Pearson Edexcel

Pearson GCSE (2024) French (9-1)

Vocabulary and grammar guide

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Introduction

This guide contains everything you need to know about the vocabulary and grammar lists for the Pearson GCSE (2024) French qualification. These are found in Appendix 1 and Appendix 2 of the specification.

The vocabulary list was developed using a frequency-led approach in line with requirements set out by the Department for Education. It focuses heavily on the top 2000 most frequent words in *A frequency dictionary of French: Core vocabulary for learners* (Lonsdale, D. & Le Bras. Y. (2009); London: Routledge).

This posed a challenge in terms of selecting vocabulary around specific themes: many of the top 2000 most frequent words are, as one would expect, basic words that can be used in a wide range of contexts, such as common conjunctions, articles, pronouns, verbs etc., with relatively few words being thematically specific nouns and adjectives.

Nevertheless, we were determined to produce lists that met the needs and interests of learners, so early in the development process we conducted research with teachers and students from a range of schools across the country to understand the themes and topics from the 2016 qualification that they most enjoyed covering, as well as possible options for new subjects. We used this information to devise the list of thematic contexts and subjects in our 2024 specification and as a steer for where to allocate the approximately 180 (Foundation) and 250 (Higher) low-frequency words. More details about our decisions can be found in the next section: 'Vocabulary list compilation'.

The Spanish and German vocabulary lists have also been developed using equivalent Routledge frequency dictionaries. There is significant overlap in the top 2000 most frequent words across the three languages, but they are not identical; this means that there is more divergence between the three vocabulary lists in this qualification than in the 2016 and prior qualifications.

Vocabulary list compilation

The vocabulary list was carefully compiled to meet a set of requirements laid out by the Department for Education. The 'core' list comprises the following:

- 1200 'base' items at Foundation tier, with an additional 500 items at Higher tier. An item is a single word in the target language which translates as either a single word or a phrase in English – for example, *toujours* ('always') or *poste* ('post office') – or a phrase in the target language which translates as a single word in English – for example, *au revoir* ('goodbye').
- 20 cultural or geographical items: these include the names of cities, countries, continents, places of interest and festivals/events to be known for receptive and productive papers – for example, *Paris*, *Algérie*, *Afrique*, *tour Eiffel* and *Fête de la Musique*.
- 30 short phrases of up to five words each, whose English translations are also phrases and cannot be understood from their component parts – for example, *il y a* ('there is/are').

This makes a total of up to 1250 items at Foundation tier, and 1750 at Higher tier.

The total number of entries in the vocabulary list in our specification is greater than 1750 at Higher tier. This is because any Foundation tier word with additional meanings at Higher tier are duplicated, with only the Higher tier meanings listed in the Higher tier section. In particular, this applies to verbs in the present tense, which have the additional translation of 'have/has been + [verb]ing' at Higher tier.

Words with different parts of speech

There are specific rules around how target-language words that exist in multiple parts of speech are counted as items within the list of 1200/1700 items:

- If a word exists as multiple parts of speech with similar meanings and we have only listed it under one part of speech in the specification, we may use it in any of these parts of speech in our exam papers. For example, *dur* ('hard, difficult') is listed as an adjective in our specification but can also be an adverb, again with the meaning 'hard'; we may use it as an adjective or adverb in our papers.
- If a word's part of speech changes as a result of a 'function word' being added to it, such as a preposition, these are listed together under one part of speech in our specification. For example, we have the noun *forme* ('shape') in our vocabulary list; when this is preceded by the word *en*, it takes on the adjectival meaning 'healthy' or 'fit'. *Forme* and *en forme* together count as one item and are listed together in the nouns section of the vocabulary list.

2016 vs 2024 vocabulary lists: key differences

The compilation of the 2024 vocabulary list took a different approach to that of the 2016 list:

Irregular inflected forms

In the 2016 vocabulary list, inflected forms of nouns and adjectives tend to be listed together with their base form (for example, *infirmier/infirmière* for 'nurse' or *blanc/he* for 'white'), and verbs are only listed in the infinitive with the expectation that all forms of these verbs would be known in all tenses required by the grammar content. This is not true of the 2024 vocabulary list.

The grammar list for the 2024 qualification is set out in Appendix 2 of the specification and explained in more detail in the 'Grammar list' section of this document. It contains all of the rules for agreeing nouns and adjectives in gender and number, and for conjugating verbs, that students are expected to know.

a) Nouns and adjectives

Where the feminine and plural forms of a noun or adjective in our 2024 vocabulary list follow one of the regular patterns in the grammar list, we have listed only the masculine singular in the vocabulary list. The masculine singular and inflected forms together constitute one of the 1200/1700 items, and students will be expected to understand and produce the inflected forms. For example:

- ***Ami*** ('friend'): students should also know *amie*, *amis* and *amies*.
- ***Européen*** ('European'): students should also know *européenne*, *européens* and *européennes*.

Where the feminine and/or plural forms do *not* fit one of the regular patterns in the grammar list, the irregular forms are also explicitly listed in the vocabulary list after the masculine singular, and each listed form counts as a separate item towards the 1200/1700 total. This is why the feminine and/or plural forms are listed for some words and not others. For example:

- ***Patron***, ***patronne***, *patrons*, *patronnes* ('boss'/'bosses'): the two forms in bold are listed in the vocabulary list as separate items because the addition of -ne to the end of a masculine noun ending in -on is not one of the rules in the grammar list, so the feminine singular form is irregular.
- ***Beau***, ***belle***, ***beaux***, *belles* ('beautiful'/'step-'): the three forms in bold are all listed in the vocabulary list as three separate items, as neither the feminine singular nor masculine plural are formed using a pattern in the grammar list. Students will be required to know the feminine plural too, as this follows the regular pattern of adding an -s to the feminine singular.

Where an irregular form is not listed as a separate item in the vocabulary list, students will not be expected to know it and we will not use it in exam papers. For example, the rule ***-al* (masc. sing.) > *-aux* (masc. pl.)** is included in the grammar list for adjectives but *not* for

nouns; we have therefore listed *animal* and *animaux* as separate items in our list, but for *journal* ('newspaper'), *cheval* ('horse') and *hôpital* ('hospital') we have only listed the singular forms, and students will not be required to know the plural forms.

b) Verbs

The verb conjugations and tenses that students will be expected to know at each tier are laid out in the grammar list and summarised in part 3 below. It is to be noted that the requirements are limited to a select few conjugation patterns, which are exemplified by 'anchor' verbs.

If a verb in our vocabulary list follows one of these conjugation patterns completely, we have only listed the infinitive and students will be required to know all the relevant conjugated forms. The infinitive and all conjugated forms together constitute one item towards the 1200/1700 total.

If a verb has conjugated forms that don't fit with one of the patterns laid out in the grammar list, these irregular forms each count as a separate item in our vocabulary list and have been listed at the end of the verb section in the specification, in a subsection entitled 'Irregular inflected verb forms'.

