short | court |
| shy | timide |
| silent | silencieux/ieuse |
| silly | bête |
| situated | situé |
| slim | mince |
| small; short (person) | petit |
| strict | sévère; strict |

## Common adjectives (continued)

| | |
|---|---|
| strong | fort |
| superb | superbe |
| surprised | surpris; étonné |
| talkative | bavard |
| thin, narrow | étroit |
| tidy | rangé |
| tired | fatigué |
| tiring | fatigant |
| true | vrai |
| typical | typique |
| ugly | laid; moche |
| unbelievable | incroyable |
| unfair | injuste |
| unhappy | malheureux/malheureuse |
| unhealthy | malsain |
| unpleasant | désagréable |
| useful | utile |
| useless | inutile |
| valid | valable |
| valuable | d'une grande valeur |
| weak | faible |
| wet | mouillé |
| worried | inquiet/inquiète |
| wise | sage |
| young | jeune |

## Common adverbs

| | |
|---|---|
| straight away | tout de suite |
| (for) a long time | longtemps |
| (un)fortunately | (mal)heureusement |
| again | encore |
| almost | presque |
| already | déjà |
| always | toujours |
| cheap(ly) | bon marché |

## Common adverbs (continued)

| | |
|---|---|
| especially | surtout |
| everywhere | partout |
| fairly; quite | assez |
| hardly | à peine |
| here | ici |
| immediately | immédiatement; tout de suite |
| loud(ly) | fort |
| never | jamais |
| not yet | pas encore |
| nowhere | nulle part |
| often | souvent |
| over there | là-bas |
| perhaps | peut-être |
| quickly | vite |
| rarely | rarement |
| rather | plutôt |
| really | vraiment |
| recently | récemment |
| sometimes | quelquefois |
| somewhere | quelque part |
| soon | bientôt |
| standing | debout |
| still | toujours |
| there | là |
| together | ensemble |
| too | trop; aussi |
| up there | là-haut |
| usually | d'habitude; normalement |
| very | très |
| well | bien |

## Prepositions

| | |
|---|---|
| above | en haut; au-dessus de |
| after | après |
| against | contre |
| among | parmi |
| around | autour de |
| at (someone's house) | chez |
| at the end of | au bout de |
| at, to | à |
| before | avant |
| behind | derrière |
| between | entre |
| far from | loin de |
| from | de/à partir de |
| in (inside) | dans |
| in front of; in the front | devant |
| in the background; at the back | au fond |
| in the foreground | au premier plan |
| in the middle (of) | au milieu (de) |
| near (to) | près (de) |
| next to | à côté de |
| nowhere | nulle part |
| on (on top of) | sur |
| opposite | en face de |
| outside | dehors |
| through | par |
| towards | vers |
| under | sous |
| until | jusqu'à |

## Colours

| | |
|---|---|
| black | noir |
| blue | bleu |
| brown | marron; brun |
| chestnut brown | marron; châtain (invariable) |
| dark | foncé |
| green | vert |
| grey | gris |
| light | clair |
| pink | rose |
| red | rouge |
| violet | violet |
| white | blanc/he |
| yellow | jaune |

## Numbers

| | | | |
|---|---|---|---|
| 1 | un(e) | 31 | trente et un |
| 2 | deux | 32 etc. | trente-deux |
| 3 | trois | 40 | quarante |
| 4 | quatre | 50 | cinquante |
| 5 | cinq | 60 | soixante |
| 6 | six | 70 | soixante-dix |
| 7 | sept | 71 | soixante et onze |
| 8 | huit | 72 | soixante-douze |
| 9 | neuf | 73 | soixante-treize |
| 10 | dix | 74 | soixante-quatorze |
| 11 | onze | 75 | soixante-quinze |
| 12 | douze | 76 | soixante-seize |
| 13 | treize | 77 | soixante-dix-sept |
| 14 | quatorze | 78 | soixante-dix-huit |
| 15 | quinze | 79 | soixante-dix-neuf |
| 16 | seize | 80 | quatre-vingts |
| 17 | dix-sept | 81 | quatre-vingt-un |
| 18 | dix-huit | 82 etc. | quatre-vingt-deux |
| 19 | dix-neuf | 90 | quatre-vingt-dix |
| 20 | vingt | 91 | quatre-vingt-onze |
| 21 | vingt et un | 92 etc. | quatre-vingt-douze |
| 22 | vingt-deux | 100 | cent (m) |
| 23 | vingt-trois | 101 | cent un(e) |
| 24 | vingt-quatre | 120 | cent vingt |
| 25 | vingt-cinq | 200 | deux cents |
| 26 | vingt-six | 1000 | mille (m) |
| 27 | vingt-sept | 1100 | mille cent |
| 28 | vingt-huit | 2000 | deux mille |
| 29 | vingt-neuf | 1.000.000 | un million (m) |
| 30 | trente | 2.000.000 | deux millions (m) |

## Ordinal numbers

| | |
|---|---|
| first | premier/première |
| second | deuxième |
| eleventh | onzième |
| twenty first | vingt-et-unième |

## Quantities and measures

| | |
|---|---|
| a bottle (of) | une bouteille (de) |
| about twenty | une vingtaine (de) |
| about a hundred | une centaine (de) |
| a dozen | une douzaine (de) |
| a jar (of) | un pot (de) |
| a little of/few | (un) peu (de) |
| a litre (of) | un litre (de) |
| a lot (of) | beaucoup (de) |
| a little (of) | un peu (de) |
| a kilo (of) | un kilo (de) |
| gramme | gramme (m) |
| centilitre | centilitre (m) |
| centimetre | centimètre (m) |
| metre | mètre (m) |
| kilometre | kilomètre (m) |
| less | moins (de) |
| more | plus (de) |
| (some) more | encore (de) |
| a packet (of) | un paquet (de) |
| a piece (of) | un morceau (de) |
| a slice (of) | une tranche (de) |
| a tin, box (of) | une boîte (de) |
| enough | assez (de) |
| half | demi |
| many | beaucoup (de) |
| quantity | quantité (f) |
| quarter | quart (m) |
| quite a few | pas mal (de) |
| several | plusieurs |
| some | quelques |
| third | tiers (m) |
| too much; too many | trop (de) |
| weight | poids (m) |

## Some useful connecting words

| | |
|---|---|
| according to | selon |
| also | aussi |
| and | et |
| because | parce que; car |
| because of | à cause de |
| but | mais |
| even if | même si |
| finally | enfin; finalement |
| first of all | (tout) d'abord |
| however | cependant; pourtant |
| if | si |
| in order to | pour |
| or | ou |
| perhaps | peut-être |
| since | puisque |
| so | donc |
| then | alors; ensuite; puis |
| therefore | donc |

## Time expressions

| | |
|---|---|
| after | après |
| afternoon | après-midi (m) |
| already | déjà |
| always | toujours |
| as soon as | dès que |
| at the start | au début |
| at the same time | en même temps |
| before | avant |
| day | jour (m) |
| day (a whole day) | journée (f) |
| during/for | pendant |
| early | de bonne heure; tôt |
| evening | soir (m) |
| evening (a whole evening) | soirée (f) |
| every day | tous les jours |
| fortnight | quinzaine (f); quinze jours |
| from | à partir de |
| from time to time | de temps en temps |
| just now, in a little while | tout à l'heure |
| immediately | immédiatement; tout de suite |
| later | plus tard |

## Time expressions (continued)

| | |
|---|---|
| last night (yesterday evening) | hier soir |
| last night (during the night) | cette nuit |
| midday | midi |
| midnight | minuit |
| minute | minute (f) |
| morning | matin (m) |
| morning (the whole morning) | matinée (f) |
| night | nuit (f) |
| now | maintenant |
| once | une fois |
| on time | à l'heure |
| since | depuis |
| soon | bientôt |
| the day after tomorrow | après-demain |
| the day before yesterday | avant-hier |
| the next day; following day | lendemain (m) |
| the night before; eve | veille (f) |
| time | heure (f) |
| today | aujourd'hui |
| tomorrow | demain |
| twice | deux fois |
| week | semaine (f) |
| weekend | week-end (m); fin de semaine (f) |

## Times of day

| | |
|---|---|
| (at) 1 a.m. | (à) une heure du matin; 1h00 |
| 1 p.m. | une heure de l'après-midi; 1h00 |
| nine o'clock in the evening | neuf heures du soir |
| 13.00 | treize heures; 13h00 |
| at exactly 2 o'clock | à deux heures pile |
| at about ……. o'clock | vers…..heure(s) |
| it is five past three | il est trois heures cinq |
| five to three | trois heures moins cinq |
| half past ten | dix heures et demie |
| ten past four | quatre heures dix |
| ten to four | quatre heures moins dix |
| quarter to six | six heures moins le quart/moins quinze |
| quarter past seven | sept heures et quart/quinze |

## Days of the week

| | |
|---|---|
| Monday | lundi |
| Tuesday | mardi |
| Wednesday | mercredi |
| Thursday | jeudi |
| Friday | vendredi |
| Saturday | samedi |
| Sunday | dimanche |
| (on) Monday | lundi |
| (on) Monday morning | lundi matin |
| (on) Monday evening | lundi soir |
| on Mondays | le lundi |
| every Monday | chaque lundi; tous les lundis |

## Months and seasons of the year

| | |
|---|---|
| month | mois (m) |
| January | janvier |
| February | février |
| March | mars |
| April | avril |
| May | mai |
| June | juin |
| July | juillet |
| August | août |
| September | septembre |
| October | octobre |
| November | novembre |
| December | décembre |
| season | saison (f) |
| (in) autumn | (en) automne (m) |
| (in) spring | (au) printemps (m) |
| (in) summer | (en) été (m) |
| (in) winter | (en) hiver (m) |

## Question words

| | |
|---|---|
| how? | comment? |
| how much, how many? | combien (de)? |
| what? | que?; quoi? |
| what? (as subject) | qu'est-ce qui? |
| what? (as object) | qu'est-ce que? |
| what colour? | de quelle couleur? |
| what like? | comment? |
| (at) what time? | à quelle heure? |
| what/which? | quel/quelle? |
| when? | quand? |
| where? | où? |
| which one (s)? | lequel/laquelle/lesquels/lesquelles? |
| who? | qui? |
| why? | pourquoi? |

