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Specification

Edexcel GCSE in French (2FR01)

**Edexcel GCSE (Short Course)
in French: Spoken Language (3FR0S)**

**Edexcel GCSE (Short Course)
in French: Written Language (3FR0W)**

For first certification 2014

Issue 5

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers Edexcel GCSE examinations.

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This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Introduction

The Edexcel GCSE and Edexcel GCSE (Short Courses) in French are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Choice of pathways, general, mixed or vocational, enabling personalised learning.
- Choice of focus in controlled speaking and writing assessments.
- Choice of tiers in reading and listening papers.
- Outcome-based assessment in speaking and writing.
- Emphasis on active use and manipulation of language.
- Builds on best practice from the previous Edexcel GCSE specification (including Applied French).
- Written in consultation with practitioners.
- Facilitates content and language integrated learning (CLIL).
- Short Courses in two skill areas: listening and speaking or reading and writing.
- Logical progression route from Key Stage 3 and provides groundwork for the GCE AS and Advanced GCE in French.

Key subject aims

To enable students to develop:

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

Contents

Contents

Specification at a glance

The Edexcel GCSE in French consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in French: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in French: Written Language is formed of the other two units (reading and writing).

All qualifications offer choice, flexibility and focus.

The Edexcel GCSE Short Courses and the Edexcel GCSE are available for first certification in 2014.

Students may be entered for a short course at the end of Year 10 or Year 11, however it is no longer possible for students to 'top up' from a short course to the full GCSE.

The GCSE combines controlled assessment of speaking and writing skills with Foundation or Higher tier external assessments for the listening and reading skills.

Unit 1:	Listening and understanding in French	*Unit code: 5FR01
• Externally assessed • Availability: June		**40% of the total GCSE Short Course** / **20% of the total GCSE**

Overview of content

• This unit draws on vocabulary and structures from across the four specified common topic areas (in the *Common topic areas* section).

• Students will be tested on their ability to understand spoken French. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

• The examination consists of a number of passages or interactions in French with a variety of question types.

• The spoken material heard will include both formal (eg telephone message) and informal speech (eg social interaction).

• Timing: Foundation Tier: 25 minutes + 5 minutes reading time
              Higher Tier: 35 minutes + 5 minutes reading time

• Total number of marks is 40.

Unit 2: Speaking in French — *Unit code: 5FR02

- Internally assessed
- Availability: June (anytime during the course prior to the deadline selected for the submission of marks)

60% of the total GCSE Short Course

30% of the total GCSE

Overview of content

- The focus of the speaking unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *media and culture*, *sport and leisure*, *travel and tourism* or *business, work and employment* (or the *centre-devised option*).

- A student may undertake formal assessments in any appropriate setting, so long as these do not replicate those undertaken in *Unit 4: Writing in French*. The theme may be the same as that chosen for Unit 4 but the purpose of the tasks must be different.

Overview of assessment

- This unit is internally assessed under controlled conditions.

- Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel.

- Students must demonstrate the ability to use the French language for different purposes and in different settings, and will be assessed on two speaking activities chosen from the following task types: an open interaction, a picture-based free-flowing discussion or a presentation with discussion following.

- **Each** activity must last for 4-6 minutes and marks should be submitted from each student that relate to two different task types.

- These **controlled speaking assessments** can be carried out at any time during the course prior to the deadline for the submission of marks. This unit is set and marked by the centre and moderated by Edexcel.

- Total number of marks is 60.

Unit 3:	Reading and understanding in French	*Unit code: 5FR03

- Externally assessed
- Availability: June

40% of the total GCSE Short Course   **20% of the total GCSE**

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas**.

- Students will be tested on their ability to understand written French. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding

Overview of assessment

- The examination consists of a number of short texts, notices or news reports in French which include a range of settings and styles, both formal and informal (eg text messages, advertisements, emails).

- Timing: Foundation tier: 35 minutes
            Higher tier: 50 minutes

- Total number of marks is 40.

Unit 4:	**Writing in French**		***Unit code: 5FR04**

- Internally set and externally marked
- Availability: June (anytime during the course prior to the deadline selected for the submission of marks)

60% of the total GCSE Short Course

30% of the total GCSE

Overview of content

- The focus of the writing unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *media and culture*, *sport and leisure*, *travel and tourism* or *business, work and employment* (or the **centre-devised options**).

- A student may undertake formal assessments in any appropriate setting, so long as these do not replicate those undertaken in *Unit 2: Speaking in French*. The theme may be the same as that chosen for Unit 2 but the purpose of the tasks must be different.

Overview of assessment

- This unit is externally marked under controlled conditions.

- Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel. The student must demonstrate the ability to use the language for different purposes and in different settings.

- The student must complete **two separate writing tasks**** and each of these must be undertaken in controlled conditions in a single **assessment session** of no more than one hour. Although assessment is time constrained and primarily qualitative rather than quantitative, it is anticipated that students will produce at least **100** words in each of the two assessment sessions.

**It may be more appropriate for certain students to complete two shorter tasks rather than one longer one in a single assessment session. Consequently, it is possible for centres to submit more than two pieces of writing from these students so long as the work has all been produced in two assessment sessions.

- Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce **over 200 words** in each task. Centres must limit the work submitted for external marking from these students to two pieces of written work.

- The **controlled assessments** can be undertaken at any time during the course prior to the deadline for the submission of students' work. Work is marked by Edexcel.