Let's take the example of *aller* ('to go') to see what this means in practice. For this irregular verb, following the requirements set out by the Department for Education, students at Foundation tier are expected to know the present tense (all forms); imperfect tense (singular forms only); past participle; and imperative (second person only), with Higher tier students additionally required to know the plural forms of the imperfect; the future and conditional (singular forms only); and the present participle.

Table 1:

ALLER	Foundation and Higher tier	Higher tier only
Present	**vais** **vas** **va** allons allez **vont**	
Imperfect	allais allait	allions alliez allaient
Past participle	allé(e/s/es)	
Future		**irai** **iras** **ira**

Conditional		**irais** **irait**
Imperative	**va !** allez !	allons !
Present participle		allant

As shown in the table, Foundation tier students will need to know 11 forms and Higher tier students 21 forms including the infinitive, but only the forms in bold count as items towards the 1200/1700 total: 5 forms at Foundation tier and 10 at Higher tier including the infinitive. (The second person singular of the present tense and the second person singular imperative together count as one item because they are identical: *va*.)

If a conjugated form doesn't fit one of the specified patterns and is not listed in the 'Irregular inflected verb forms' section of the vocabulary list in our specification, students are not expected to know it and it will not be tested.

To illustrate this, let's take the example of *dire* ('to say'):

Table 2:

DIRE	Foundation and Higher tier	Higher tier only
Present	dis dit disons ~~dites~~ disent	
Imperfect	disais disait	disions disiez disaient
Past participle	dit	
Imperative	dis ! ~~dites !~~	disons !
Present participle		disant

This verb follows the pattern of the anchor verb *traduire* in all required tenses **except** for the second person plural form of the present tense and imperative, *dites*. As we have not listed *dites* as a separate item in our vocabulary list, we will not test it in our papers.

Comprehensiveness

The new vocabulary list is designed to be comprehensive. Students will not be expected to understand or produce vocabulary that is not either in the list or a regular inflected form of a word in the list as per the grammar requirements (though they are welcome to use additional vocabulary in productive tasks if they so wish, and will receive equal credit for doing so correctly).

The English meanings of words on the list are also intended to be comprehensive: if a particular meaning of a word is not given in the specification, students will not be expected to know that meaning. For example, they will only need to know the word *argent* with the meaning 'money', not 'silver'.

For this reason, the translations of some words – in particular the irregular inflected forms of common verbs such as *faire* – are lengthy, to ensure we have captured all the possible meanings we might need for use in exam papers.

Prior knowledge

Because the new vocabulary list is comprehensive, there is no expectation of prior knowledge: even basic vocabulary such as greetings, numbers and colours are listed as items.

Frequency

The compilation of the new vocabulary list was frequency-led, with the vast majority of words required to be taken from the top 2000 most frequent words in a large corpus of target-language texts. Given this, as well as the overall reduction in the total number of words versus the 2016 vocabulary list, we had some difficult decisions to make about which words to include in the list and which to exclude.

For example, we excluded *violet* ('purple') from our list of colours because the feminine form, *violette*, is not covered by the grammatical rules for formation of feminine adjectives in this qualification, and so would have required two spaces out of the 1200 available at Foundation tier. We chose to allocate these spaces elsewhere.

We were also limited in the number of sports we could include in the list for the 'sports' subject, as these were mostly low-frequency words (i.e. not within the top 2000 most frequent in the corpus). We chose a small number of 'core' sports common to the French, Spanish and German lists (football, tennis, swimming, cycling) and then added a few more to each language's list that we deemed culturally relevant for that language, such as *handball* for French.

We decided to tend towards the general over the specific where possible to maximise the range of subjects available in our vocabulary – for example, we have the word *viande* ('meat') in the list but have not included the names of different meats, so that we could instead include other food items: *chocolat*, *baguette*, *frites*, etc.

Guiding principles: Diversity, Equity and Inclusion

Aside from the rules laid out by the Department for Education around vocabulary list compilation, we established some guiding principles for our vocabulary choices to ensure that, as far as possible, our lists don't favour the lifestyles, life experiences and aspirations of some students more than others. These are some of the decisions we took:

- **Religion** – we haven't included the names of any religions or religious festivals in our list. We do have the general words 'religion', 'religious' and/or 'faith'. All students are welcome to talk about their religious background in productive tasks, where appropriate, but will need to learn vocabulary pertaining to their specific religion if they wish to do so.
- **Family** – we have ensured there is a provision within the list to talk about a range of family set-ups, including words to talk about step-parents and step-siblings, and single-sex parents, so as not to favour the stereotypical nuclear family with a mother and a father.
- **School subjects** – we decided to only include the school subjects that all students taking this qualification will be studying: maths, English, science and French. This is because we deemed it fairest for all students to have to learn the names of their other GCSE subjects as additional words outside of the vocabulary list if they wanted to talk about them in productive tasks. A few other school subjects do appear on the list, but only as a secondary meaning of words that we have included for use in other thematic contexts/subjects, e.g. *histoire* ('story'/**'history'**), *théâtre* ('theatre'/**'drama'**).
- **Jobs** – we've tried to avoid any specific job titles, as those within the top 2000 most frequent words in the corpus we were using tended to be highly skilled roles (e.g. lawyer, engineer) which would only have served to reinforce a sense of elitism around MFL qualifications. We've therefore kept our vocabulary around future opportunities more general, with words like 'salary', 'boss', 'career' and 'university'. Any job titles that do appear in the list were primarily included for use in a different subject – for example, 'teacher' for the 'school' subject.

Grammar list

The grammar content for this qualification is set out in Appendix 2 of the specification and is a comprehensive list of the grammatical rules that students will need to be able to apply to the vocabulary in the vocabulary list. It is not as extensive as the grammar content for the 2016 qualification: key differences are outlined below for each part of speech.

Nouns

There is no longer an automatic requirement for students to be able to agree *all* nouns in the vocabulary list in gender (where applicable) and number. There is a specific set of feminine and plural endings which must be learnt, and for any nouns that do not take these endings, students will only be required to know the feminine and/or plural forms if these are listed as separate items in the vocabulary list.

For example, *monsieur* and *madame* are in the vocabulary list but the plural forms *messieurs* and *mesdames* are not. As these plural forms do not follow one of the specified grammatical patterns, they will not be tested and students are not expected to know them.

Adjectives

Agreement

As with nouns, there is now a specific set of rules for adjectival agreement that students will learn, and for any adjectives not following one of these rules, students will only be required to know the feminine and/or plural forms if these are listed as separate items in the vocabulary list.

For example, the adjective *long* does not have a feminine form covered by the grammar requirements, so we have listed *longue* as a separate item. The plural forms *longs* and *longues* follow the regular pattern of adding an -s to the respective singular forms, so this adjective occupies two slots in our vocabulary list and students will be expected to know all four forms.

By contrast, *roux* (‘ginger’) also has a feminine form not covered by the grammar requirements, but we have opted not to include *rousse* as a separate item in our vocabulary list as we anticipate using this adjective in reference to *cheveux* (‘hair’) – a masculine noun. One of the rules in the grammar list is ‘no change in the plural for masculine adjectives ending in -x’, so students can be tested on the masculine singular and plural forms only.

Superlatives

The requirement to learn superlative adjectives (e.g. *le meilleur*) has been removed from Foundation tier, but remains at Higher tier.