## Other useful expressions

| | |
|---|---|
| all the better | tant mieux |
| good luck | bonne chance; bon courage |
| here is/are | voici |
| how do you spell that? | ça s'écrit comment? |
| I don't know | je ne sais pas |
| I don't mind | ça m'est égal |
| I don't understand | je ne comprends pas |
| I'm fine; it's OK | ça va |
| I've had enough | j'en ai assez/marre |
| I like it | ça me plaît |
| in my opinion | à mon avis |
| it annoys me | ça m'énerve |
| it depends | ça dépend |
| it doesn't matter | ça ne fait rien |
| it's all the same to me | ça m'est égal |
| it makes me laugh | ça me fait rire |
| it's not worth it | ce n'est pas la peine |
| you are not allowed to | il est interdit de; défense de |
| you must (one must) | il faut |
| personally | personnellement |
| of course | bien sûr |
| okay (in agreement) | d'accord |
| once again | encore une fois |
| so, so | comme çi, comme ça |

## Other useful expressions (continued)

| | |
|---|---|
| so much the better | tant mieux |
| that doesn't interest/appeal to me | ça ne me dit rien |
| that's enough | ça suffit |
| there is/are | il y a |
| there is/are (i.e. over there) | voilà |
| to be about to | être sur le point de |
| to be in the process of | être en train de |
| too bad, what a shame | tant pis; dommage |
| what does that mean? | qu'est-ce que cela veut dire? |
| with pleasure | avec plaisir; volontiers |

## Other high-frequency words

| | |
|---|---|
| as, like | comme |
| end | fin (f) |
| everybody | tout le monde |
| except | sauf |
| figure (number) | chiffre |
| for example | par exemple |
| Miss | mademoiselle |
| Mr (also Sir) | monsieur |
| Mrs (also Madam) | madame |
| number | nombre (m) |
| number (e.g. phone number) | numéro |
| someone | quelqu'un |
| something | quelque chose |
| that | ça/cela |
| thing | chose (f) |
| time (occasion) | fois (f) |
| type (kind of) | genre (m); sorte (f) |
| way (manner) | façon (f) |
| with | avec |
| without | sans |

## Countries

This list includes some, but not all, countries in which French is spoken. It also includes larger common European countries and non-European countries likely to be familiar to a large number of candidates in the UK. Other countries and nationalities should be taught according to the needs of the candidature.

| | |
|---|---|
| Algeria | Algérie (f) |
| Austria | Autriche (f) |
| Belgium | Belgique (f) |
| Canada | Canada (m) |
| China | Chine (f) |
| Denmark | Danemark (m) |
| England | Angleterre (f) |
| France | France (f) |
| Germany | Allemagne (f) |
| Great Britain | Grande-Bretagne (f) |
| Greece | Grèce (f) |
| Holland | Hollande (f) |
| India | Inde (f) |
| Ireland | Irlande (f) |
| Italy | Italie (f) |
| Netherlands | Pays-Bas (m/pl) |
| Pakistan | Pakistan (m) |
| Russia | Russie (f) |
| Scotland | Écosse (f) |
| Senegal | Sénégal (m) |
| Spain | Espagne (f) |
| Switzerland | Suisse (f) |
| Tunisia | Tunisie (f) |
| Turkey | Turquie (f) |
| United Kingdom | Royaume-Uni (m) |
| United States | États-Unis (m/pl) |
| Wales | Pays de Galles (m) |

## Continents

| | |
|---|---|
| Africa | Afrique (f) |
| Asia | Asie (f) |
| Australia | Australie (f) |
| Europe | Europe (f) |
| North America | Amérique du Nord (f) |
| South America | Amérique du Sud (f) |

## Nationalities

| | |
|---|---|
| Algerian | algérien/algérienne |
| American | américain |
| Austrian | autrichien/autrichienne |
| Belgian | belge |
| British | britannique |
| Canadian | canadien/canadienne |
| Chinese | chinois |
| Corsican | corse |
| Danish | danois |
| Dutch | hollandais |
| English | anglais |
| European | européen/européenne |
| French | français |
| German | allemand |
| Greek | grec/grecque |
| Indian | indien/indienne |
| Irish | irlandais |
| Italian | italien/italienne |
| Pakistani | pakistanais |
| Russian | russe |
| Scottish | écossais |
| Spanish | espagnol |
| Swiss | suisse |
| Tunisian | tunisien/tunisienne |
| Turkish | turque |
| Welsh | gallois |

N.B. when using the nationality as a noun (e.g. *she is French* – i.e. *a French woman*) then write the nationality with a capital letter: *Elle est Française.*

## Administrative regions of France with English equivalents (of their name)

| | |
|---|---|
| Brittany | Bretagne (f) |
| Burgundy | Bourgogne (f) |
| Normandy | Normandie (f) |
| Picardy | Picardie (f) |
| Corsica | Corse (f) |
| French Guiana | Guyane (f) |
| Reunion | La Réunion |

## Areas/mountains/seas

| | |
|---|---|
| administrative area of France | département |
| Atlantic ocean | l'Atlantique (m) |
| Massif Central | le Massif Central (m) |
| province | province (f) |
| region | région (f) |
| the Alps | les Alpes (f/pl) |
| the Channel Tunnel | le Tunnel (sous la Manche) (m) |
| the English Channel | la Manche (f) |
| the Mediterranean sea | la Mediterranée (f) |
| the Pyrenees | les Pyrénées (f/pl) |
| the south of France | le Midi (m) |
| north | nord (m) |
| south | sud (m) |
| east | est (m) |
| west | ouest (m) |

## Useful acronyms

| | |
|---|---|
| baccalauréat, school leaving exam | BAC |
| council house/social housing | HLM |
| main road (e.g. 'A' road) | RN (route nationale) |
| secondary school | CES (collège d'enseignement secondaire) |
| French departments overseas | DOM (m.pl) (départements d'outre-mer) |
| youth club and arts centre | MJC (maison des jeunes et de la culture (f)) |
| French post office and telecommunications service | P et T; PTT |
| fast commuter train service (Paris) | RER |
| French national railway company | SNCF |
| please (s'il vous plaît) | SVP |
| high speed train | TGV |
| homeless | SDF (sans domicile fixe) |
| European Union | UE |

## Social conventions

| | |
|---|---|
| best wishes | amitiés |
| don't mention it | de rien |
| enjoy yourself/yourselves! | amusez-vous bien! |
| good evening | bonsoir |
| goodbye | au revoir |
| goodnight | bonne nuit |
| have a good journey | bon voyage |
| have a good day/evening | bonne journée/soirée |
| hello (on the telephone) | allô |
| hello; good morning | bonjour |
| help! | au secours |
| hi | salut |
| I beg your pardon? Pardon? | pardon? |
| It's a pleasure | je t'/vous en prie |
| meeting; meeting place | rendez-vous (m) |
| meet you at 6 o'clock | rendez-vous à six heures |
| no thank you | non merci |
| of course | bien sûr |
| please (request – formal) | prière de; veuillez |
| please (informal) please (polite) | s'il te plaît/s'il vous plaît |
| see you later | à tout à l'heure; à plus tard |
| see you soon | à bientôt |
| see you tomorrow/on Friday | à demain/vendredi |
| sorry | désolé |
| (I'm) sorry (informal/formal) | excuse-/excusez-moi |
| thank you (very much) | merci (bien) |

## Language used in dialogues and messages

| | |
|---|---|
| address | adresse (f) |
| area code | indicatif (m) |
| call me (informal/formal) | appelle-moi/appelez-moi |
| dial the number | composer le numéro |
| email | mail (m); courriel (m) |
| for the attention of | à l'attention de |
| further to/following | suite à |
| I will put you through | je vous le/la passe |
| I'll be right back | je reviens tout de suite |
| I'm listening | je vous écoute |
| message | message (m) |
| mobile phone | portable (m) |
| moment | instant (m) |
| online | en ligne |
| on the line/speaking | à l'appareil |
| please repeat that | répétez, s'il vous plaît |
| postcode | code postal (m) |
| receiver (telephone) | combiné (m) |
| sent by | envoi de (m) |
| stay on the line | ne quittez pas |
| telephone | téléphone (m) |
| text message | texto |
| tone | bip sonore (m) |
| voice mail | messagerie vocale (f) |
| wait | patientez |
| wrong number | faux numéro (m) |

## Section 2 – Topic-specific vocabulary

## Identity and culture: daily life, food and drink, including eating out

**Foundation tier**

| | |
|---|---|
| appetite | appétit (m) |
| apple | pomme (f) |
| apricot | abricot (m) |
| banana | banane (f) |
| bean | haricot (m) |
| beer | bière (f) |
| beef | boeuf (m) |
| bill | addition (f) |
| bill | addition (f) |
| biscuit | biscuit (m); petit gâteau (m) |
| bottle | bouteille (f) |
| bread | pain (m) |
| breakfast | petit déjeuner (m) |
| brussels sprouts | choux de bruxelles (m.pl) |
| butter | beurre (m) |
| cabbage | chou (m) |
| café | café (m) |
| cake | gâteau (m) |
| carrot | carotte (f) |
| cauliflower | chou-fleur (m) |
| cereals | céréales (f/pl) |
| champagne | champagne (m) |
| cheese | fromage (m) |
| cherry | cerise (f) |
| chicken | poulet (m) |
| chips | frites (f/pl) |
| chocolate | chocolat (m) |
| choice | choix (m) |
| chop (e.g. pork/lamb) | côtelette (f) (de porc/d'agneau) |
| cider | cidre (m) |
| closed (on Mondays) | fermé (le lundi) |
| cocoa | cacao (m) |

## Identity and culture: daily life, food and drink, including eating out

**Foundation tier**

| | |
|---|---|
| coffee | café (m) |
| cold sliced meat (e.g. salami) | saucisson (m) |
| cooked, boiled | cuit |
| cream | crème (f) |
| crisps | chips (m/pl) |
| cucumber | concombre (m) |
| cup | tasse (f) |
| customer | client/cliente (m/f) |
| delicious | délicieux/délicieuse |
| dessert | dessert (m) |
| dining room | salle à manger (f) |
| dish of the day | plat du jour (m) |
| drink | boisson (f) |
| egg | oeuf (m) |
| enjoy your meal! | bon appétit |
| euro | euro (m) |
| evening meal, dinner | repas du soir; dîner (m) |
| fish | poisson (m) |
| fixed price menu | menu à prix fixe (m) |
| food | alimentation (f) |
| food | nourriture (f) |
| food shopping | provisions (f/pl) |
| fork | fourchette (f) |
| fruit | fruit (m) |
| fruit pie | tarte (aux pommes etc.) (f) |
| fruit juice | jus de fruit (m) |
| French stick (i.e. long loaf of bread) | baguette (f) |
| glass | verre (m) |
| grapefruit | pamplemousse (m) |
| grapes | raisins (m/pl) |
| green beans | haricots verts (m/pl) |
| ham | jambon (m) |
| hamburger | hamburger (m) |
| hot chocolate | chocolat chaud (m) |
| hypermarket | hypermarché (m) |