- Total number of marks is 60.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A Qualification content

Knowledge, skills and understanding

Knowledge and understanding

This Edexcel GCSE in French requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are of relevance and interest to the student
- correspond to students' level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

Skills

The Edexcel GCSE in French qualification requires students to:

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

The Edexcel GCSE (Short Course) in French: Spoken Language qualification requires students to:

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

The Edexcel GCSE (Short Course) in French: Written Language qualification requires students to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

Following on from the Key Stage 3 curriculum in Modern Languages, the Edexcel GCSE in French provides **flexibility**, **choice** and **scope for personalised learning**. Teachers and students have considerable **control of content in the speaking and writing units** and are free to **focus** on **one** or more of the following broad themes.

Theme	Possible related content
	The following content is indicative only. Students may undertake work on other topics that relate to the chosen theme.
1. Media and culture	Music/film/reading
	Fashion/celebrities/religion
	Blogs/internet
2. Sport and leisure	Hobbies/interests
	Sporting events
	Lifestyle choices
3. Travel and tourism	Holidays
	Accommodation
	Eating, food, drink
4. Business, work and employment	Work experience/part-time jobs
	Product or service information
5. Centre-devised option	This option enables French language learning to be linked to other areas of the curriculum not specified above. It may particularly appeal to centres offering content and language integrated learning (CLIL).
	NB: Centres should seek approval from Edexcel, using the *Ask the Expert Service* (see *Section C: Resources, support and training*).

Many students will appreciate the opportunity to focus on **one** broad theme relating to a specific interest or relevant curriculum area. However, it is acknowledged that some centres may wish to cover more than one theme, and this specification accommodates both approaches. Similarly, students can focus on one theme for the speaking unit and on a different one for the writing unit.

The qualification allows for **general**, **mixed** or **vocationally focused pathways** through the choice of themes. Although *travel and tourism* and *business, work and employment* offer more 'specialist' pathways, they provide **contexts** in which students can apply language skills and do not require any 'specialist' subject knowledge on the part of the student or teacher.

Alongside the themes, Edexcel has set the following four common topic areas and linked sub-topics. These, together with the minimum core generic vocabulary list (*Appendix 5*), have been produced to help teachers in planning and preparing students for the external examinations (*listening and understanding* and *reading and understanding*).

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where French is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

Unit 1   Listening and understanding in French

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas listed in the *Common Topic Areas* table and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing the French language spoken in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Spoken material will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in a French-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- The content of the assessment tasks should be familiar and accessible to most students.

- Students will be asked to demonstrate their understanding of pre-recorded spoken French. The recording will feature male and female native French speakers who will speak at a rate appropriate to the expected level of student understanding.

- Students have five minutes in which to read through the paper before the examination starts. This gives students an opportunity to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.

  Foundation tier: 25 minutes plus 5 minutes' reading time

  Higher tier: 35 minutes plus 5 minutes' reading time

- Each French 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. The recordings are sent out in CD ROM format or as sound files accessed via a secure download.

- A number of question types will be used in the Foundation tier paper, inviting non-verbal responses such as multiple-choice questions and matching exercises. A mixture of visual and short verbal cues in English will be given. In addition, certain questions will award marks for a student's own short, written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the Foundation tier will follow a 'peaks and troughs' model. Questions will appear in a mixed order in terms of difficulty rather than in order of increasing difficulty.

- The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English. Both papers carry a total of 40 marks and will be marked against an assessment-specific mark scheme.

- **The question titles and rubrics will be in English throughout the papers.**

Unit 2   Speaking in French

Overview

Content overview

- Students are required to develop oral communication skills in different settings and for different purposes, related to one or more of the following themes:

  ○ media and culture

  ○ sport and leisure

  ○ travel and tourism

  ○ business, work and employment

  ○ centre-devised option.

- Each of the broad themes gives students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of French language and grammar, as well as to present, discuss, interact, ask and respond to questions, express feelings and give opinions in French. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content. They can target assessment to the specific interests, learning needs and optimal performance level of each student. However, if teachers need reassurance on the suitability of a particular approach, topic or theme, they can consult an experienced examiner through Edexcel's *Ask the Expert* service.

- Teachers are encouraged to engage students in a variety of speaking activities as they prepare for their assessments. These may range from a simple transactional role play to a more complex group discussion or podcast production. Some possible sub-topics are listed in the *Common Topic Areas* table and many more can be used. When determining the speaking tasks for formal assessment, it is important to avoid duplication across speaking and writing skills. Although the chosen theme and general topic may be the same, the content and purpose of the formally assessed tasks must be different in the speaking and writing units. However, teachers can assess a student informally using tasks that overlap in this way either as part of their general language learning and development, or if only one of these tasks (speaking or writing) is counted towards final assessment.

- Tasks may relate to contexts or situations in a French-speaking country, although this is not always feasible and could involve interactions and discussions with French speakers in their own country. Students are, therefore, expected to develop an appropriate awareness and understanding of the culture and society of French-speaking countries and communities as part of their French language study.

- **NB: If the centre is in any doubt about the suitability of the approach or potential overlap, the teacher responsible should refer to Edexcel's *Ask the Expert* service, clearly setting out the context, purpose and requirements of the tasks proposed for Unit 2 and outlining the tasks proposed for Unit 4.**

Assessment overview

- Students need to undertake **controlled assessments** that are marked by the teacher and Edexcel moderated. Please refer to the *Controlled Assessment* section for further information about controlled assessment and its impact on this unit.

- Centres must submit the marks from each student's **two speaking tasks**. Although it is anticipated that both will relate to **one theme**, the two tasks could be linked to different themes. Marks must be submitted from each student that relate to **two different task types** chosen from the following:

  ○ an open interaction

  ○ a picture-based free-flowing discussion

  ○ a presentation followed by discussion.