Adverbs

The requirement to learn superlative adverbs (e.g. *le mieux*, *le pire*) has been removed from Foundation tier, but remains at Higher tier.

Articles

The requirements are broadly similar to the 2016 specification but more detail is now given on the contexts in which each type of article is to be learnt. For example, students at both tiers are expected to learn about partitive articles when distinguishing between parts and wholes (e.g. *un pain* vs *du pain*); after *jouer* with musical instruments (e.g. *jouer du piano*); and after 'faire' with sports (e.g. *je fais de la danse*), but only Higher tier students will need to understand the use of partitive articles with uncountable nouns (e.g. *du lait*).

Pronouns

Direct and indirect object

Foundation tier students will now be expected to know direct and indirect object pronouns, but productively as well as receptively.

The requirement to know the order of direct and indirect object pronouns has been removed in the new qualification, as they will not be used together at either tier.

Y and *en*

Foundation tier students will no longer be required to know these. Higher tier students will, but only when used alone except in the phrase *il y en a/avait/aura*. They will not be used with any other object pronoun.

Reflexive

Students at both tiers will learn to use all reflexive pronouns (*me*, *te*, *se, nous, vous, se*) in all the tenses covered in this qualification.

Emphatic

Foundation tier students no longer need to know the emphatic pronoun *leur*.

Relative

Students at Foundation tier will no longer be expected to have receptive knowledge of the relative pronoun *que*. It will still be tested at Higher tier.

Higher tier students will now be expected to have receptive and productive knowledge of the relative pronoun *dont*.

Demonstrative

Higher tier students will no longer be expected to have receptive knowledge of the relative pronoun *celui*.

Prepositions

The list of prepositions is broadly similar between the 2016 and 2024 qualifications but the latter includes fewer complex compound prepositions. The 2024 specification provides more information on the contexts in which certain prepositions are to be learnt: for example, students at both tiers should know the use of *à* after some verbs and before a noun or second verb (e.g. *commencer à faire*) and with place names (e.g. *à Paris*).

The preposition *depuis* no longer forms part of the grammar requirements at Foundation tier. The use of *depuis* with the present tense to mean 'have been [doing] for [time period]' is a Higher tier-only construction.

Verbs

The grammatical rules around verbs in particular are more contained and rigidly defined, and there is no longer a requirement to know all conjugations for all tenses of all verbs in the vocabulary list. It is advised to pay close attention to the verbs sections of the grammar list in the specification.

Tenses

On the whole, students at both tiers will be required to know fewer conjugations of -ir and -re verbs across various tenses in this qualification compared with the 2016 specification, and compared with -er verbs. The grammar list in the specification details the specific -ir and -re verb patterns that shall be learnt. For example, at Higher tier, students will only learn the inflectional future (e.g. *je mangerai*) and conditional of -er verbs, not -ir or -re verbs.

The overall number of tenses that students will learn has also been reduced. Foundation tier students will no longer be expected to know the following:

- inflectional future
- pluperfect

Higher tier students will no longer be expected to know the following:

- pluperfect
- present subjunctive

Persons of the verb

A key difference between the 2016 and 2024 specifications is that in the latter, students are only required to know certain persons of the verb in certain tenses at each tier.

At Foundation tier, students will no longer be expected to know:

- the first, second or third person **plural** forms of *boire*, *connaître*, *courir*, *croire*, *écrire*, *recevoir*, *rire*, *suivre* or *voir* in the present.
- the first, second or third person **plural** forms or the **singular 'you formal'** form of any verb in the imperfect.
- the first, second or third person **plural** forms or the **singular 'you formal'** form of *vouloir* in the conditional.

At Higher tier, students will no longer be expected to know:

- the first, second or third person **plural** forms of *aller*, *avoir*, *être* or *faire* in the inflectional future and conditional.

Passive voice

Foundation tier students will no longer be tested on plural reflexive forms with *nous*, *vous* and *se*.

Higher tier students will be expected to learn the passive voice using *par* in the present tense only. They will no longer be tested on the passive in the imperfect or perfect tenses.

Derivational morphology

The 2024 qualification diverges from the 2016 one in having paper-specific grammar requirements. There is a set of grammar rules using prefixes and suffixes that students at both tiers will be expected to know primarily for the Reading paper (though they are welcome to apply these rules in their answers to productive tasks if they so wish, and will receive equal credit for doing so correctly). They are called 'Derivational morphology' rules and appear under this title in their own section of the grammar list in the specification.

Applying these rules to words in our vocabulary list, in the Reading paper at both tiers we may:

- add in- or im- to adjectives, adverbs or nouns, with the English meaning un-, in- or 'opposite of' (e.g. *également* ➜ *inégalement*; *sécurité* ➜ *insécurité*).
- use ordinal numbers by adding -ième (or by dropping -e and adding - ième) to cardinal numbers. (*Deuxième*, *troisième* and *quatrième* may be used in any paper as we have these listed as separate items in the vocabulary list.)
- add -able or -eable to a verb stem to create an adjective, where the English equivalent is -able or -ible (e.g. *changer* ➜ *changeable*).
- add -ion or -ation to a verb stem to create a noun, where the English equivalent is also -ion or -ation (e.g. *préparer* ➜ *préparation*).
- use adverbs created by adding -ment to the feminine form of adjectives, or by dropping -ant(e) / -ent(e) from an adjective and adding -amment / -emment (e.g. *première* ➜ *premièrement*; *patient* ➜ *patiemment*), where the English equivalent ends in -ly. (Any adverb listed as a separate item in the vocabulary list may be used in any of the papers.)

And at Higher tier only, we may:

- use agent nouns that are created by adding -eur or -ateur to a verb stem e.g. *porter* ➜ *porteur*.

Applying the vocabulary list to our papers

In this section we explain how we have used the vocabulary list in each of our papers.

Paper 1: Speaking

The text in the target language in the Speaking paper comprises:

- the text to be read aloud in the read aloud task.
- the questions and follow-up phrases on the teacher card for the role play task.
- prompts and compulsory questions, as well as examples of non-compulsory questions, in the instructions to teacher for the picture task.

These target-language texts are all written exclusively with vocabulary from the vocabulary list, or inflected forms of base words in the vocabulary list that are in line with the grammar requirements of the course. No words from outside of the vocabulary list will appear in this paper.

Candidates can access the full range of marks for this paper using only the words in the vocabulary list and any inflected forms covered by the grammar requirements in their responses. They are, however, free to learn and use words from outside of the vocabulary list that are relevant to their own lives and interests, and will receive equal credit for these if used correctly.

Paper 2: Listening

All comprehension passages in section A of this paper only contain words from the vocabulary list and inflected forms covered by the grammar requirements.

The dictation activity in section B includes words from outside of the vocabulary list to test candidates on their knowledge of sound-symbol correspondences. For more information, please see our Paper 2, Listening Teacher Guide that can be found on our ‘Course materials’ page, under ‘Teaching and learning materials’.

For example, below is the Foundation tier dictation question from our Sample Assessment Materials (SAMs):

Question 12

You are going to hear someone talking about music.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap you will write one word **in French**.