## Identity and culture: daily life, food and drink, including eating out

**Foundation tier**

| | |
|---|---|
| ice cream | glace (f) |
| ice cream parlour | glacier (m) |
| inn (traditional) | auberge (f) |
| jar | pot (m) |
| jam | confiture (f) |
| juice | jus (m) |
| kebab | brochette (f) |
| knife | couteau (m) |
| lamb | agneau (m) |
| lemon | citron (m) |
| lemonade | limonade (f) |
| lettuce, salad | salade (f) |
| lunch | déjeuner (m) |
| main course | plat principal (m) |
| margarine | margarine (f) |
| meal | repas (m) |
| meat | viande (f) |
| meatball | boulette (f) |
| melon | melon (m) |
| menu | carte (f) |
| milk | lait (m) |
| mince | viande hâchée (f) |
| mineral water | eau minérale (f) |
| mixed | mélangé |
| money | argent (m) |
| mushroom | champignon (m) |
| mustard | moutarde (f) |
| napkin | serviette (f) |
| oil | huile (f) |
| onion | oignon (m) |
| omelette | omelette (f) |
| orange | orange (f) |
| packet | paquet (m) |
| pasta | pâtes (f/pl) |
| pâté | pâté (m) |

## Identity and culture: daily life, food and drink, including eating out

**Foundation tier**

| | |
|---|---|
| pastries | pâtisseries (f/pl) |
| peas | petits pois (m/pl) |
| peach | pêche (f) |
| pear | poire (f) |
| pizza | pizza (f) |
| pepper | poivre (m) |
| pepper (vegetable) | poivron (m) |
| piece of bread (with butter/jam often for breakfast) | tartine (f) |
| pineapple | ananas (m) |
| pizzeria, pizza restaurant | pizzeria (f) |
| place setting | couvert (m) |
| plate | assiette (f) |
| plum | prune (f) |
| pork | porc (m) |
| portion | portion (f) |
| pot of coffee | cafetière (f) |
| potato | pomme de terre (f) |
| prepared food/ready meal | plat cuisiné (m) |
| radish | radis (m) |
| raspberry | framboise (f) |
| rest day, day off | journée de repos (f) |
| restaurant | restaurant (m) |
| rice | riz (m) |
| roast | rôti |
| roll (bread) | petit pain (m) |
| salt | sel (m) |
| salty/savoury | salé |
| salad dressing | sauce vinaigrette (f) |
| sandwich | sandwich (m) |
| sausage | saucisse (f) |
| self-service | self-service (m) self (m) |
| service | service (m) |
| slice | tranche (f) |

## Identity and culture: daily life, food and drink, including eating out

**Foundation tier**

| | |
|---|---|
| snack | casse-croûte (m) |
| snack bar | snack (m); quick (m) |
| snails | escargots (m/pl) |
| soup | soupe (f)/potage (m) |
| speciality | spécialité (f) |
| spoon | cuillère (f) |
| starter | hors d'oeuvre (m); entrée (f) |
| strawberry | fraise (f) |
| steak | steak (m); bifteck (m) |
| sweet | bonbon (m) |
| sweet (tasting) | sucré; doux/douce |
| sugar | sucre (m) |
| table | table (f) |
| table cloth | nappe (f) |
| tart | tarte (f) |
| tasty | savoureux/savoureuse |
| tea | thé (m) |
| tea time snack | goûter (m) |
| tea room | salon de thé (m) |
| tea spoon | petite cuiller (f); petite cuillère (f) |
| tip (money) | pourboire (m) |
| to order | commander |
| to pay | payer |
| to serve | servir |
| to taste | goûter |
| to wait at table, to serve | servir |
| tomato | tomate (f) |
| tuna | thon (m) |
| vanilla | vanille (f) |
| vegetable | légume (m) |
| vegetarian | végétarien/ne |
| vinegar | vinaigre (m) |
| waiter/waitress | serveur (m)/serveuse (f) |
| water | eau (f) |
| wine | vin (m) |
| yoghurt | yaourt (m) |

## Identity and culture: daily life, food and drink, including eating out

## Identity and culture: daily life, food and drink, including eating out

**Higher tier**

| | |
|---|---|
| artichoke | artichaut (m) |
| appetising | appétissant |
| beer (from the pump) | pression (f) |
| bitter | amer/amère |
| boiled egg; hard-boiled egg | oeuf à la coque (m); oeuf dur (m) |
| cucumber | concombre (m) |
| drink before meal | apéritif (m) |
| duck | canard (m) |
| fried egg | oeuf au plat (m) |
| fruit tea | infusion (f) |
| frogs' legs | cuisses de grenouille (f/pl) |
| full fat milk | lait entier (m) |
| garlic | ail (m) |
| goat's cheese | fromage de chèvre (m) |
| goose | oie (f) |
| goose liver pâté | pâté de foie gras (m) |
| gravy | jus (m) |
| homemade | fait(e) maison |
| honey | miel (m) |
| leeks | poireaux (m/pl) |
| lettuce | laitue (f) |
| loaf | pain (m) |
| medium (steak) | à point |
| noodles | nouilles (f/pl) |
| pistachio | pistache (f) |
| rare (steak) | saignant |
| raw | cru |
| raw vegetables starter | crudités (f/pl) |
| salmon | saumon (m) |
| saucer | soucoupe (f) |
| scrambled egg | oeufs brouillés (m/pl) |
| sea food | fruits de mer (m/pl) |
| (semi-)skimmed milk | lait (demi-)écrémé (m) |
| smoked | fumé |

## Identity and culture: daily life, food and drink, including eating out

## Identity and culture: daily life, food and drink, including eating out

**Higher tier (continued)**

| | |
|---|---|
| spicy | épicé |
| spinach | épinards (m/pl) |
| steak | entrecôte (f) |
| steamed (boiled) | à la vapeur |
| supper | souper (m) |
| tasty | goûteux/goûteuse |
| tray | plateau (m) |
| trout | truite (f) |
| turkey | dinde (f) |
| veal | veau (m) |
| well-cooked | bien cuit/e |

## Identity and culture – what my friends and family are like

### Words relating to dress and style

**Foundation tier**

| | |
|---|---|
| belt | ceinture (f) |
| boots | bottes (f/pl) |
| boxer shorts | caleçon (m) |
| bra | soutien-gorge (m) |
| bracelet | bracelet (m) |
| cap | casquette (f) |
| casual jacket | blouson (m) |
| changing room | cabine d'essayage (f) |
| clothes | vêtements (m/pl) |
| clothes (familiar – i.e. gear) | fringues (f/pl) |
| clothes shop | magasin de mode (m) |
| coat/overcoat | manteau (m) |
| cotton (made of cotton) | coton (m) (en coton) |
| dress | robe (f) |
| dressed in | habillé/vêtu de |
| earring | boucle d'oreille (f) |
| fashion | mode (f) |
| fashionable | à la mode |
| fitting room | cabine d'essayage (f) |
| glove | gant (m) |
| handbag | sac à main (m) |
| hat | chapeau (m) |
| it fits/suits you | il/elle (te/vous) va bien |
| jacket | veste (f) |
| jeans | jean (m) |
| jeweller's (shop); jewellery (craft) | bijouterie (f) |
| jewels | bijoux (m/pl) |
| leather/made of leather | cuir (m)/en cuir |
| leggings | caleçon (m) |
| linen (made of linen) | lin (m) (en lin) |
| lipstick | rouge à lèvres (m) |
| loose (i.e. too big) | large |
| make, brand | marque (f) |

## Words relating to dress and style

**Foundation tier (continued)**

| | |
|---|---|
| makeup | maquillage (m) |
| medium (size) | de taille moyenne |
| necklace | collier (m) |
| nightdress | chemise de nuit (f) |
| old fashioned | démodé |
| old fashioned (vintage, retro style) | rétro |
| pants, briefs | culotte (f); slip (m) |
| perfume | parfum (m) |
| poloshirt | polo (m) |
| pyjamas | pyjama (m) |
| ring | bague (f) |
| scarf | écharpe (f) |
| shirt | chemise (f) |
| shoe | chaussure (f) |
| shoe shop | magasin de chaussures (m) |
| shorts | short (m) |
| size (general); shoe size | taille (f); pointure (f) |
| skirt | jupe (f) |
| slipper | pantoufle (f) |
| small | petit |
| smart | chic |
| sock | chaussette (f) |
| sports kit | tenue de sport (f) |
| sports shirt | maillot (de sport) (m) |
| spotted | à points |
| striped | rayé/e |
| suit | complet (m); costume (m) |
| style | style (m) |
| sweater, jumper | tricot (m)/pullover (m) |
| sweatshirt | sweat (m) |
| swimming costume/trunks | maillot de bain (m) |
| tattoo | tatouage (m) |
| tee shirt | t-shirt (m) |
| tie | cravate (f) |

## Words relating to dress and style

**Foundation tier (continued)**

| | |
|---|---|
| tights | collant (m) |
| tracksuit | survêtement (m); jogging (m) |
| trainers | baskets (f/pl) |
| trousers | pantalon (m) |
| umbrella | parapluie (m) |
| watch | montre (f) |
| wool (woollen) | laine (f) (en laine) |

## Words relating to dress and style

**Higher tier**

| | |
|---|---|
| cap | képi (m) |
| cardigan | gilet (m) |
| dressing gown | robe de chambre (f) |
| dyed | teint |
| model | mannequin (m/f) |
| silk (made of silk) | soie (f) (en soie) |
| slippers | pantoufles (f/pl) |
| straw hat | chapeau de paille (m) |
| tight | serré |
| to have one's hair cut | se faire couper les cheveux |
| to have one's hair done | se faire coiffer |
| to put on makeup | se maquiller |
| velvet (made of velvet) | velours (m) (en velours) |

## Identity and culture: what my friends and family are like

### Words on relations, relationships, personal and physical characteristics

**Foundation tier**

| | |
|---|---|
| adolescent | adolescent/e; ado (m/f) |
| adult, grown-up | adulte (m/f) |
| adventurous | aventureux/aventureuse |
| age | âge (m) |
| alone | seul |
| armchair | fauteuil (m) |
| at home; at my/our house | chez moi/nous |
| aunt | tante (f) |
| baby | bébé (m) |
| bald | chauve |
| bathroom | salle de bain(s) (f) |
| beard; bearded | barbe (f); barbu |
| beautiful | beau/belle |
| bedroom | chambre (f) |
| (date of) birth | (date de) naissance (f) |
| birthday | anniversaire (m) |
| birthplace | lieu de naissance (m) |
| block (of flats) | immeuble (m) |
| born | né |
| bossy | autoritaire |
| body piercing | piercing (m) |
| boy | garçon (m) |
| brother | frère (m) |
| brother-in-law/sister-in-law | beau-frère (m)/belle-soeur (f) |
| brothers and sisters, siblings | frères et soeurs (m/pl) |
| cat | chat (m) |
| celebrity | célébrité (f); star (f) |
| chair | chaise (f) |
| character | caractère (m) |
| character, personality | personnalité (f) |
| charming | charmant |
| chatty | bavard |