- Each task should last approximately 4-6 minutes and must take place in controlled conditions. This, together with reduced recording requirements, facilitates ongoing and classroom-based assessment rather than end-of-course oral tests. The latter are, however, possible and teachers can assess whenever it is most appropriate and practical for their students. Final marks and sample recordings must be submitted by 15th May.

- Full details of internal moderation procedures, marks submission arrangements, recording and sampling requirements for these qualifications appear in the *Administrative Support Guide*. Samples of student work undertaken must reflect the full range of task types undertaken at your centre.

- All three task types involve interaction. An **open interaction** can take place between a student and a teacher or, if feasible, between two supervised students. It is essentially an unscripted role play in response to a stimulus that students prepare on an individual basis in class, or under direct supervision, up to two weeks in advance and involving no more than six hours contact time.

- The interaction relates to a stimulus that provides both context and purpose. They may be formal and transactional in nature or, alternatively, relate to more informal situations such as a focused dialogue between friends. Students may refer to the stimulus when undertaking their open interaction assessment as well as their own notes – these should contain no more than 30 words and must be written in bullet point or mind map format. Although Edexcel produces a range of stimuli for each of the main themes (excluding centre-devised ones), teachers can adapt these or produce their own. The stimuli are generally open ended to invite student responses at different levels and may include teacher prompts and questions. Stimuli must be treated as live assessments and must be kept securely.

- The stimuli usually provide some initial clues to support students and teachers can reduce or add to this according to the needs of the individual student. Both Edexcel-produced and centre-devised stimuli must be refreshed at least every two years. Please see the sample assessment materials for examples.

- Students can also engage in a **discussion related to a picture (or other visual) that they have chosen** or give a **presentation** and then respond to a series of linked, follow-up questions and answers. These tasks give students a choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have interest or involvement in (for example an activity, club or place). It is not envisaged that students will be presented with an unseen picture a few minutes before assessment or that they will be asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for a specific picture or presentation-based assessment on an individual basis in class, or under other direct supervision, up to two weeks in advance and involving no more than six hours contact time.

- Students wishing to give a short presentation (three minutes maximum) or discuss a picture should be able to refer to bulleted notes (30 words maximum) or a mind map equivalent (30 words maximum) produced on a CA2 form. Those wishing to discuss a picture can give a short initial presentation (one minute maximum) to introduce their picture.

- As the assessment for all task types is outcome-based, teachers should ensure that they exploit the stimuli or ask questions that are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of student discussions and/or presentations in advance, so that they can prepare accordingly. However, teachers must not reveal any assessment-specific questions to students in advance.

- Students may, of course, engage in research or general preparation work related to the content of their chosen theme(s) on an ongoing basis. This may be undertaken outside the classroom and can be marked. However, no teacher feedback or guidance should be given to students when they are preparing for a specific live assessment other than to clarify the general requirements of the task.

- Teachers may assess students on more than one occasion (using **different** assessment tasks) and submit students' best marks. Each task attracts a maximum of 30 marks in accordance with the following assessment criteria that require a 'best fit' approach to marking. Marks are awarded for content and response, range of language and accuracy.

Assessment criteria

Content and Response	Mark
• Communicates comprehensive and detailed information related to chosen visual/topic/stimulus. • Interacts very well. • Speaks very confidently and with clear spontaneity. • Frequently takes initiative and develops elaborate responses. • No difficulty in expressing and explaining a range of ideas and points of view. • Very little or no hesitation. • Able to deal with unpredictable elements without difficulty.	16-18
• Communicates detailed and relevant information related to chosen visual/topic/stimulus. • Interacts well. • Speaks confidently. • Takes initiative and develops more elaborate responses. • Has little difficulty expressing and explaining ideas and points of view. • Little hesitation and little or no prompting necessary. • Able to deal with unpredictable elements with some success.	12-15
• Communicates relevant information related to the chosen visual/topic/stimulus but with some obvious omissions. • Some interaction. • Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation. • Able to deal with some unpredictable elements.	8-11
• Limited communication related to chosen visual/topic/stimulus. • Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. • Able to deal with isolated unpredictable elements.	4-7
• Minimal description of chosen visual/topic/stimulus. • Conveys very little relevant information in minimal responses (mainly one word replies). • Largely disjointed and unconnected ideas. • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting.	1-3
• No rewardable content.	0

Range of language	Mark	Accuracy	Mark
• Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses.	6	• Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation.	6
• Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination.	5	• Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good.	5
• Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination.	3-4	• A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate.	3-4
• Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences.	2	• Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable.	2
• Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences.	1	• Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language.	1
• No rewardable language.	0	• No rewardable language.	0

Unit 3   Reading and understanding in French

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas (in the *Common Topic Areas* table) and, where appropriate, building on the Key Stage 3 Programme of Study. 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 will also be presented with different fonts and formats, for example short printed messages, advertisements and email messages. Material presented will usually relate to a French-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.

  Foundation tier: 35 minutes

  Higher tier: 50 minutes

- A number of question types will be used in the Foundation tier paper that invite non-verbal responses, such as multiple choice and matching exercises. A mixture of visual and short verbal cues in English will be given, and marks will be awarded for a student's own short, written English-language responses (two or three words may suffice). To encourage students to complete the entire paper, the Foundation tier will follow a 'peaks and troughs' model. Questions will appear in a mixed order in terms of difficulty rather than in order of increasing difficulty.

- The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English.

- Both papers carry a total of 40 marks and will be marked in accordance with an assessment-specific mark scheme.

The question titles and rubrics will be in English throughout the papers.