Example: Le groupe est excellent.

1. Ma famille aime la musique.
2. Je joue du piano*.
3. Mon frère adore le violon*.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in French**.

Example: La chanson est excellente.

4. Ma sœur chante bien.
5. Demain, j'ai un concert.
6. Mon père écoute la radio.

Piano and *violon* are words from outside of the vocabulary list that we test in this question.

Paper 3: Reading

Most of the target-language content of this paper is written using words in the vocabulary list or inflected forms covered by the grammar requirements, but with a few concessions:

Derived forms

There is an additional set of grammatical requirements primarily for the Reading paper that allows the use of 'derived' forms of words in the vocabulary list – see 'Derivational morphology' section above.

These rules may also be applied in reverse, i.e. if a 'derived' form is listed in our vocabulary list but the 'base' form is not, we may use the base form in the Reading paper. For example, we have *probablement* in our vocabulary list, so *probable* may appear in the Reading paper.

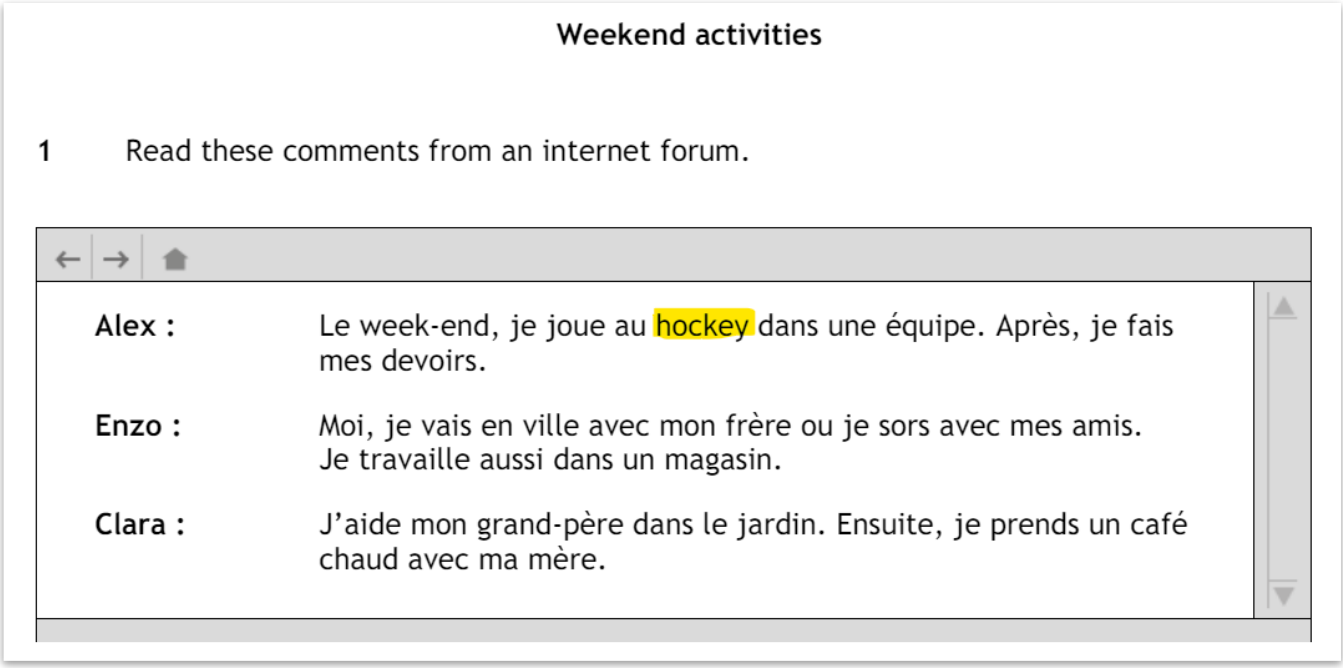
Glossed words

Up to 2% of the total number of words in Higher tier or Foundation/Higher overlap comprehension passages can be words from outside of the vocabulary list. This 2% figure is calculated at question level, not on the paper as a whole. Any such words are glossed in English alongside the comprehension passage.

Cognates

In addition to the glossed words, up to 2% of the total number of words in any given comprehension passage can be cognates from outside of the vocabulary list, and these are not glossed. Again, this 2% figure is calculated at question level.

A cognate is defined in the subject content for this qualification as a "word in which the substantial majority of letters are the same in English and the assessed language; they have the same meaning in both languages and any difference in spelling should not impede understanding". We have been conservative in applying this definition in the Sample Assessment Materials: for example, the opening question to the Foundation paper includes the word *hockey* as a cognate.



Weekend activities

1 Read these comments from an internet forum.

Alex :	Le week-end, je joue au hockey dans une équipe. Après, je fais mes devoirs.
Enzo :	Moi, je vais en ville avec mon frère ou je sors avec mes amis. Je travaille aussi dans un magasin.
Clara :	J'aide mon grand-père dans le jardin. Ensuite, je prends un café chaud avec ma mère.

Place names

Names of any places that do not appear in the 'cultural and geographical' words in our vocabulary list, and that are not easily understandable, may be used and glossed in the Reading paper. For example, we gloss the river Seine in question 7 of our Higher tier SAMs:

Comme chaque année, la capitale invite les touristes à profiter de ses plages en bord de **Seine***. Ouvertes du 9 juillet au 21 août, ceux qui aiment le soleil peuvent venir sans réserver.

Des activités gratuites pour les enfants y sont proposées tous les après-midis : jeux, chansons, châteaux de sable ...

Pour vous reposer, nous vous recommandons la bibliothèque de plage où vous pourrez lire un livre. Si vous voulez rester en forme, l'office de tourisme vous donnera le détail de toutes les activités sportives disponibles.

À noter : nous vous proposons un parc naturel avec des animaux en liberté et des voyages en bateau sur la Seine. Pour acheter vos billets, présentez-vous à l'office de tourisme !

(La) Seine = a river in Paris

There is no specified limit on the number of place names that may be glossed in this way, but as place names are used sparingly in our passages, very few are glossed in the SAMs.

Inference

The subject content for this qualification stipulates that candidates must be able to "infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the Vocabulary List when they are embedded in the context of written sentences". We therefore have inference questions in our Reading papers that test words from outside of the vocabulary list.

This example from our Foundation tier SAMs requires candidates to use the phrase *faire les courses* and other clues from the surrounding sentence to deduce the correct meaning of *épicerie* from the options provided.

A French town

3 Read the extract from a tourist brochure.

La ville est vieille et très belle. Nous avons un parc naturel et tout le monde adore le château historique.

Il n'y a pas de supermarché mais il y a une petite ***épicerie***.
C'est pratique pour faire les courses.

(b) Which of these is the best translation for the word ***épicerie***?

Put a cross ☒ in the correct box.