## Words on relations, relationships, personal and physical characteristics

**Foundation tier (continued)**

| | |
|---|---|
| child | enfant (m/f) |
| clothes | vêtements (m/pl) |
| comfortable (house, furniture) | confortable |
| cousin | cousin (m); cousine (f) |
| curly | bouclé; frisé |
| dad | papa (m) |
| daughter | fille (f) |
| dead | mort |
| dining room | salle à manger (f) |
| divorced | divorcé |
| dog | chien (m) |
| engaged | fiancé/e |
| eyes | yeux (m/pl) |
| face | visage (m) |
| family | famille (f) |
| famous | célèbre |
| father | père (m) |
| feeling | sentiment (m) |
| first name | prénom (m) |
| flat; apartment | appartement (m) |
| friend | ami/amie (m/f) |
| friend (also boyfriend, girlfriend) | copain/copine (m/f) |
| friendly | amical/e |
| friendship | amitié (f) |
| furniture | meubles (m/pl) |
| garden | jardin (m) |
| garage | garage (m) |
| girl | fille (f) |
| glasses | lunettes (f/pl) |
| goldfish | poisson rouge (m) |
| grandad | papy (m)/pépé (m) |
| grandchild | petit-fils (m)/petite-fille (f) |
| grandfather | grand-père (m) |
| grandma, granny | mamie (f)/mémé (f) |

## Words on relations, relationships, personal and physical characteristics

**Foundation tier (continued)**

| | |
|---|---|
| grandmother | grand-mère (f) |
| grandparents | grands-parents (m/pl) |
| guinea pig | cochon d'Inde (m) |
| guy, dude, bloke | mec (m) |
| hair | cheveux (m/pl) |
| half (half-sister etc.) | demi- (demi-soeur etc.) |
| hamster | hamster (m) |
| honest | honnête |
| house | maison (f) |
| husband | mari (m) |
| ideal | idéal |
| in a good/bad mood | de bonne/mauvaise humeur |
| in love | amoureux/amoureuse |
| intelligent | intelligent |
| invitation | invitation (f) |
| kitchen | cuisine (f) |
| kiss | baiser (m) |
| lazy | paresseux/paresseuse |
| life | vie (f) |
| lively | animé |
| living room, front room | salle de séjour (f); séjour (m) |
| loft | grenier (m) |
| lounge | salon (m) |
| man | homme (m) |
| married | marié |
| mean, nasty | méchant |
| member of the family | membre de la famille (m) |
| mood | humeur (f) |
| mother | mère (f) |
| moustache | moustache (f) |
| mouth | bouche (f) |
| multicultural | multiculturel |

## Words on relations, relationships, personal and physical characteristics

**Foundation tier (continued)**

| | |
|---|---|
| mum | maman |
| naughty | méchant; vilain |
| neighbour | voisin/voisine (m/f) |
| nephew | neveu (m) |
| nice, kind | gentil/le |
| nice, likeable | sympa (invariable) |
| nickname | surnom (m) |
| niece | nièce (f) |
| normal | normal/e |
| old | vieux/vieille |
| old fashioned | démodé |
| older | plus âgé/e |
| oldest (brother/sister) | aîné/e |
| only child | fils unique (m)/fille unique (f) |
| optimistic | optimiste |
| parents | parents (m/pl) |
| party | fête (f) |
| party | surprise-partie (f) |
| penfriend | correspondant/correspondante (m/f) |
| people | gens (m/pl) |
| person | personne (f) |
| pessimistic | pessimiste |
| pet | animal domestique (m) |
| picture | image (f) |
| place of residence | domicile (m) |
| present; gift | cadeau (m) |
| rabbit | lapin (m) |
| reasonable | raisonnable |
| relationship | rapports (m/pl) |
| religion | religion (f) |
| self (myself, yourself etc.) | moi-même/toi-même etc. |
| selfish | égoïste |
| semi-detached house | maison jumelée (f) |
| sense of humour | sens de l'humour (m) |

## Words on relations, relationships, personal and physical characteristics

**Foundation tier (continued)**

| | |
|---|---|
| separated | séparé |
| serious | sérieux/sérieuse |
| single | célibataire |
| sister | soeur (f) |
| sofa; settee | sofa (m) |
| son | fils (m) |
| son-in-law/daughter-in-law | beau-fils (m)/belle-fille (f) |
| step (members of family) | beau-/belle- e.g. beau-frère |
| straight (hair) | raide |
| study (room) | bureau (m) |
| surname | nom de famille (m) |
| survey | sondage (m) |
| terraced house | maison mitoyenne (f) |
| thin/slim | mince |
| tidy; neat | rangé |
| to annoy | agacer |
| to argue, to quarrel | se disputer |
| to babysit | faire du baby-sitting |
| to be called | s'appeler |
| to be in a good/bad mood | être de bonne/mauvaise humeur |
| to care for, to look after | garder |
| to celebrate | fêter |
| to chat, chatter | bavarder |
| to get divorced | divorcer |
| to get on (well) with | s'entendre (bien) avec |
| to look (e.g. angry/happy etc.) | avoir l'air |
| to respect | respecter |
| to separate, to split up | séparer |
| tortoise | tortue (f) |
| tropical fish | poisson tropical (m) |
| twin | jumeau/jumelle |
| twin brothers | frères jumeaux (mpl) |
| ugly | moche; laid |
| uncle | oncle (m) |

## Words on relations, relationships, personal and physical characteristics

**Foundation tier (continued)**

| | |
|---|---|
| unemployed | au chômage |
| unbearable | insupportable |
| untidy | en désordre |
| visit | visite (f) |
| well behaved | sage |
| wife, woman | femme (f) |
| youth (i.e the time of life) | jeunesse (f) |

## Words on relations, relationships, personal and physical characteristics

**Higher tier**

| | |
|---|---|
| a good deed | une bonne action (f) |
| acquaintance, friend | connaissance (f) |
| adopted | adopté |
| adventurous | aventureux/aventureuse |
| annoying | agaçant |
| argument | dispute (f) |
| career | carrière (f) |
| character trait | trait (m) |
| cheeky | effronté |
| comfortable (at ease) | à l'aise |
| conceited | vaniteux/vaniteuse |
| depressed | déprimé |
| discrimination | discrimination (f) |
| faith (religious) | foi (f) |
| fiancé(e) | fiancé (m) fiancée (f) |
| furnished | meublé |
| gang | bande (f) |
| gender, sex | sexe (m) |
| generous | généreux/généreuse |
| hall (in house); lobby | vestibule (m) |
| identical twins | vrais jumeaux (m); vraies jumelles (f) |
| independent | indépendant/e |

## Words on relations, relationships, personal and physical characteristics

**Higher tier (continued)**

| | |
|---|---|
| jealous | jaloux/jalouse |
| loyal, faithful | fidèle |
| mad, crazy | fou/folle |
| meeting | réunion (f) |
| old age/third age | troisième âge (m) |
| old people's home | maison de retraite (f) |
| pensioner, senior citizen | retraité |
| pretentious | prétentieux/prétentieuse |
| priest | prêtre (m); curé (m) |
| racist | raciste |
| relationship | rapports (m/pl) |
| relative, relation | parent (m); parente (f) |
| reliable | fiable |
| role model | modèle (m) |
| self-confident | confiant |
| self- confident | sûr de soi |
| sensitive | sensible |
| sexist | sexiste |
| similar | similaire |
| single parent | mère/père célibataire |
| single person; single | célibataire (m/f) |
| spoilt | gâté |
| spot, pimple | bouton (m) |
| stubborn | têtu |
| study; home office | cabinet de travail (m); bureau (m) |
| to disadvantage | désavantager |
| to experience | expérimenter |
| to pick on, to harass, to bully | harceler |
| to ressemble/look like | ressembler à |
| to support | soutenir |
| to thank | remercier |
| underage | mineur/e |
| understanding | compréhensif/ve |
| well-balanced | équilibré |

## Identity and culture: cultural life

**Foundation tier**

| | |
|---|---|
| activity | activité (f) |
| adventure film | film d'aventure/d'action |
| athletics | athlétisme (m) |
| badminton | badminton (m) |
| ball | ballon (m) |
| band/group | groupe (m) |
| basketball | basket (m) |
| body building | musculation (f) |
| book | livre (m) |
| boxing | boxe (f) |
| bridegroom | marié (m) |
| camera | appareil photo (m) |
| canoeing | canoë-kayak (m) |
| cartoon | dessin animé (m) |
| cat | chat/chatte (m/f) |
| CD (compact disc) | disque compact (m); CD |
| celebration, party | fête (f) |
| changing rooms | vestiaires (m/pl) |
| chess | jeu d'échecs (m); échecs (mpl) |
| Christmas | Noël (m) |
| Christmas Eve | veille de Noël (f) |
| clarinet | clarinette (f) |
| classical, classic | classique |
| climbing/rock climbing | escalade (f) |
| club | club (m) |
| collect | collectionner |
| collection | collection (f) |
| comic (magazine) | BD (m) |
| competition | concours (m); compétition (f) |
| computer game | jeu vidéo (m) |
| concert | concert (m) |
| cycling | cyclisme (m) |
| dance/dancing | danse (f) |
| detective/police (story) | roman policier (m) |
| disco (place) | disco(thèque) (f) |

## Identity and culture: cultural life

**Foundation tier (continued)**

| | |
|---|---|
| documentary | documentaire (m) |
| drums | batterie (f) |
| Easter | Pâques |
| Easter Monday | lundi de Pâques (m) |
| engagement | fiançailles (f/pl) |
| entertainment | divertissement (m) |
| equipment | équipement (m) |
| extreme sports | sports extrêmes (m/pl) |
| fanatical about | fanatique de |
| fantasy film | film de fantaisie (m) |
| flute | flûte (f) |
| folk music | musique folk (f) |
| football | football (m) |
| free time | temps libre (m) |
| game | jeu (m) |
| games console | console de jeux (f) |
| Good Friday | vendredi saint (m) |
| guitar | guitar (f) |
| gymnastics | gymnastique (f) |
| handball | handball (m) |
| Happy birthday! | Bon anniversaire |
| Happy New Year! | Bonne année! |
| hobby; leisure activity | passe-temps (m) |
| hockey | hockey (m) |
| horror film | film d'épouvante/d'horreur |
| ice skating | patinage (m); patin à glace (m) |
| judo | judo (m) |
| karate | karaté (m) |
| keyboard | clavier (m) |
| leisure | loisirs (m/pl) |
| Lent (period leading up to Easter) | Carême (m) |
| life | vie (f) |
| magazine | magazine (m); revue (f) |
| marriage; wedding | mariage (m) |
| martial arts | arts martiaux (m/pl) |