Unit 4   Writing in French

Overview

Content overview

- Centres are required to submit **students' written work** for external marking by Edexcel. This work must be **completed during two sessions** of no more than one hour each (minimum 45 minutes). Students may choose the context of the written tasks according to the pathway that they have chosen to follow (general or vocational) and the work must relate to one or more themes selected from the following:

  ○ media and culture

  ○ sport and leisure

  ○ travel and tourism

  ○ business, work and employment

  ○ centre devised option.

- Each of the broad themes gives students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of French language and grammar, as well as to inform, describe, give detail, express feelings and to give opinions in French. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content so that they can target assessment to the specific interests, learning needs and optimal performance level of each student. However, if teachers need reassurance on the suitability of a particular approach, topic or theme, they can consult an experienced examiner through Edexcel's *Ask the Expert* service.

- Teachers must ensure that the formal assessments used enable students to demonstrate their ability to use language for different purposes. Although the context of the tasks may be common, teachers must check that there is no direct overlap of content across the formal speaking and writing assessments. For example, in *Unit 2: Speaking in French* the student completes an open interaction as an assistant in a tourist information office, providing information about local amenities (formal, giving information). For their second task, they present a picture stimulus related to a holiday/exchange visit spent in a French-speaking country and then follow this up with a discussion (informal, expressing opinions, evaluative). In Unit 4, the student may present a letter of complaint (formal) to the tourist information office about transport arrangements and also produce poster text to attract fellow students to a school exchange. (informal, descriptive).

- Teachers can informally assess a student using tasks that overlap in content and purpose either as part of their general language learning and development, or if only one of these tasks (speaking or writing) is counted towards final assessment.

- **NB: If the centre is in any doubt about the suitability of the approach or the content of the tasks, the teacher responsible should refer to Edexcel's Ask the Expert service, setting out clearly the context, purpose and requirements of the tasks for Unit 4 and also for Unit 2.**

Assessment overview

- Controlled assessment allows for ongoing and classroom-based assessment rather than end-of-course testing, although this is still possible. Teachers can assess whenever it is most appropriate and practical for their students. Centres must submit students' written work to Edexcel in May. More information is provided in the *Teachers' Guide* that accompanies this specification.

- The student must complete **two separate writing tasks*** and each must be undertaken in controlled conditions in a single **assessment session** of no more than one hour (minimum 45 minutes). Although assessment is time constrained and primarily qualitative rather than quantitative, it is anticipated that students will produce at least **100** words in each of the two assessment sessions.

*It may be more appropriate for some students to complete two shorter tasks rather than a longer one in a single assessment session. Consequently, centres can submit more than two pieces of writing from these students as long as the work has all been produced in two separate assessment sessions (maximum of four pieces of writing).

- Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce **over 200 words** for each task. Centres must,limit the work submitted for external marking from these students to **two** pieces of written work.

- **Controlled assessments** can be undertaken at any time during the course prior to the deadline for the submission of students' work.

- When undertaking their assessments in controlled conditions, students can refer to a dictionary or online dictionary, the relevant stimulus and brief notes in bullet point or mind map type format (30 words maximum) produced on a CA4 form that must accompany the submitted work. Students will not be permitted access to online grammar and spell-checkers.

- Stimuli should usually include task instructions and a scenario outline in English but task prompts can be in either French or English, as appropriate to context (for example an extract from a French website questionnaire should be in French, whereas a request to send information about a student's leisure interests to a French partner school might be more appropriate in English language bullets). The tasks require students to respond in French to a stimulus linked to a prescribed or centre-devised theme. Edexcel produces a range of stimuli for each of these (excluding centre-devised options) and teachers can adapt these or produce their own. For many students, an essay title supported by open-ended bullets could be a suitable task. The Edexcel stimuli are generally open-ended but teachers can target the assessments by modifying content to meet the different needs of their students more closely. Both Edexcel-produced and centre-devised stimuli must be refreshed at least every two years. Please see the sample assessment materials for examples.

- Teachers must not provide any help or give any task-specific feedback to students on their preparatory work.

- The assessments can be undertaken at any time during the course before the deadline for the submission of students' work. Teachers may carry out more than two controlled writing assessments with their students as long as the stimuli used and work produced are different on each occasion. Teachers could then select the two best pieces of written work to submit for external marking. It is not possible for a student to carry over written work from one controlled assessment session to another. Teachers should consult the *Administrative Support Guide* before submitting work.

- This is a non-tiered unit since the final mark will be determined by the variety, appropriateness and complexity of language used and the length of the submitted tasks. Submitted work will be assessed by external examiners. Marks will be awarded for communication and content, knowledge and application of language and accuracy.

■■■ **Assessment criteria**

Communication and content	Mark
• Very detailed and fully relevant response to the stimulus. • Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. • Communicates with no ambiguity. • Excellent linking of the piece into a whole. • Coherent and pleasant to read.	13-15
• Detailed response to the stimulus but there may be minor omissions. • Provides evidence of description, opinion and expansion, as appropriate to the task. • Generally communicates clearly, with some lapses. • Reasonable attempt to link the piece into a whole. • Generally coherent. • Pedestrian or alternatively somewhat over ambitious.	10-12
• Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Provides evidence of an ability to go beyond a minimal response. • Begins to expand ideas and express opinions, as appropriate to the task. • Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. • Some attempt at linking piece into a whole.	7-9
• Relevant key information is given but there may be may be major omissions, irrelevance and/or repetition. • The level of response is minimal • There is no evidence of description or opinions (other than simple likes/dislikes). • Some ambiguity. • Just about comprehensible overall. • Sentences mostly written in isolation. • Not easy to read.	4-6
• Little relevant information is conveyed. • Much ambiguity and omission. • The level of response is very limited. • Substantial degree of irrelevance and incoherence. • Except for isolated items, would not be comprehensible to a native speaker.	1-3
• No relevant communication worthy of credit. • A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy	0