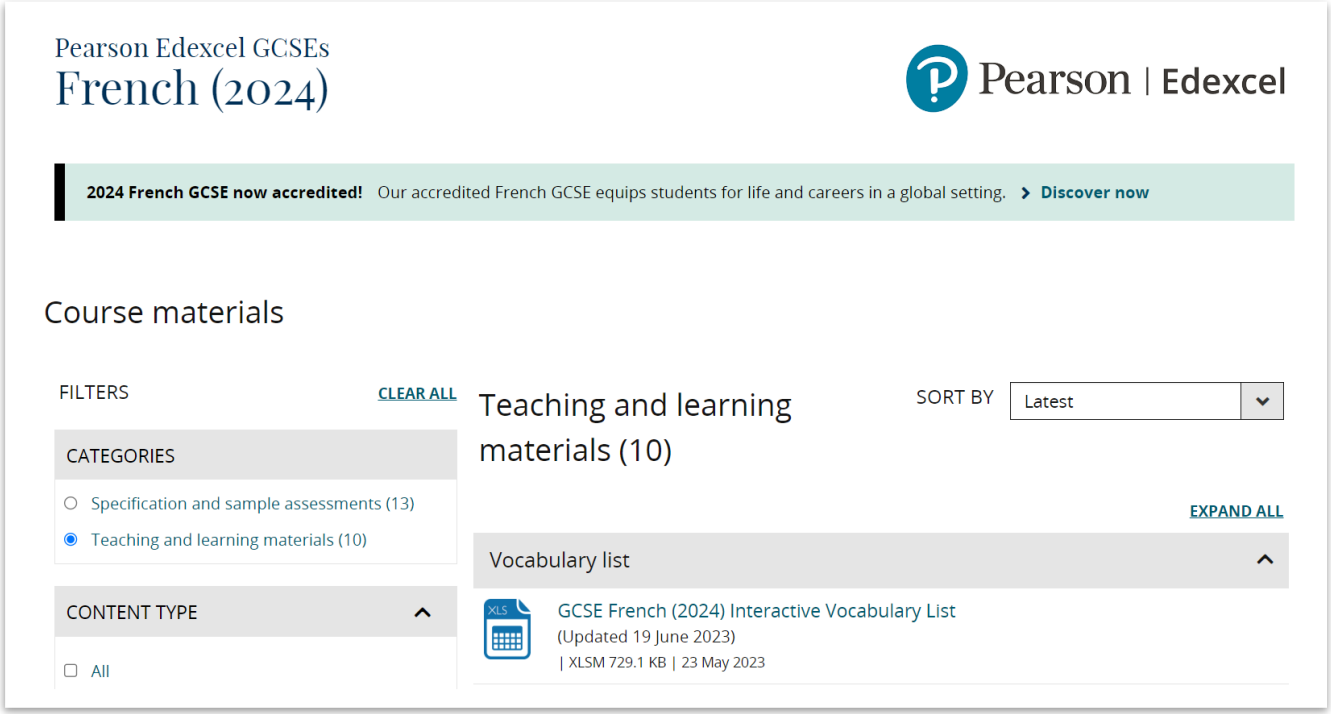
☐	**A**	art gallery
☐	**B**	grocery shop
☐	**C**	gymnasium

Paper 4: Writing

All tasks in the writing papers are written in English, but care has been taken to ensure that they target vocabulary on the list. All questions in this paper can be answered and candidates can access the full range of marks using only words from the vocabulary list and inflected forms covered by the grammar requirements. Candidates are, however, free to learn and use words from outside of the vocabulary list that are relevant to their own lives and interests, and will receive equal credit for these if used correctly.

Interactive vocabulary tool

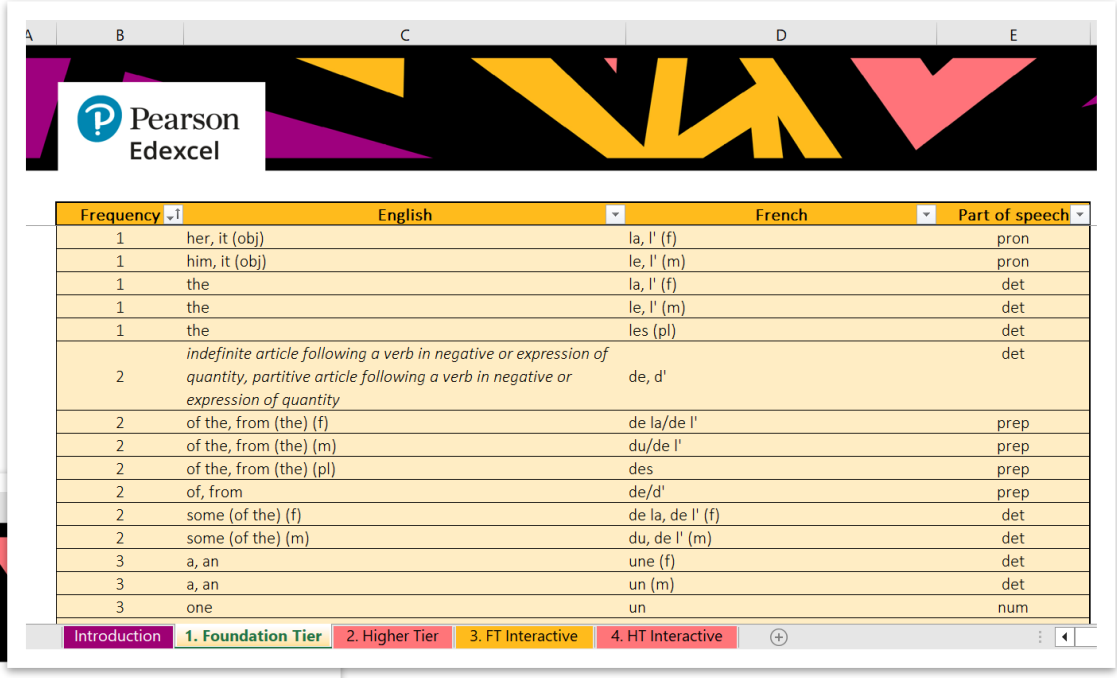
This qualification is vocabulary-driven rather than theme-driven. However, we know that teachers wish to continue planning and teaching course content around themes, so we have developed an interactive vocabulary tool that maps the words in the vocabulary list to the 20 subjects listed in our specification. This tool can be found on our 'Course materials' page, under 'Teaching and learning materials':