## Identity and culture: cultural life

**Foundation tier (continued)**

| | |
|---|---|
| mobile phone | portable (m) |
| mothers' day | fête des mères (f) |
| mountain bike | VTT (m) (vélo tout terrain) |
| mountaineering | alpinisme (m) |
| MP3 player | mp3 (m) |
| music | musique (f) |
| New Year | Nouvel An (m) |
| news | actualités (f/pl); informations (f/pl); infos |
| nightclub | boîte de nuit (f) |
| orchestra | orchestre (m) |
| parachuting | parachutage (m) |
| paragliding | parapente (f) |
| petanque (outdoor game similar to bowls) | pétanque (f); boules (f/pl) |
| piano | piano (m) |
| play (theatre) | pièce de théâtre (f) |
| player | joueur (m) joueuse (f) |
| pleasure/amusement | plaisir (m) |
| pocket money | argent de poche (m) |
| pop music | musique pop (f) |
| quiz show | jeu télévisé (m) |
| race/racing | course (f) |
| rap | rap (m) |
| reading | lecture (f) |
| recorder (instrument) | flute à bec (f) |
| referee | arbitre (m) |
| riding | équitation (f) |
| rock music | rock (m) |
| roller blading | roller (m) |
| romantic | romantique |
| romantic film/love film | film romantique (m) |
| rugby | rugby (m) |
| sailing | voile (f) |
| saxophone | saxophone (m) |
| science fiction film | film de science-fiction (m) |
| series | série (f) |

## Identity and culture: cultural life

## Identity and culture: cultural life

**Foundation tier (continued)**

| | |
|---|---|
| show (theatre etc.); TV show | spectacle (m); émission (f) |
| singer | chanteur/chanteuse (m/f) |
| skate boarding | skate (m) |
| skiing | ski (m) |
| soap (opera) | feuilleton (m) |
| song | chanson (f) |
| sport | sport (m) |
| sports ground | terrain de sport (m) |
| sporty | sportif/sportive |
| spy story | histoire d'espionnage (f) |
| squash | squash (m) |
| stage | scène (f) |
| stereo system/music centre | chaîne hi-fi (f) |
| straight (hair) | raide |
| surfing | surf (m) |
| swimming | natation (f) |
| table tennis | tennis de table (m); ping-pong (m) |
| team | équipe (f) |
| tennis | tennis (m) |
| thriller | (film/histoire) de suspense (m/f) |
| to take out for a walk (dog) | promener |
| toy | jouet (m) |
| trampolining | trampoline (m) |
| trumpet | trompette (f) |
| TV channel | chaîne (f) |
| twelfth night/Epiphany/6th January | fête des Rois (f) |
| violin | violon (m) |
| volleyball | volley (m) |
| water skiing | ski nautique (m) |
| western (film etc.) | Western (m) |
| windsurfing | planche à voile (f) |
| X box | X box (f) |
| youth club | club des jeunes (m); maison des jeunes (f) |

## Identity and culture: cultural life

## Identity and culture: cultural life

**Higher tier**

| | |
|---|---|
| archery | tir à l'arc (m) |
| board game, electronic game | jeu de société ; jeu électronique (m) |
| cable TV | télévision par câble (f); câble (m) |
| camcorder/video camera | caméra (f) |
| championship | championnat (m) |
| detective/mystery/police (film) | polar (m); film policier (m) |
| DIY (do it yourself) | bricolage (m) |
| drama (TV etc.) | comédie dramatique (f) |
| dubbed (film) | doublé |
| earphones | écouteurs (m/pl) |
| engagement | fiançailles (f/pl) |
| fencing | escrime (f) |
| fishing rod | canne à pêche (f) |
| goal | but (m) |
| half-time | mi-temps (f) |
| knowledge | connaissances (f/pl) |
| league; division (sports) | ligue (f) |
| marriage ceremony; wedding | noces (f/pl) |
| melody/tune | mélodie (f) |
| musical comedy (a musical) | comédie musicale (f) |
| original version | version originale (f) |
| remote control | télécommande (f) |
| rowing | aviron (m) |
| sailing boat | voilier (m) |
| satellite TV | télévision satellite (f) |
| scuba diving | plongée sous-marine (f) |
| sitcom | comédie de situation (f) |
| sports equipment | articles de sport (m/pl) |
| subtitles | sous-titres (m/pl) |
| tournament | tournoi (m) |
| viewer/audience | spectateur (m); spectatrice (f) |

## Verbs associated with cultural life

| | |
|---|---|
| to attend (match etc.) | assister à |
| to be a member of | faire partie de |
| to congratulate | féliciter |
| to get married | se marier |
| to go bowling (tenpin) | faire du bowling |
| to dance | danser |
| to do sport | faire du sport |
| to do gymnastics | faire de la gymnastique |
| to exercise | faire de l'exercice |
| to fish/go fishing | pêcher; aller à la pêche |
| to go for a walk/stroll | se promener |
| to go for a walk/stroll | faire une promenade |
| to go horse riding | faire de l'équitation/du cheval |
| to hike, ramble | faire des randonnées |
| to roller-skate | faire du patin à roulettes |
| to sail | faire de la voile |
| to score a goal | marquer un but |
| to shoot | tirer |
| to skateboard | faire du skate |
| to swim | nager; faire de la natation |
| to take part (in) | participer (à) |
| to train | s'entrainer |

## Identity and culture: using social media

| | |
|---|---|
| blog | blog (m) |
| chatroom | forum (m) |
| (to) chat online | tchatter (en ligne) |
| computer | ordinateur (m) |
| connection | lien (m); connexion (f) |
| cyber bullying | cyber harcèlement (m) |
| digital | numérique |
| disk | disquette (f) |
| e-mail | mail (m); courrier électronique (m) |
| homepage | page d'accueil (f) |
| internet | internet (m) |
| internet page | page internet (f) |
| password | mot de passe (m) |
| risk | risque (m) |
| screen | écran (m) |
| security | sécurité (f) |
| social network | réseau social (m) |
| software | logiciel (m) |
| to burn | copier |
| to download | télécharger |
| to erase, delete | effacer |
| to load | charger |
| to save, to store | sauvegarder |
| to surf (the net) | surfer sur internet |
| to type | taper |
| to upload | mettre en ligne |
| virus | virus (m) |
| web | toile (f); web (m) |
| webcam | webcam (f) |
| web page | page web (f) |
| website | site internet (m); site web (m) |

## Local area, holiday and travel

**Foundation tier**

| | |
|---|---|
| abroad | à l'étranger |
| accommodation | logement (m) |
| adult | adulte |
| agricultural | agricole |
| air conditioning/air-con | climatisation (f) |
| airport | aéroport (m) |
| area (in town) | quartier (m) |
| arrival | arrivée (f) |
| art gallery | galerie d'art (f) |
| bakery; baker's shop | boulangerie (f) |
| balcony | balcon (m) |
| bank | banque (f) |
| bar | bar (m) |
| basement | sous-sol (m) |
| bath | bain (m) |
| bathroom | salle de bains (f) |
| beach | plage (f) |
| bed | lit (m) |
| bed and breakfast accommodation | chambre d'hôte (f) |
| bed linen | linge de lit (m) |
| bicycle/bike | vélo (m); bicyclette (f) |
| boat | bateau (m) |
| book of tickets | carnet (m) |
| border | frontière (f) |
| bowling alley | bowling (m) |
| brand/make | marque (f) |
| bridge | pont (m) |
| brochure/leaflet | brochure (f) |
| building | bâtiment (m) |
| bus (by bus) | (auto)bus (m) (en bus) |
| bus/coach station | gare routière (f) |
| bus stop | arrêt de bus (m) |
| business/trade | commerce (m) |
| butcher's shop | boucherie (f) |
| café | café (m) |

## Local area, holiday and travel

**Foundation tier (continued)**

| | |
|---|---|
| calm/peaceful | calme; tranquille |
| campsite | camping (m) |
| to camp | faire du camping |
| car | voiture (f); auto (f) |
| caravan | caravane (f) |
| car park | parking (m) |
| castle | château (m) |
| cathedral | cathédrale (f) |
| church | église (f) |
| cinema | cinéma (m) |
| closed | fermé |
| closing | fermeture (f) |
| coach | car (m) |
| coast | côte (f) |
| comfortable | confortable |
| commercial | commercial |
| compartment | compartiment (m) |
| concert | concert (m) |
| connection | correspondance (f) |
| corner | coin (m) |
| country (i.e. nation) | pays (m) |
| countryside | campagne (f) |
| crossing (ferry) | traversée (f) |
| crossroads | carrefour (m) |
| cycle path | piste cyclable (f) |
| degree | degré (m) |
| delay | retard (m) |
| department (in a shop) | rayon (m) |
| department store | grand magasin (m) |
| departure | départ (m) |
| destination | destination (f) |
| diesel (fuel) | gasoil (m) |
| direct | direct |
| direction | direction (f) |

## Local area, holiday and travel

**Foundation tier (continued)**

| | |
|---|---|
| disco | discothèque/disco (f) |
| double room | chambre pour deux personnes (f) |
| driver | conducteur (m); conductrice (f) |
| driving licence | permis de conduire (m) |
| electrical goods (retailer) | (magasin d')électroménager (m) |
| emergency | urgence (f) |
| enjoy your stay! | bon séjour! |
| entertainment, things to do | distractions (f/pl) |
| entrance | entrée (f) |
| exhibition | exposition (f) |
| exit | sortie (f) |
| factory | usine (f) |
| fare | tarif (m) |
| farm | ferme (f) |
| ferry | ferry (m) |
| free (available, vacant) | libre |
| flight | vol (m) |
| floor (1st, 2nd) | étage (m) |
| (it is) forbidden to… | défense de; interdit de |
| foreigner | étranger/étrangère (m/f) |
| form | fiche (f) |
| full (hotel etc.) | complet |
| full board (all meals included) | pension complète (f) |
| games room | salle de jeux (f) |
| garage, service station, petrol station | station service (f) |
| grocery; grocer's shop | épicerie (f) |
| ground floor | rez-de-chaussée (m) |
| guest (in a hotel); customer | client (m) |
| guided tour | visite guide (f) |
| half board (B and B and evening meal) | demi-pension (f) |
| heating | chauffage (m) |
| hill | colline (f) |
| hire of/hiring/renting (e.g. bike; house) | location (f) |
| to hire | louer |
| historic | historique |