Knowledge and application of language	Mark
• Wide range of vocabulary and structures, fully appropriate to the task and used effectively. • Little or no repetition. • Confident use of more complex structures, such as object pronouns, negatives, superlatives and range of tenses, with very few lapses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease.	9-10
• Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. • Some attempt to use ambitious structures (subordinate clauses, object pronouns, tenses, etc) with a fair measure of success. • Tenses are generally used correctly. • Some ability to manipulate language although not always successful.	7-8
• Vocabulary and structures are generally appropriate to the task. • Correct syntax when using simple, short sentences. • Some longer sentences where syntax is not always correct. • Attempts enhancement of fact with adjectives and adverbial phrases with some success. • Some evidence of correct use of a range of tenses, with some lapses. • Attempts to use subordinate clauses/simple linking with some success.	5-6
• Limited vocabulary and structures, often repetitive and stereotyped. • Language is basic and sometimes inappropriate to the task. • Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. • Some attempts at tenses, but many mistakes. • Some attempt to use adjectives. • There may be some simple subordination.	3-4
• Very limited vocabulary, with occasional correct words. • Very little understanding of language structures. • There may be the occasional correct phrase or short sentence pre-learnt or 'lifted'.	1-2
• No language worthy of credit.	0

Accuracy	Mark
• High level of accuracy, though not necessarily faultless. • Spellings, genders, agreements, verb forms mastered with the odd slip. • Secure when using more complex language with only a few minor errors.	5
• Generally accurate language. • Most verb forms correct, secure in genders and agreements but the odd lapse. • Spellings mostly accurate. • When more complex structures are attempted, accuracy can be more variable.	4
• Fairly accurate in straightforward language, but some lapses with more complex language. • Inconsistency in verb forms but more correct than incorrect. • Spelling of common words generally accurate. • The work is clearly more accurate than inaccurate. • Language errors do not significantly hinder communication. • Inaccuracy increases if more complex structures are attempted	3
• Many basic errors which often impede communication. • Some correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.	2
• Frequent basic errors and inaccuracies prevent communication. • Isolated examples of correct language. • Spellings and genders very weak. • Little or no evidence of correct verb formation.	1
• No language worthy of credit.	0

B Assessment

Assessment summary

Units 1 and 3 are external units, set and marked by us.

Unit 2 is an internal unit which is internally assessed by the centre and externally moderated by us.

Unit 4 is an internal unit which is marked by us.

Summary of table of assessment

Unit 1:	Listening and understanding in French	Unit code: 5FR01

This unit is externally assessed via a paper-based examination. Content relates to prescribed common topic areas.

Timing   Foundation tier: 25 minutes + 5 minutes reading time
                      Higher tier: 35 minutes + 5 minutes reading time

Total number of marks is 40.

Unit 2	Speaking in French	Unit code: 5FR02

Samples of student performance are submitted to Edexcel for external moderation in May. Students may undertake their assessment when ready (on an ongoing basis) or as end-of-course oral tests, if these are more practical and appropriate for students. There is potential for students to focus on a specific chosen theme.

Students must undertake two different task types, each lasting 4-6 minutes.

Total number of marks is 60.

| Unit 3 | Reading and understanding in French | Unit code: 5FR03 |

This unit is externally assessed via a paper-based examination. Content relates to prescribed common topic areas.

Timing   Foundation tier: 35 minutes
                Higher tier: 50 minutes

Total number of marks is 40.

| Unit 4 | Writing in French | Unit code: 5FR04 |

This unit is internally conducted under controlled conditions. Student work is submitted to Edexcel for external marking. The tasks may be completed at any time during the course but must be submitted for assessment for the May deadline. Students are allowed to focus on a specific chosen theme.

Students must produce a piece of writing in French in two separate controlled assessment sessions. Each session can be a **maximum** of one hour (minimum 45 minutes).

Total number of marks is 60.

Assessment Objectives and weightings

	% in GCSE Short Course (Spoken Language)	% in GCSE Short Course (Written Language)	% in GCSE
AO1: Understand spoken language.	40%	0%	20%
AO2: Communicate in speech.	60%	0%	30%
AO3: Understand written language.	0%	40%	20%
AO4: Communicate in writing.	0%	60%	30%
TOTAL	100%	100%	100%

Relationship of Assessment Objectives to units

Edexcel GCSE in French

Unit number	Assessment objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	20%	0%	0%	0%	20%
Unit 2	0%	30%	0%	0%	30%
Unit 3	0%	0%	20%	0%	20%
Unit 4	0%	0%	0%	30%	30%
Total for GCSE	20%	30%	20%	30%	100%

Edexcel GCSE (Short Course) in French: Spoken Language

Unit number	Assessment objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	40%	0%	0%	0%	40%
Unit 2	0%	60%	0%	0%	60%
Unit 3	0%	0%	0%	0%	0%
Unit 4	0%	0%	0%	0%	0%
Total for GCSE Short Course	40%	60%	0%	0%	100%

Edexcel GCSE (Short Course) in French: Written Language

Unit number	Assessment objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	0%	0%	0%	0%	0%
Unit 2	0%	0%	0%	0%	0%
Unit 3	0%	0%	40%	0%	40%
Unit 4	0%	0%	0%	60%	60%
Total for GCSE Short Course	0%	0%	40%	60%	100%

Entering your students for assessment

Student entry

From summer 2014 onwards students will be required to sit all their examinations and submit controlled assessment work for moderation at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations and classification code

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

Students should be advised that, if they take two specifications with the same classification code, schools and colleges 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 specifications that have different classification codes but have significant overlap of content. Students 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 and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with The Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy Access Arrangements, Reasonable Adjustments and Special Consideration

- the forms to submit for requests for access arrangements and special considerations

- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information relating to the Equality Act 2010.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited are dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification are shown below.