How to use

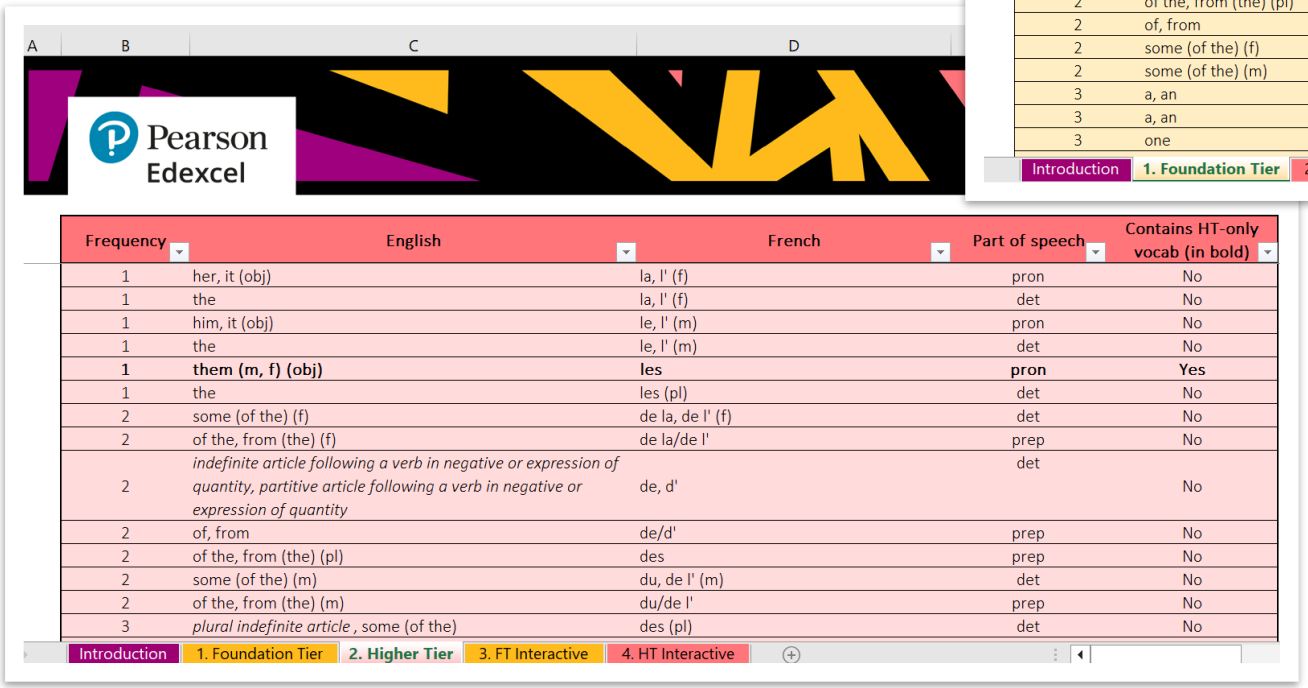
This resource contains an introduction tab explaining how to use the tool, plus four vocabulary tabs.

The first vocabulary tab lists the full Foundation tier vocabulary list, organised in frequency order.



Frequency	English	French	Part of speech
1	her, it (obj)	la, l' (f)	pron
1	him, it (obj)	le, l' (m)	pron
1	the	la, l' (f)	det
1	the	le, l' (m)	det
1	the	les (pl)	det
2	*indefinite article following a verb in negative or expression of quantity, partitive article following a verb in negative or expression of quantity*	de, d'	det
2	of the, from (the) (f)	de la/de l'	prep
2	of the, from (the) (m)	du/de l'	prep
2	of the, from (the) (pl)	des	prep
2	of, from	de/d'	prep
2	some (of the) (f)	de la, de l' (f)	det
2	some (of the) (m)	du, de l' (m)	det
3	a, an	une (f)	det
3	a, an	un (m)	det
3	one	un	num

Introduction | 1. Foundation Tier | 2. Higher Tier | 3. FT Interactive | 4. HT Interactive



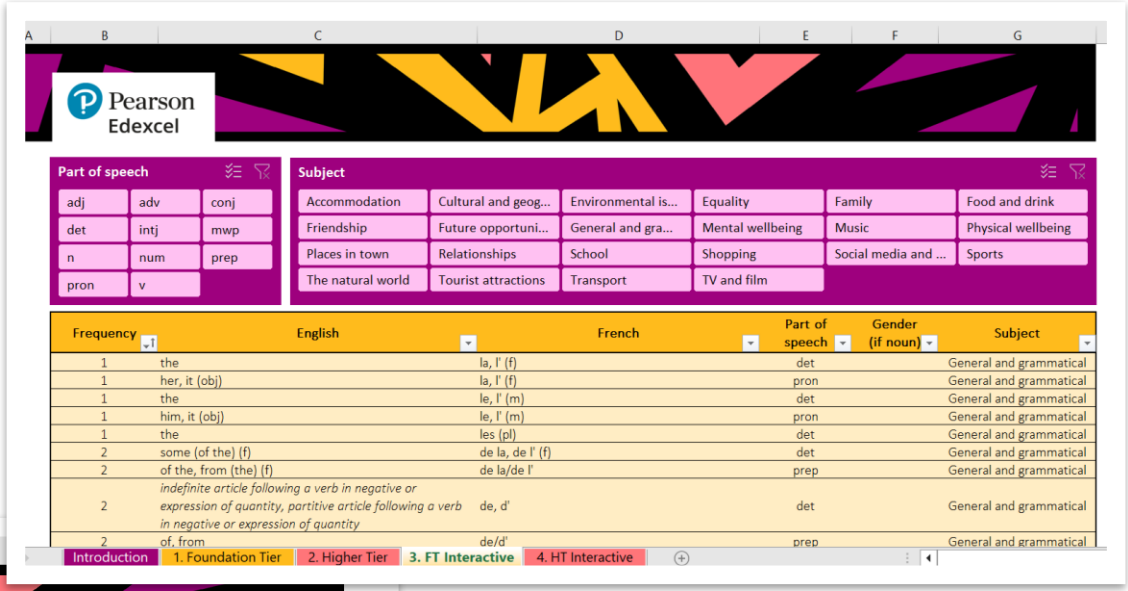
Frequency	English	French	Part of speech	Contains HT-only vocab (in bold)
1	her, it (obj)	la, l' (f)	pron	No
1	the	la, l' (f)	det	No
1	him, it (obj)	le, l' (m)	pron	No
1	the	le, l' (m)	det	No
1	**them (m, f) (obj)**	**les**	**pron**	**Yes**
1	the	les (pl)	det	No
2	some (of the) (f)	de la, de l' (f)	det	No
2	of the, from (the) (f)	de la/de l'	prep	No
2	*indefinite article following a verb in negative or expression of quantity, partitive article following a verb in negative or expression of quantity*	de, d'	det	No
2	of, from	de/d'	prep	No
2	of the, from (the) (pl)	des	prep	No
2	some (of the) (m)	du, de l' (m)	det	No
2	of the, from (the) (m)	du/de l'	prep	No
3	*plural indefinite article* , some (of the)	des (pl)	det	No