## Local area, holiday and travel

**Foundation tier (continued)**

| | |
|---|---|
| holiday, fair, festival | fête (f) |
| hospital | hôpital (m) |
| hotel | hôtel (m) |
| household goods shop (cleaning materials etc.) | droguerie (f) |
| hypermarket | hypermarché (m) |
| ice rink | patinoire (f) |
| identification; ID | pièce d'identité (f) |
| in advance | en avance |
| included | inclus |
| indoor swimming pool | piscine couverte (f) |
| industry | industrie (f) |
| industrial | industriel/le |
| information office | bureau d'accueil/de renseignements (m) |
| inside | à l'intérieur |
| journey | voyage (m) |
| journey (short) | trajet (m) |
| key | clef/clé (f) |
| lake | lac (m) |
| left luggage office/locker | consigne (f) |
| leisure centre | centre de loisirs (m) |
| library | bibliothèque (f) |
| lift | ascenseur (m) |
| line/route | ligne (f) |
| litter/rubbish bin | poubelle (f) |
| lively | animé |
| local inhabitant | habitant/e (m/f) |
| lorry | camion (m) |
| lost property office | bureau des objets trouvés (m) |
| luggage | bagages (m/pl) |
| luxurious | de luxe |
| map (of a country, road map) | carte (f) |
| map (of the town) | plan (de la ville) (m) |
| market | marché (m) |
| means of transport | moyen de transport (m) |
| monument | monument (m) |

## Local area, holiday and travel

**Foundation tier (continued)**

| | |
|---|---|
| moped | mobylette (f) |
| motorbike | moto (f) |
| motorway | autoroute (f) |
| mountain | montagne (f) |
| mosque | mosquée (f) |
| museum | musée (m) |
| newspaper stall | kiosque à journaux (m) |
| nightclub | boîte de nuit (f) |
| occupied/taken | occupé |
| office | bureau (m) |
| open | ouvert |
| on foot | à pied |
| on the left | à gauche |
| on the right | à droite |
| one way street | sens interdit/unique (m) |
| outing; trip | excursion (f) |
| outside | à l'extérieur |
| outside/in the open air | en plein air |
| to pack/unpack (cases) | faire/défaire la valise |
| palace | palais (m) |
| park | jardin public (m); parc (m) |
| passenger | passager/passagère (m/f) |
| passport | passeport (m) |
| passport control | contrôle des passeports (m) |
| pedestrian | piéton (m) |
| pedestrian area | zone piétonne (f) |
| pedestrian crossing | passage piéton (m) |
| petrol | essence (f) |
| picturesque | pittoresque |
| pillow | oreiller (m) |
| pitch (for tent) | emplacement (m) |
| place | endroit (m); lieu (m) |
| playground | terrain/aire de jeux (m) |
| plane | avion (m) |
| platform | quai (m) |

## Local area, holiday and travel

**Foundation tier (continued)**

| | |
|---|---|
| policeman | policier (m); agent de police (m/f) |
| police station | commissariat (m) |
| port | port (m) |
| postcard | carte postale (f) |
| poster/notice | affiche (f) |
| post office | poste (f) |
| price list | liste des prix (f)/tarif (m) |
| priority | priorité (f) |
| problem | problème (m) |
| public holiday | jour férié (m) ; jour de fête (m) |
| public transport | transports en commun (m/pl) |
| public/municipal | publique; municipal |
| railway | chemin de fer (m) |
| reception | réception (f); accueil (m) |
| receptionist | réceptionniste (m/f) |
| reduction | reduction (f) |
| region | région (f) |
| rent; rental | loyer (m) |
| rented holiday cottage | gîte (m) |
| reservation | réservatiion (f) |
| return ticket | (billet) aller-retour (m) |
| river | rivière (f); fleuve (m) |
| road | route (f) |
| road map | carte routière (f) |
| road/street | rue (f) |
| (bed)room (in a hotel) | chambre (f) |
| sea | mer (f) |
| (at the) seaside | au bord de la mer |
| season | saison (f) |
| sheet | drap (m) |
| ship | navire (m) |
| shop | magasin (m) |
| shopping centre | centre commercial (m) |
| show | spectacle (m) |

## Local area, holiday and travel

**Foundation tier (continued)**

| | |
|---|---|
| shower | douche (f) |
| shower block (e.g. on campsite) | bloc sanitaire (m) |
| sign | panneau (m) |
| single ticket | aller simple (m) |
| single room | chambre pour une personne (f) |
| situated | situé |
| ski resort | station de ski (f) |
| sleeping bag | sac de couchage (m) |
| sleeping car (in a train) | wagon-lit (m) |
| snack bar, buffet (on a train) | buffet (m) |
| snack bar | snack (m) |
| soap | savon (m) |
| souvenir | souvenir (m) |
| sports centre | centre sportif (m) |
| spacious | spacieux/spacieuse |
| square (in town) | place (f) |
| stadium | stade (m) |
| star | étoile (f) |
| stairs; staircase | escalier (m) |
| station (railway) | gare (f) |
| stop (bus, tram etc.) | arrêt (m) |
| suburb; outskirts of town | banlieue (f) |
| suitable for drinking | potable |
| suitcase | valise (f) |
| summer camp | colonie de vacances (f) |
| supplement | supplément (m) |
| supermarket | supermarché (m) |
| swimming pool | piscine (f) |
| taxi | taxi (m) |
| television set | téléviseur (m)/poste de télévision (m) |
| tent | tente (f) |
| tennis court | court de tennis (m) |

## Local area, holiday and travel

**Foundation tier (continued)**

| | |
|---|---|
| theatre | théâtre (m) |
| ticket; tram, bus or metro ticket | billet (m); ticket (m) |
| ticket inspector | contrôleur (m) |
| ticket office | guichet (m) |
| till; cash desk | caisse (f) |
| timetable | horaire (m) |
| tobacconist's shop | (bureau de) tabac (m) |
| toilets | toilettes (f/pl) |
| toilet paper | papier hygiénique (m) |
| toothbrush | brosse à dents (f) |
| toothpaste | dentifrice (m) |
| tour | tour (m) |
| tourist | touriste (m) |
| tourist (adjective) | touristique |
| tourist attraction | site touristique (m), attraction (f) |
| tourist information office | office de tourisme (m) |
| tower | tour (f) |
| town | ville (f) |
| town centre | centre-ville (m) |
| town hall | mairie (f); hôtel de ville (m) |
| traffic | circulation (f) |
| traffic jam | embouteillage (m) |
| traffic lights | feux (m/pl) |
| train | train (m) |
| tram | tramway (m) |
| travel agency | agence de voyage (f) |
| traveller | voyageur (m) |
| (to) turn/switch on | allumer |
| (to) turn/switch off | éteindre |
| twin-bedded room | chambre à deux lits (f) |
| underground railway | métro (m) |
| underground station | station de métro (f) |
| unleaded petrol | essence sans plomb (f) |
| view (over) | vue (f) (sur) |

## Local area, holiday and travel

**Foundation tier (continued)**

| | |
|---|---|
| village | village (m) |
| waiting period/time limit | délai (m) |
| waiting room | salle d'attente (f) |
| wash basin | lavabo (m) |
| way out/exit | sortie (f) |
| welcome | accueil (m) |
| window | fenêtre (f) |
| (shop) window | vitrine (f) |
| winter holidays | vacances d'hiver (f/pl) |
| youth hostel | auberge de jeunesse (f) |

## Local area, holiday and travel

**Higher tier**

| | |
|---|---|
| ATM/cash point | distributeur d'argent (m) |
| air transport | transport aérien (m) |
| bed and breakfast accommodation | chambre d'hôte (f) |
| bedlinen | linge de lit (m) |
| (bike) hire | location de vélos (f) |
| (to) board (plane, ship) | embarquer |
| (to) brake | freiner |
| brakes | freins (m/pl) |
| canal | canal (m) |
| coming/arriving from (planes, trains) | en provenance de |
| Customs | douanes (f/pl) |
| door (of train etc.) | portière (f) |
| dry cleaner's; dry cleaning | pressing (m); nettoyage à sec (m) |
| emergency exit | sortie de secours (f) |
| event | événement (m) |
| fast train | (train) express (m) |
| fireworks | feux d'artifice (m/pl) |
| fountain | fontaine (f) |
| heavy goods vehicle (HGV) | poids lourd (m) |
| helicopter | hélicoptère (m) |
| hospitality | hospitalité (f) |

## Local area, holiday and travel

**Higher tier (continued)**

| | |
|---|---|
| hypermarket | grande surface (f); hypermarché (m) |
| ironmonger's/hardware shop | quincaillerie (f) |
| launderette | laverie automatique (f) |
| level crossing | passage à niveau (m) |
| motorway junction | intersection (f) |
| motorway services | aire (de repos) (f) |
| no entry (when driving) | sens interdit (m) |
| no parking | stationnement interdit (m) |
| noise | bruit (m) |
| (to) overtake | doubler |
| package holiday | voyage organisé (m) |
| park; green space | espace vert (m) |
| policeman | gendarme; policier (m) |
| police station | gendarmerie (f) |
| procession | défilé (m) |
| registration/booking in | enregistrement (m) |
| roundabout (in road) | rond-point (m) |
| run over (traffic accident) | écraser |
| rush hour | heures de pointe (f/pl) |
| savings bank | caisse d'épargne (f) |
| seaside resort | station balnéaire (f) |
| seat belt | ceinture de sécurité (f) |
| sound and light (show) | spectacle son et lumière (m) |
| speed | vitesse (f) |
| speed limit | limitation de vitesse (f) |
| surrounding area, vicinity | environs (m/pl) |
| to put someone up; accommodate | loger |
| to take place | avoir lieu |
| to stay (for a holiday) | séjourner |
| toll | péage (m) |
| (to) validate a ticket (e.g. train, tram) | composter |
| winter/skiing holiday | vacances de neige (f/pl) |
| vehicle | véhicule (m) |

## Phrases associated with weather

**Foundation tier**

| | |
|---|---|
| bad | mauvais |
| bright | clair |
| climate | climat (m) |
| cloud | nuage (m) |
| cloudy | nuageux |
| cold | froid (m) |
| degree (temperature) | degré (m) |
| dry | sec |
| fog | brouillard (m) |
| heat | chaleur (f) |
| highest temperature | température maximale (f) |
| hot | chaud |
| in the east | dans l'est/à l'est |
| in the north | dans le nord/au nord |
| in the south | dans le sud/au sud |
| in the west | dans l'ouest/à l'ouest |
| it is freezing | il gèle |
| it is lightning | il y a des éclairs |
| it is raining | il pleut |
| it is snowing | il neige |
| it is thundering | il y a du tonnerre/il fait du tonnerre |
| lowest temperature | température minimale (f) |
| mist | brume (f) |
| nice (weather) | beau |
| overcast | couvert |
| rain | pluie (f) |
| season | saison (f) |
| sky | ciel (m) |
| snow | neige (f) |
| storm | orage (m); tempête (f) |
| (it is) stormy | il fait de l'orage |
| sun | soleil (m) |
| sunny | ensoleillé |
| the sun is shining | il fait du soleil/il y a du soleil |
| to freeze | geler |