Summary of conditions for controlled assessment

Control levels for the controlled assessment in French are defined for the three stages of the assessment.

Task setting

To give teachers some control over assessment content, and to permit personalised learning, there is a **limited level of control** for task setting for both the **speaking and writing units**. Although Edexcel provides some possible tasks for use in controlled assessments, teachers may adapt these or create their own. All tasks used for live assessments **must** be refreshed every two years.

Task requirements should be clear and concise for students. As tasks are designed to develop French language speaking or writing skills, related stimuli should feature a minimal amount of text (maximum 70 words) and may feature visual prompts, potentially with some additional English-language explanation of context. Prompts and cues may be set in either English or French, appropriate to the specific scenario.

As tasks allow outcome-based assessment, teachers must ensure that students can perform at their optimal level. This means that tasks should provide **opportunities for appropriate stretch and challenge for all students**. It is important that students' performances are not unduly constrained by stimuli content and demands in the case of speaking related teacher questioning. For example, it should be possible to ask most students to express a simple opinion (although the level of response may vary considerably from student to student).

Task taking

To facilitate potential for less 'high stakes' oral assessment and to enable teachers to assess students more flexibly, a **medium level of control** has been set for task taking in *Unit 2: Speaking in French*. However, as students must complete all the written work submitted for assessment independently, *Unit 4: Writing in French* has a **high level of control** for task taking.

The following task setting controls relate to both the speaking and writing units.

Authenticity controls: Students must undertake **all formally assessed work in controlled conditions** under the supervision of a teacher. They should have up to two weeks in advance and no more than six hours contact time for formal speaking and writing controlled assessments (longer time may be allowed for the writing in cases where students have special requirements). Students and teachers must also provide an authenticity statement. Students can, as part of their language learning development, receive general guidance on the requirements of the task types used for assessment and be trained to acquire the appropriate skills and knowledge to undertake them effectively. In this period, before starting work on a formal assessment task, they should have full access to resources and feedback to support them.

Feedback control: Teacher feedback is restricted to the clarification of general task requirements.

Collaboration control: It may be possible for some assessment tasks in *Unit 2: Speaking in French* to involve more than one student in task taking, although this is **not** an assessment requirement. If teachers undertake assessments that involve more than one student, they should exercise extreme caution and ensure that the performance of one student does not prejudice or restrict the performance of another.

Resource control: Any key resources that students have consulted for each specific assessment should be identified on the CM4 form. In *Unit 2: Speaking in French,* students are able to refer to a visual, notes depending on the task during their test (see the unit description for more details) but they must not refer to a dictionary, except when preparing. Conversely, in *Unit 4: Writing in French*, students may refer to notes and a dictionary although access to any earlier draft, online grammar or spellchecker is prohibited (see unit description for more details).

Time control: In *Unit 2: Speaking in French,* students must carry out two different types of controlled assessment. Each task should last between **4-6 minutes** and may relate to one specific chosen theme.

In *Unit 4: Writing in French*, students must produce two* distinctly different pieces of work, although these may relate to one specific chosen theme. The work should be completed in **two sessions** of up to **one hour** each**.**

*It is possible that, for some students, it is appropriate to set two shorter tasks rather than one longer one in an assessment session. However, students aiming for grade C or above will need to demonstrate more extended-writing skills and are, therefore, expected to produce **over 200 words** in each task.

Teachers are free to assess Units 2 and 4 whenever it is most appropriate and practical for their students. Students can be assessed on repeat occasions but must not undertake the same assessment task twice if it is being counted towards their final assessment.

Task marking

Again, to facilitate less 'high stakes' and more flexible oral assessment, *Unit 2: Speaking in French* features a **medium level** of marking **control**. Teachers can assess their own students' work and this is then externally moderated. Edexcel provides marking support and guidance for teachers through comprehensive training and guidance. Please refer to the unit description to view the assessment criteria and to the *Administrative Support Guide* for full details on recording and sampling requirements and marks submission arrangements.

In *Unit 4: Writing in French,* there is a **high level** of marking control. Edexcel will mark work from all students. Examiners will require the stimuli and student notes used in the writing assessments to accompany all submissions.

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement (which appears in the CM2 and CM4 forms). Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Administrative Support Guide*, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ *Instructions for conducting coursework/portfolio document* on the JCQ website: www.jcq.org.uk For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The first assessment opportunity for all Units of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Unit	June 2014	June 2015
Unit 1: Listening and understanding in French	✓	✓
Unit 2: Speaking in French	✓ *	✓
Unit 3: Reading and understanding in French	✓	✓
Unit 4: Writing in French	✓ *	✓

* The controlled assessments may occur at any time during the GCSE in French course but final marks and student work must be submitted in May (*June exam series).

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

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

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 60	54	48	42	36	30	24	18	12

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

Units 2 and 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 90	81	72	63	54	45	36	27	18

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–17.

Qualification results

The minimum uniform marks required for each grade:

GCSE in French   Cash-in code: 2FR01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 300	270	240	210	180	150	120	90	60

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–59.

GCSE (Short Course) in French: Spoken Language cash-in code: 3FR0S
GCSE (Short Course) in French: Written Language cash-in code: 3FR0W

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29.