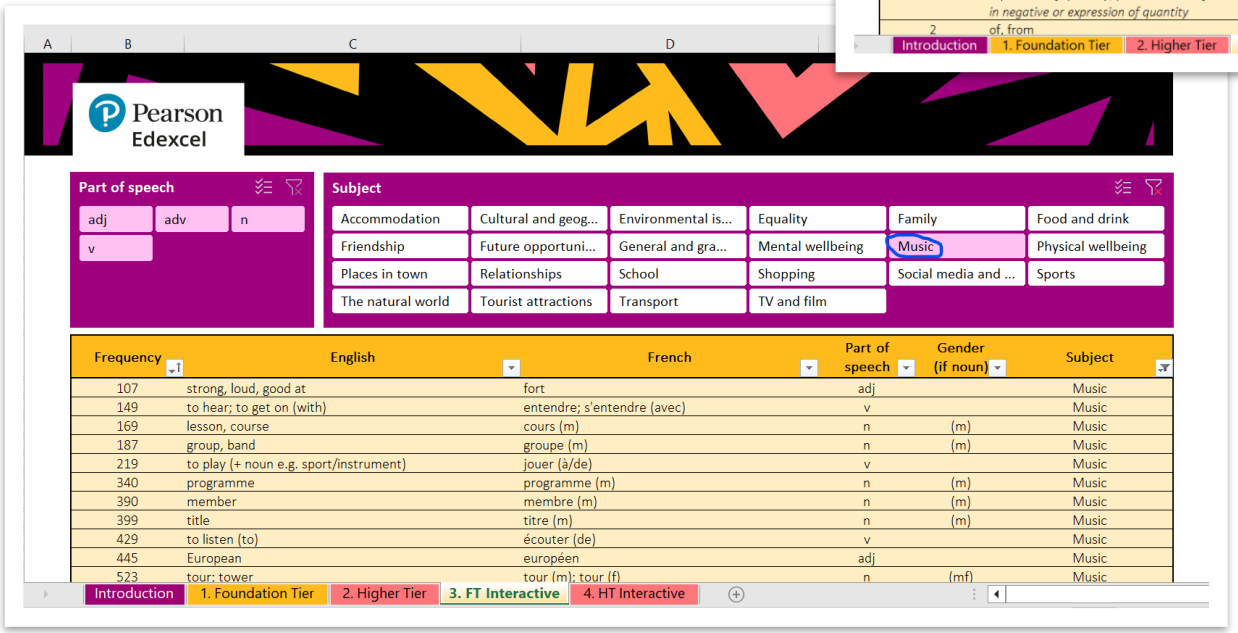
Introduction | 1. Foundation Tier | 2. Higher Tier | 3. FT Interactive | 4. HT Interactive

The second tab lists the full Higher tier vocabulary list, which contains the Foundation vocabulary (sometimes with extra HT-only definitions) plus 500 additional words. All HT-only content is marked in **bold**.

These two tabs are not editable.

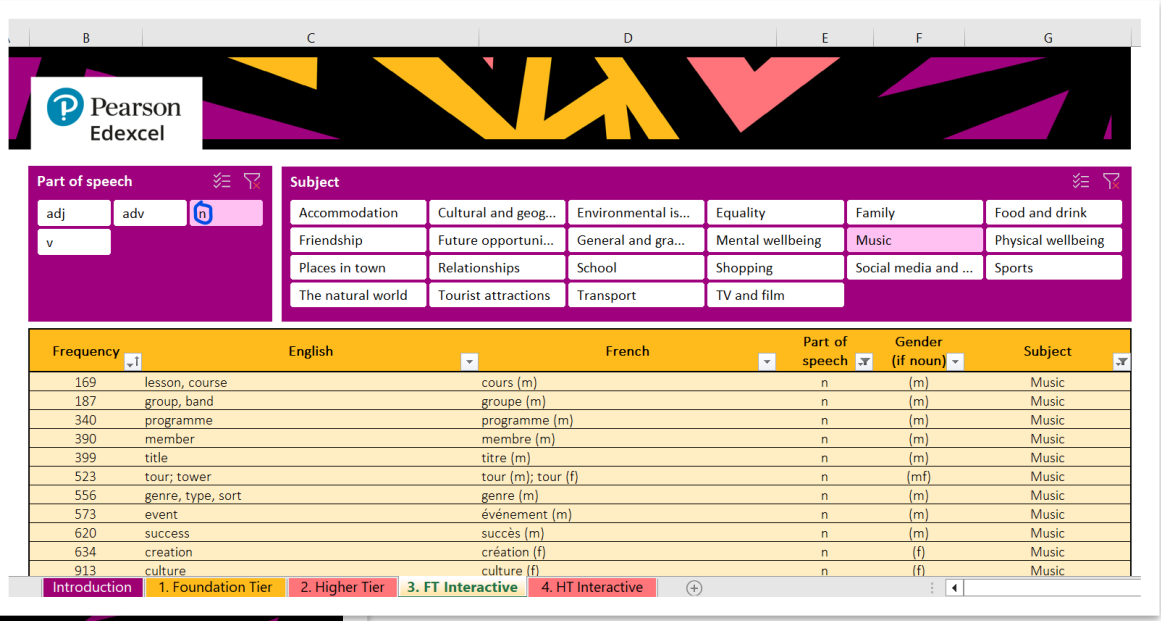
The third and fourth tabs are the **interactive** tabs. They contain two sets of filters in the purple boxes at the top: one for parts of speech, and another for all of the subjects in the specification, plus a ‘General and grammatical’ category for words that are too general to be mapped to subjects.

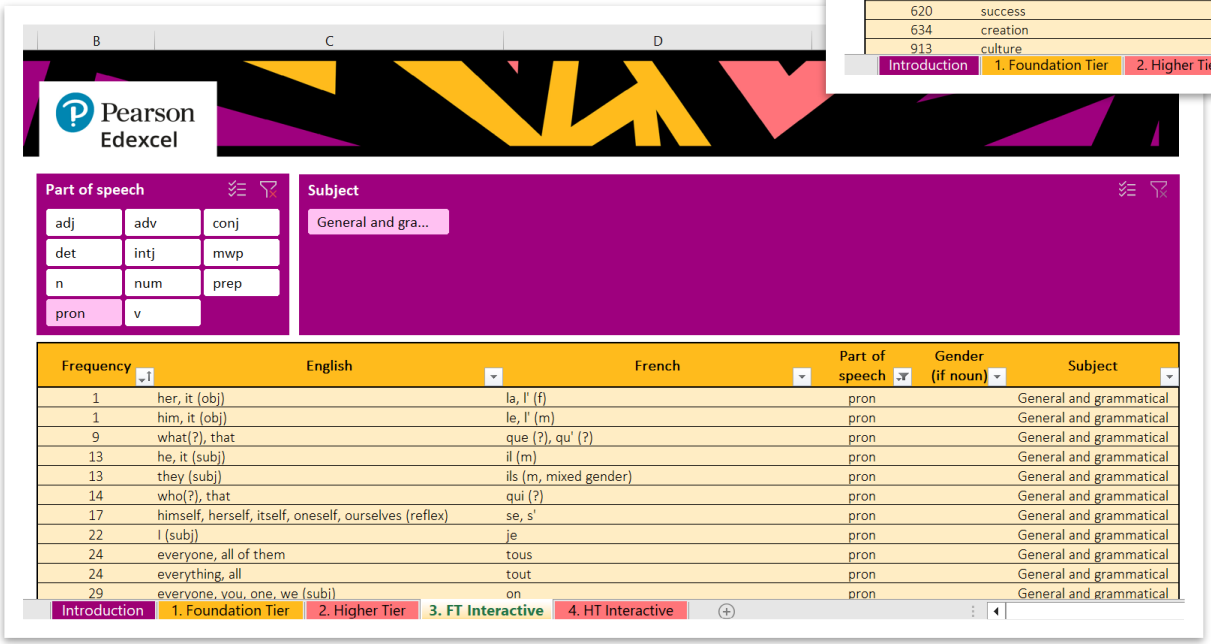




To see all the vocabulary mapped to a particular subject, simply click on that subject (‘music’ in this example) and all irrelevant vocabulary will be filtered out.