## Phrases associated with weather

### Foundation tier (continued)

| | |
|---|---|
| to rain | pleuvoir |
| to shine | briller |
| to snow | neiger |
| weather | temps (m) |
| weather report | météo (f) |
| wind | vent (m) |

## Phrases associated with weather

### Higher tier

| | |
|---|---|
| average temperature | température moyenne (f) |
| bright spell | éclaircie (f) |
| changeable | variable; incertain |
| hail | grêle (f) |
| high temperature | température élevée (f) |
| low temperature | température basse |
| misty | brumeux |
| rainy | pluvieux |
| showers | averses (f/pl) |
| stormy | orageux |
| to brighten up | s'éclaircir |
| to hail | grêler |
| weather forecast | prévisions météo (f/pl) |

## Asking for directions

| | |
|---|---|
| are you going on foot/in a car? | vous allez à pied/en voiture? |
| as far as | jusqu'à |
| continue | continue/continuez |
| cross (over) | traverse/traversez |
| go straight on | va/allez tout droit |
| high street/main street | grande rue (f) |
| how do I get to? | pour aller à..? |
| it is 100 metres away | c'est à 100 mètres |
| it is very close | c'est très près |
| take the first road on the left | prends/prenez la 1ère rue à gauche |
| turn left | tourne/tournez à gauche |
| turn right | tourne/tournez à droite |

## Dealing with problems

**Foundation tier**

| | |
|---|---|
| address | adresse (f) |
| bill (invoice) | facture (f) |
| bill | note (f) |
| breakdown | panne (f) |
| broken | cassé |
| colour | couleur (f) |
| complaint | plainte (f) |
| correct number | bon numéro (m) |
| customer | client (m)/cliente(f) |
| customer service | accueil (m) |
| damage | endommagement (m) |
| delivery | livraison (f) |
| email address | adresse email (f) |
| form | formulaire (m) |
| guarantee | garantie (f) |
| mistake | erreur (f) |
| mistake/fault | faute (f) |
| payment method | mode de paiement (m) |
| purse | portemonnaie (m) |
| quantity | quantité (f) |

## Dealing with problems

### Foundation tier (continued)

| | |
|---|---|
| receipt | reçu (m) |
| reduction | réduction (f) |
| repair | réparation (f) |
| replacement (part) | produit de remplacement (m); pièce de remplacement (f) |
| service | service (m) |
| size | taille (f) |
| theft; robbery | vol (m) |
| to complain | se plaindre |
| to deliver | livrer |
| to exchange | échanger |
| to guarantee | garantir |
| to pay | payer |
| to repair | réparer |
| to replace | remplacer |
| telephone number | numéro de telephone (m) |
| to work, function | marcher/fonctionner |
| waiting time | délai (m) |
| wallet | portefeuille (m) |
| wrong number | faux numéro (m) |

## Dealing with problems

### Higher tier

| | |
|---|---|
| instructions for use | mode d'emploi (m) |
| insurance | assurance (f) |
| progress, improvement | progrès (m) |
| to bring back; take back | rapporter; ramener |
| to return/give back | rendre |
| to insure | assurer |

## School

**Foundation tier**

| | |
|---|---|
| absent | absent |
| A Levels (equivalent) | bac(calauréat) (m) |
| achievement, performance | niveau (m) |
| answer | réponse (f) |
| art | dessin (m) |
| biology | biologie (f) |
| board (blackboard, whiteboard etc.) | tableau (m) |
| book | livre (m) |
| break | récréation (f)/récré (f) |
| calculator | calculatrice (f) |
| canteen | cantine (f) |
| careers adviser | conseiller (m)/conseillère (f) d'orientation |
| caretaker | concierge (m/f) |
| changing room | vestiaires (m/pl) |
| chemistry | chimie (f) |
| choir | chorale (f) |
| class test, assessment | contrôle (m) |
| classroom | salle de classe (f) |
| clever | intelligent |
| secondary school | collège (d'enseignement secondaire) (m) |
| copy; script (exam paper) | copie (f) |
| corridor | couloir (m) |
| desk | pupitre (m) |
| detention | retenue (f) |
| dictionary | dictionnaire (m) |
| drama | art dramatique (m) |
| drama group, acting group | groupe théâtral (m) |
| DT (design technology) | technologie (f) |
| education | éducation (f) |
| English | anglais (m) |
| examination | examen (m) |
| exchange | échange (m) |
| exercise book | cahier (m) |
| exercise, practice | exercice (m) |

# School

**Foundation tier (continued)**

| | |
|---|---|
| experiment | expérience (f) |
| fair | juste |
| felt tip | feutre (m) |
| first day back at school | rentrée (f) |
| food technology | arts ménagers (m/pl) |
| foreign languages | langues étrangères (f/pl) |
| fountain pen | stylo à encre (m) |
| French | français (m) |
| future plans | projets pour l'avenir (m/pl) |
| GCSE equivalent | brevet (m) |
| geography | géographie (f) |
| German | allemand (m) |
| glue | colle (f) |
| gym | gymnase (m) |
| gymnastics | gymnastique (f) |
| half-term | mi-trimestre (m) |
| hardworking | travailleur/travailleuse |
| headteacher | directeur/directrice (m/f) |
| history | histoire (f) |
| history-geography; humanities | histoire-géo (f) |
| (school) holidays | vacances (scolaires) (f/pl) |
| homework | devoirs (m/pl) |
| ICT | informatique (f) |
| Italian | italien (m) |
| kindergarten, nursery school | (école) maternelle (f) |
| laboratory | laboratoire (m) |
| (modern) languages | langues (vivantes) (f/pl) |
| language lab | laboratoire de langues (m) |
| latin | latin (m) |
| lesson | cours (m) |
| library | bibliothèque (f) |
| lunch break | heure du déjeuner (f) |
| mark, grade | note (f) |

## School

**Foundation tier (continued)**

| | |
|---|---|
| maths | mathématiques (f/pl)/maths (f/pl) |
| media studies | étude des medias (f) |
| mixed | mixte |
| music | musique (f) |
| oral | oral/e |
| pad of paper | bloc-notes (m) |
| page | page (f) |
| PE | éducation physique (f)/EPS (f) |
| pen, ballpoint pen | stylo (m) |
| pencil | crayon (m) |
| pencil case | trousse (f) |
| physics | physique (f) |
| plan, project | projet (m) |
| playground | cour de récréation (f) |
| present (in school) | présent |
| primary school | école primaire (f) |
| private school | école privée (f) |
| progress | progrès (m) |
| projector | projecteur (m) |
| personal and social education (PSE) | instruction civique (f) |
| pupil | élève (m/f) |
| qualification | diplôme (m) |
| question | question (f) |
| religion, Religious Studies | religion (f) |
| report | bulletin scolaire (m) |
| result | résultat (m) |
| rubber | gomme (f) |
| rule | règle (f) |
| ruler | règle (f) |
| secondary school | collège (m) (11-15 yrs old); lycée (m) (15-18 yrs old) |
| school bag | cartable (m) |
| school book | livre d'école (m) |
| school bus | car de ramassage (m) |

## School

| | |
|---|---|
| school day | journée scolaire (f) |
| school group/party | groupe scolaire (m) |
| school hall | hall de l'école (m) |
| school keeper; caretaker | concierge (m/f) |
| school leaving certificate | certificat de fin d'études (m) |
| school report, certificate | bulletin scolaire (m) |
| school trip | excursion scolaire (f) |
| school year | année scolaire (f) |
| sciences | sciences (f/pl) |
| scissors | ciseaux (m/pl) |
| serious (hardworking) | sérieux/sérieuse |
| semester | semestre (m) |
| sharpener | taille-crayon(s) (m) |
| sixth form | lycée (m) |
| sociology | sociologie (f) |
| Spanish | espagnol (m) |
| sports field | terrain de sport (m) |
| sports hall, gym | salle de sports (f); gymnase (m) |
| staff room | salle des profs (f) |
| state | État (m) |
| state school | école publique (f) |
| strict | strict; sévère |
| strong, good at (subject) | fort/forte; bon/bonne (en) |
| student | étudiant/e |
| subject | matière (f) |
| success | succès (m); réussite (f) |
| successful | réussi |
| summer holidays | grandes vacances (f/pl) |
| supply teacher; cover teacher | remplaçant/e (m/f) |
| team | équipe (f) |
| technology | technologie (f); EMT (f) |
| term | trimestre (m) |
| test | contrôle (m) |
| tie | cravate (f) |

## School

**Foundation tier (continued)**

| | |
|---|---|
| timetable | emploi du temps (m) |
| to calculate | calculer |
| to correct | corriger |
| to pass (exam) | réussir |
| to pay attention; to be careful | faire attention |
| to practise | pratiquer |
| to repeat | répéter |
| to repeat a year | redoubler |
| to revise | réviser |
| to sit an exam | passer un examen |
| to teach | enseigner |
| to work hard | travailler dur |
| unfair | injuste |
| uniform | uniforme (m) |
| vocational school; technical college | lycée d'enseignement professionel/LEP (m) |
| weak, bad at (subject) | faible; mauvais/mauvaise (en) |
| worksheet | fiche de travail (f) |
| yr 7 | sixième (f) |
| yr 8 | cinquième (f) |
| yr 9 | quatrième (f) |
| yr 10 | troisième (f) |
| yr 11 | seconde (f) |
| yr 12 | première (f) |
| yr 13 | terminale (f) |

## School

**Higher tier**

| | |
|---|---|
| ballpoint pen | stylo bille (m) |
| biology | sciences naturelles (f/pl); sciences nat |
| boarding school | pensionnat (m); internat (m) |
| business studies | commerce (m) |
| class register | appel (m) |
| core/compulsory subject | matière obligatoire (f) |
| degree (university) | licence (f) |
| do badly; fail | échouer |
| economics | économie (f) |
| essay | rédaction (f) |
| final exam | examen final (m) |
| foreign language assistant | assistant/e (de français etc.) |
| gifted | doué |
| headteacher of lycée or college | proviseur (m) |
| ink cartridge | cartouche (d'encre) (f) |
| meeting, discussion | réunion (f) |
| optional (subject) | facultatif/ve |
| parents' evening | rencontre parents-professeurs (f) |
| permission | autorisation (f) |
| physics and chemistry | sciences physiques (f/pl) |
| pressure | pression (f) |
| pronunciation | prononciation (f) |
| sociology | sociologie (f) |
| studies | études (f/pl) |
| supervisor | surveillant/surveillante (m/f) |
| to agree (with) something | accepter/être d'accord |
| to be cancelled (lessons) | être annulé |
| to drop a subject | laisser tomber |
| to have a detention | être en retenue/être collé |
| to improve (one's knowledge/skills in) | perfectionner |
| to move up (to the next form/year) | passer (en classe supérieure) |
| to pronounce | prononcer |
| to skive/to skip/bunk lessons | sécher les cours |
| to spell | épeler |
| to teach | enseigner |
| to translate | traduire |
| training centre | centre de formation (m) |
| translation | traduction (f) |
| waste of time | perte de temps (f) |
| (to do a) written punishment, lines | écrire des lignes |