Re-taking of qualifications

Students wishing to re-take a GCSE and GCSE (Short Course) are required to re-take all the units in the qualification. Students will be permitted to carry forward the results from the controlled assessment unit(s) if they wish and only re-take the externally-assessed units.

Language of assessment

Assessment of this specification will be available in French although some questions will be set in English and require responses in English. Assessment materials will be published in French.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- a requirement to use and recognise complex language structures and grammar
- a requirement to recognise and convey feelings and opinions
- use of open-ended questioning and stimuli
- a requirement to communicate effectively and accurately in French (Units 2 and 4)
- a requirement to produce extended French (Unit 4 only).

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is 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.

Progression

This qualification offers a suitable progression route to GCE AS and GCE Advanced Level in French language study as well as other Level 3 qualifications. 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.

Grade descriptions

A	Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions. They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures. They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions. They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

C	Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions. They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors. They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions. They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.
F	Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details. They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed. They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details. They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

Edexcel resources

The resources from Edexcel provide you and your students with comprehensive support for our GCSE 2012 French qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the specification.

Edexcel publications

You can order further copies of the Specification, Sample Assessment Materials (SAMs) and Teacher's Guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Support for Students
Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

• Understand subject specifications

• Access past papers and mark schemes

• Find out how to get exams remarked

• Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

D   Appendices

Appendix 1 | Key skills

▬▬ Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a		✓		
C2.1b		✓		
C2.2				✓
C2.3				✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Working with others				
WO2.1		✓		✓
WO2.2		✓		✓
WO2.3		✓		✓

Teachers should note that assessment of the key skill in communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this specification, all key skills communication evidence must be in English.

▬▬ Development suggestions

Please refer to the Edexcel website (www.edexcel.com) for key skills development suggestions.

Appendix 2   Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓
Legislative	✓	✓	✓	✓
Economic	✓	✓	✓	✓
Sustainable development	✓	✓	✓	✓

In addition to acquiring knowledge about language structures and the development of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of French-speaking countries and communities. Consequently, teachers can link students' language study to the issues listed above.

Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Unit 4	A student may produce a report on a particular religious festival and reflect on its meaning and significance.
Moral	Unit 2	A student could refer to a moral tension that young people face when discussing an aspect of youth culture.
Ethical	Unit 2	A student might wish to deliver a presentation advocating 'fair trade' business.
Social	Unit 4	A student considering work issues might produce a piece of writing on voluntary work and related social issues.
Cultural	Unit 3	Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available.
Citizenship	Units 1 and 3	When undertaking listening and reading activities, related to the prescribed common topic areas, students may become aware of issues that can be linked to citizenship.
Environmental	Unit 1	A student might hear a recording in French referring to the environmental benefits of public transport.
European initiatives	Unit 4	A student undertaking written work on a local amenity or visitor attraction may discover that it has been partly supported through the European Regional Development Fund.
Health and safety	Unit 2	A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse.
Legislative	Units 2 and 4	Students may, through projects related to the world of work, become aware of workplace-related legislation.
Economic	Units 2	A student undertaking work related to the leisure industry may become aware of the contribution of this sector to different national economies.
Sustainable development	Units 2 and 4	A student considering travel-related issues may consider projects that promote sustainable tourism.

Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5650
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code.

The National Qualifications Framework (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 is the number that will appear on the student's final certification documentation. | The QNs for the qualifications in this publication are:

GCSE in French – 500/4621/4

GCSE (Short Course) in French: Spoken Language – 500/4645/7

GCSE (Short Course) in French: Written Language – 500/4641/X |
| Unit codes | Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination. | Unit 1 – 5FR01

Unit 2 – 5FR02

Unit 3 – 5FR03

Unit 4 – 5FR04 |
| Cash-in codes | The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualification. | GCSE in French – 2FR01

GCSE (Short Course) in French: Spoken Language – 3FR0S

GCSE (Short Course) in French: Written Language – 3FR0W |
| Entry codes | The entry codes are used to:

• enter a student for the assessment of a unit

• aggregate the student's unit to obtain the overall grade for the qualification. | Please refer to the Edexcel *UK Information Manual*, available on the Edexcel website. |

Appendix 4 | Grammar list

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

French (Foundation tier)

Nouns
- gender
- singular and plural forms

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

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

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

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

Pronouns

- personal: all subjects, including *on*

- reflexive

- relative: *qui*

- relative: *que* (R)

- object: direct (R) and indirect (R)

- position and order of object pronouns (R)

- disjunctive/emphatic

- demonstrative (*ça, cela*)

- indefinite (*quelqu'un*)

- interrogative (*qui, que*)

- use of *y, en* (R)

Verbs

- regular and irregular verbs, including reflexive verbs

- all persons of the verb, singular and plural

- negative forms

- interrogative forms

- modes of address: *tu, vous*

- impersonal verbs (*il faut*)

- verbs followed by an infinitive, with or without a preposition

- tenses

  - present

  - perfect

  - imperfect: *avoir, être* and *faire*

  - other common verbs in the imperfect tense (R)

  - immediate future

  - future (R)

  - conditional: *vouloir* and *aimer*

  - pluperfect (R)

- passive voice: present tense (R)

- imperative

- present participle (R)

Prepositions

Conjunctions

Number, quantity, dates and time

including use of *depuis* with present tense

▬▬ French (Higher tier)

All grammar and structures listed for Foundation tier, 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 5 Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It is an essential vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in *Unit 1: Listening and understanding in French* and *Unit 3: Reading and understanding in French* targeted at grades G–C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

For the speaking and writing units, it is important to note that the vocabulary requirements, even within each of the chosen pathways (**Media and culture**, **Sport and leisure**, T**ravel and tourism**, **Business, work and employment** or **Centre-devised**), could vary between students.