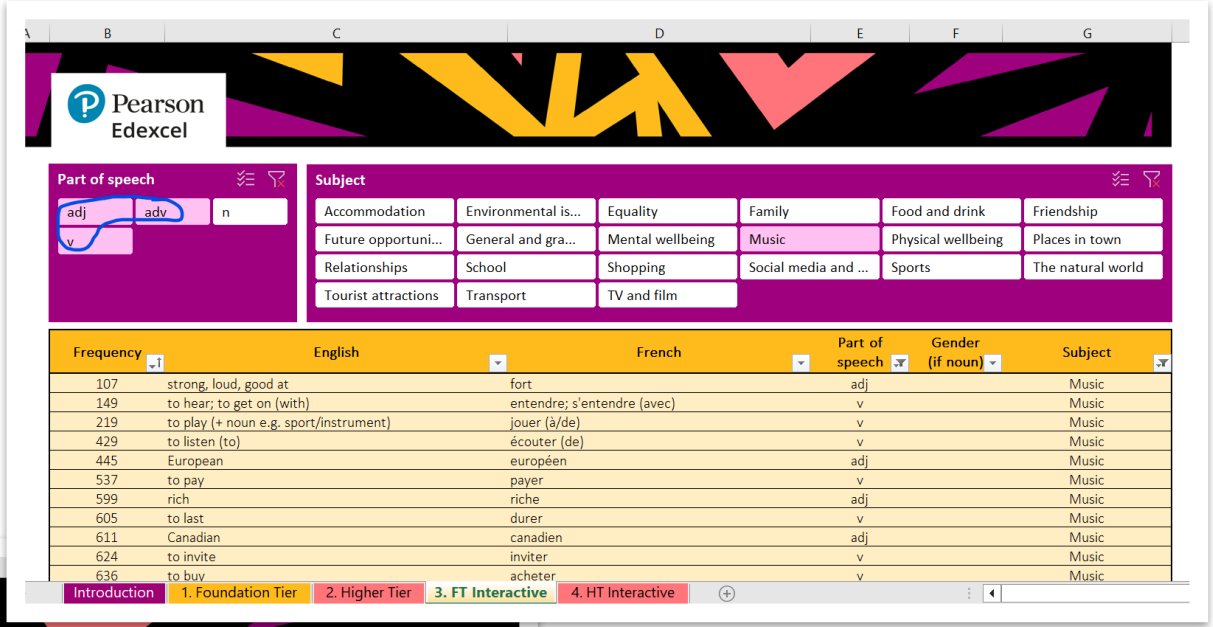
Should you then wish to filter down further, by part of speech (‘nouns’ in this example), you can then click on the part of speech that you would like to see for your chosen subject.

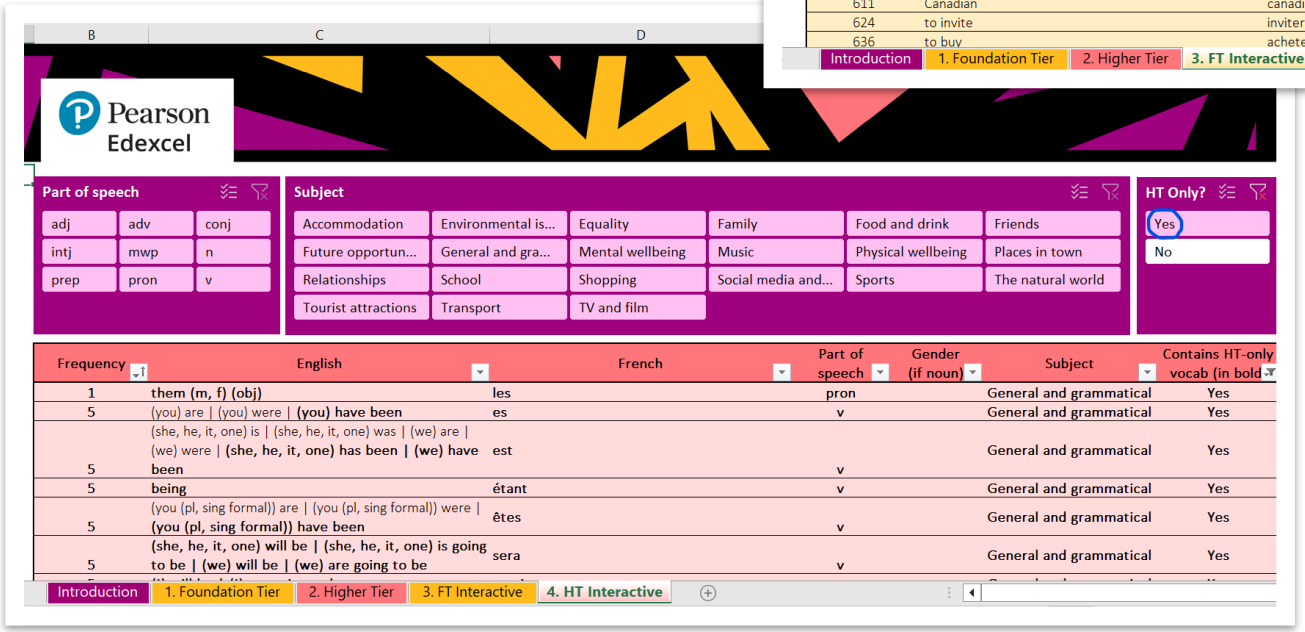




Alternatively, you could start by selecting the part of speech and then narrow down by subject. Either way, **selecting an option in one filter narrows down the options in the other filter to only those containing your selection**. For example, if you were to choose ‘pron’ (‘pronoun’) for the part of speech, you would only be left with the ‘General and grammatical’ option in the subjects filter, because pronouns are too general to be mapped to any specific subjects.

To select more than one option in either of the filters, click on your first selection and then hold down the **ctrl** key while clicking on your other selections.





The fourth tab – the Higher interactive list – contains a third filter titled 'HT Only?'. Select 'Yes' in this filter to see all the items on the vocabulary list with HT-only content, marked in **bold**. Select 'No' to see only the vocabulary items that are identical at Foundation and Higher tier: this is **not** the entire Foundation tier list because some FT words have additional English translations that only HT students are required to know.

Course planning with this tool

This tool is purely intended as a starting point for your course planning: it does not reflect the organisation of the vocabulary in any coursebooks for this qualification, nor does it prescribe where the vocabulary will be used in exam papers.

It is important to note that the categorisation of vocabulary into subjects is highly subjective, and you may disagree with some of the categorisations in this tool. To make the tool as useful as possible, we have mapped as many of the words in the list as we could to subjects, rather than putting them in the 'General and grammatical' category; however, highly frequent words are by their very nature applicable to a wide range of contexts, and their links to some subjects may seem tenuous. You are not bound to teach the vocabulary in the subjects that they appear under in this spreadsheet – you are free to teach it under any subject you wish, or not under any subjects at all.