## Future aspirations, study and work

**Foundation tier**

| | |
|---|---|
| actor, actress | acteur/actrice (m/f) |
| advertisement | annonce (f); publicité (f) |
| air hostess/air steward | hôtesse (f)/steward (m) de l'air |
| ambition | ambition (f) |
| answerphone | répondeur (m) |
| apprenticeship | apprentissage (m) |
| architect | architecte (m) |
| artist | artiste (m/f) |
| badly paid | mal payé |
| baker | boulanger/boulangère (m/f) |
| builder | maçon (m) |
| business/shop | commerce (m) |
| busy | occupé |
| butcher | boucher/bouchère (m/f) |
| cashier | caissier/caissière (m/f) |
| charity | organisation charitable (f) |
| civil servant | fonctionnaire (m/f) |
| coffee (tea/lunch) break | pause-café (thé/déjeuner) (f) |
| colleague | collègue (m/f) |
| computer science | informatique (f) |
| computer scientist | informaticien/ne (m/f) |
| conference | conférence (f) |
| cook | cuisinier/cuisinière (m/f) |
| degree (university) | licence (f) |
| (a) day's leave | jour de congé (m) |

## Future aspirations, study and work

## Future aspirations, study and work

**Foundation tier (continued)**

| | |
|---|---|
| dentist | dentiste (m/f) |
| designer | dessinateur/dessinatrice (m/f) |
| doctor | médecin (m/f); docteur (m) |
| drama | art dramatique (m) |
| drama | théâtre (m) |
| dream | rêve (m) |
| driver | chauffeur (m) |
| educational | éducatif/ve |
| electrician | électricien/électricienne (m/f) |
| (bank) employee | employé(e) (de banque) |
| employer | employeur (m) |
| engineer | ingénieur (m) |
| experienced | expérimenté |
| farmer | fermier/fermière (m/f) |
| farmer worker | agriculteur/agricultrice (m/f) |
| fashion | mode (f) |
| file | classeur (m); fichier (m) |
| fireman | pompier (m) |
| folder | dossier (m) |
| form | formulaire (m) |
| interview (job) | entretien (m) |
| interview (TV or magazine) | entrevue (f) |
| job | emploi (m) |
| journalist | journaliste (m/f) |
| language | langue (f) |
| manager | gérant/e (m/f); directeur/directrice (m/f) |
| marketing | marketing (m) |
| mechanic | mécanicien/mécanicienne (m/f) |
| meeting | réunion (f) |
| musician | musicien/musicienne (m/f) |
| nurse | infirmier/infirmière (m/f) |
| part time | mi-temps |
| per hour | à l'heure |
| pharmacist | pharmacien -ne |

## Future aspirations, study and work

**Foundation tier (continued)**

| | |
|---|---|
| plan, project | projet (m) |
| planned | prévu |
| plumber | plombier (m) |
| poet | poète (m/f) |
| police officer | agent de police (m/f); policier (m) |
| programmer | programmeur (m) |
| rep, sales representative | représentant (m) |
| salary | salaire (m)/paie (f) |
| sewing, tailoring | couture (f) |
| situation wanted | demande d'emploi (f) |
| skills | compétences (f/pl) |
| society/company | société (f) |
| student | étudiant/e (m/f) |
| teacher | professeur (m) |
| teacher (primary) | instituteur/institutrice (m/f) |
| technician | technicien/technicienne (m/f) |
| telephone call | coup de téléphone (m) |
| terms of employment | conditions de travail (f/pl) |
| to apply for a job | poser sa candidature |
| to do a course | faire un stage |
| to fill in a form | remplir un formulaire |
| to file | classer |
| to organise | organiser |
| to print | imprimer |
| to study | faire des études |
| to type | taper |
| training | formation (f) |
| travel agency | agence de voyages (f) |
| unemployment | chômage (m) |
| university | université (f) |
| voluntarily, without pay | bénévolement |
| waiter/waitress | serveur/serveuse (m/f) |
| well paid | bien payé |
| work | travail (m) |
| work experience | stage (en entreprise) (m) |

## Future aspirations, study and work

**Higher tier**

| | |
|---|---|
| (data) file | fichier (m) |
| aim; goal | but (m) |
| apply at/go to e.g. ask at reception | s'adresser/s'adresser à |
| apply; enroll | s'inscrire |
| appointment | rendez-vous (m) |
| apprentice | apprenti/e |
| charity sale (e.g. bake sale) | vente de charité (f) |
| data base | base de données (f) |
| enclosed | ci-inclus |
| forward slash | slash (m) |
| hard disk | disque dur (m) |
| higher education | études universitaires (f/pl) |
| impression | impression (f) |
| in aid of | au profit de |
| internship | stage (m) |
| job advert; vacancy | offre d'emploi (f) |
| job; position | emploi (m); poste (m) |
| key (on keyboard) | touche (f) |
| keyboard | clavier (m) |
| law (study of the subject) | droit (m) |
| letter of application | lettre de candidature (f) |
| link | lien (m) |
| medicine (study of the subject) | médicine (f) |
| memory card | carte mémoire (f) |
| mouse | souris (f) |
| printer | imprimante (f) |
| profession, job, occupation | métier (m) |
| programmer | programmeur (m) |
| promotion prospects | possibilités d'avancement (f/pl) |
| qualification | diplôme (m) |
| qualified | qualifié; diplômé |
| school education | éducation (f) |
| signature | signature (f) |
| success | succès (m)/réussite (f) |

## Future aspirations, study and work

**Higher tier**

| | |
|---|---|
| successful | réussi |
| teaching; education (as a subject) | enseignement (m) |
| to apply for a job | poser sa candidature |
| to enclose, to attach | joindre |
| to introduce oneself | se présenter |
| touch screen | écran tactile (m) |
| underscore | soulignement (m) |
| university (informal) | fac(ulté) (f) |
| voluntary work | travail volontaire (m) |
| volunteer | volontaire (m/f) |
| webmail | web-mail (m) |
| word processing | traitement de texte (m) |
| work (informal) | boulot (m) |

## Future aspirations, study and work

## International and global dimension: bringing the world together, environmental issues

**Foundation tier**

| | |
|---|---|
| advantages/disadvantages | avantages (m/pl)/désavantages (m/pl) |
| animals | animaux (m/pl) |
| campaign | campagne (f) |
| charity | organisation charitable (f) |
| coal | charbon (m) |
| country | pays (m) |
| disaster | désastre (m); catastrophe (f) |
| drinking water | eau potable (f) |
| drought | sécheresse (f) |
| earth | terre (f) |
| electricity | électricité (f) |
| energy; power | énergie (f) |
| environment | environnement (m) |
| fair trade | commerce équitable (m) |
| (music) festival | festival (de musique) (m) |
| flood; flooding | innondation (f) |
| for/against | pour/contre |
| (rain)forest | forêt (f) (tropicale) |
| gas | gaz (m) |
| global; world wide | mondiale |
| hunger; famine | faim (f); famine (f) |
| hurricane | ouragan (m) |
| international | international |
| lack (of) | manque (de) (m) |
| natural resources | ressources naturelles (f/pl) |
| oil | pétrole (m) |
| Olympic games | jeux olympiques (m/pl) |
| people | gens (m/pl) |
| planet | planète (f) |
| pollution | pollution (f) |
| poverty | pauvreté (f) |
| protection | protection (f) |
| recycling | recyclage (m) |
| rubbish | ordures (f/pl) |
| to die | mourir |

## International and global dimension: bringing the world together, environmental issues

**Foundation tier (continued)**

| | |
|---|---|
| to live | vivre |
| to pollute | polluer |
| to protect | protéger |
| to recycle | recycler |
| to save (water) | économiser (l'eau) |
| war | guerre (f) |
| world | monde (m) |
| world cup (football) | coupe du monde (de football) (f) |

## International and global dimension: bringing the world together, environmental issues

**Higher tier**

| | |
|---|---|
| climate (adjective) | climatique |
| earthquake | tremblement de terre (m) |
| fresh water | eau douce (f) |
| global warming | réchauffement de la terre (m) |
| instant | instantané |
| malnourished | mal nourri |
| rights of man; peoples' rights | droits de l'homme (m/pl) |
| salt water | eau salée (f) |
| security | sécurité (f) |
| solar power | énergie solaire (f) |
| species | espèces (f/pl) |
| sports event | rencontre sportive (f) |
| spying | espionnage (m) |
| starving | affamé |
| to (make) compost | faire du compost |
| to benefit | bénéficier |
| to lack | manquer |
| to contaminate | contaminer |
| to save; to keep safe | sauver; sauvegarder |
| to sort/separate (e.g. rubbish) | trier |
| to stay in contact | rester en contact |
| to survive | survivre |
| to threaten | menacer |
| unfortunate; needy | malheureux/malheureuse |
| volcano | volcan (m) |

# Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for* Modern Foreign Languages, published in February 2015.

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[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

# From Pearson's Expert Panel for World Class Qualifications

" The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their students make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice. "

**Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Dame Sally Coates**

Principal, Burlington Danes Academy

**Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

**Dr Peter Hill**

Former Chief Executive ACARA

**Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

**Professor Jonathan Osborne**

Stanford University

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Bob Schwartz**

Harvard Graduate School of Education

# Appendix 5: Transferable skills

## The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves: [2]

## Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

## Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

## Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

# Appendix 6: Codes

| Type of code | Use of code | Code |
|---|---|---|
| Discount codes | Every qualification is assigned to a discount code indicating the subject area to which it belongs. This code may change. See our website (qualifications.pearson.com) for details of any changes. | FKF |
| National Qualifications Framework (NQF) codes | Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code.<br><br>The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation. | The QN for this qualification is:<br><br>601/8708/6 |
| Subject codes | The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications. | GCSE – 1FR0 |
| Paper codes | These codes are provided for reference purposes. Students do not need to be entered for individual papers. | Paper 1: 1FR0/1F and 1H<br>Paper 2: 1FR0/2F and 2H<br>Paper 3: 1FR0/3F and 3H<br>Paper 4: 1FR0/4F and 4H |

**Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

**About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your students at qualifications.pearson.com

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