High frequency language (multiple contexts)

Verbs

accepter	*to accept*
accompagner	*to accompany*
acheter	*to buy*
adorer	*to love*
aider	*to help*
aimer	*to like*
ajouter	*to add*
allumer	*to light, turn on*
améliorer	*to improve*
annuler	*to cancel*
appeler	*to call*
apprendre	*to learn*
arriver	*to arrive*
attendre	*to wait for*
atterrir	*to land*
avoir	*to have*

bavarder	to chat
boire	to drink
changer	to change
charger	to load, to charge
choisir	to choose
cliquer	to click
coller	to stick
commander	to order
commencer	to begin
comprendre	to understand
compter	to count, intend
conduire	to drive
connaître	to know (be familiar with)
conseiller	to advise
contacter	to contact
coûter	to cost
croire	to think, believe
décider	to decide
décrire	to describe
décrocher	to lift the receiver
demander	to ask
dépenser	to spend
descendre	to go down
désirer	to want, desire
détester	to hate
devoir	to have to
dire	to say
discuter	to discuss
donner	to give
dormir	to sleep
durer	to last

écouter	*to listen*
écrire	*to write*
empêcher	*to prevent*
emprunter	*to borrow*
entendre	*to hear*
entrer	*to enter*
envoyer	*to send*
espérer	*to hope*
essayer	*to try*
être	*to be*
étudier	*to study*
fermer	*to close*
finir	*to finish, end*
frapper	*to knock, hit*
gagner	*to win, earn*
garer	*to park*
habiter	*to live*
informer	*to inform*
introduire	*to introduce*
inviter	*to invite*
jeter	*to throw*
laisser	*to leave (an object)*
louer	*to rent/to hire*
manger	*to eat*
manquer	*to miss*
marcher	*to walk*
mériter	*to deserve*
mettre	*to put*
monter	*to climb, get on*
montrer	*to show*
neiger	*to snow*

noter	to note
offrir	to give (presents)
organiser	to organise
oublier	to forget
ouvrir	to open
pardonner	to forgive
parler	to speak
partir	to leave
passer	to pass by/to go
penser	to think
perdre	to lose
permettre	to allow
plaire	to please
pleurer	to cry
poser (une question)	to place, ask (a question)
poser une question	to ask a question
pousser	to push
pouvoir	to be able to
préférer	to prefer
prendre	to take
présenter	to present
prêter	to lend
prévenir	to avoid, to prevent, to warn
produire	to produce
quitter	to leave
raconter	to tell
rater	to go wrong/to fail, to miss
recevoir	to receive, be host to
rechercher	to research
recommander	to recommend
regretter	to regret, be sorry

rembourser	*to refund*
remercier	*to thank*
remettre	*to put back*
remplacer	*to replace*
remplir	*to fill*
rencontrer	*to meet*
rendre visite à	*to visit*
rentrer	*to return*
réparer	*to repair*
répéter	*to repeat*
répondre	*to answer*
réserver	*to reserve*
ressembler à	*to look like, to resemble*
rester	*to stay*
retourner	*to return*
réussir	*to succeed*
réviser	*to revise*
rire	*to laugh*
rouler	*to go along (in a car)*
s'adresser à	*to apply to*
s'amuser	*to enjoy oneself*
s'appeler	*to be called*
s'arrêter	*to stop*
s'asseoir	*to sit down*
sauter	*to jump*
sauver	*to save*
savoir	*to know (a fact)*
s'échapper	*to escape*
se disputer	*to argue*
se trouver	*to be located*
signer	*to sign*

s'intéresser à	*to be interested in*
s'occuper de	*to look after*
se débrouiller	*to manage*
se dépêcher	*to hurry*
se fâcher	*to get angry*
se promener	*to go for a walk*
se rappeler	*to remember*
servir	*to serve*
se servir de	*to use*
se terminer	*to end*
sembler	*to seem*
sonner	*to ring*
souhaiter	*to wish*
sourire	*to smile*
stationner	*to park*
suivre	*to follow*
surfer sur internet	*to surf the internet*
taper	*to type*
téléphoner	*to phone*
tenir	*to hold*
tirer	*to pull*
tomber	*to fall*
toucher	*to touch*
travailler	*to work*
trouver	*to find*
utiliser	*to use*
vendre	*to sell*
venir	*to come*
vérifier	*to check*
vivre	*to live*
visiter	*to visit*

voir	*to see*
voler	*to steal/fly*
vouloir	*to want*

Adjectives

affreux/se	*awful*
amusant/e	*funny*
ancien/ne	*old, former*
autre	*other*
bête	*stupid*
beau/bel/belle	*beautiful*
bon/ne	*good*
bref/brève	*brief*
bruyant	*noisy*
cadet/cadette (m/f)	*younger*
cassé	*broken*
chaud	*hot*
chouette	*great*
confortable	*comfortable*
content	*pleased*
court	*short*
de bonne humeur	*in a good mood*
debout	*standing*
dégoûtant	*disgusting*
dernier/dernière	*last*
désolé	*sorry*
difficile	*difficult*
drôle	*funny*
d'une grande valeur	*valuable*
dûr	*hard*

dynamique	*dynamic*
en colère	*angry*
ennuyeux/euse	*boring*
ensemble	*together*
faible	*weak*
fatigant	*tiring*
fatigué	*tired*
faux/fausse	*false*
favori/favorite	*favourite*
fermé	*closed*
fermé à clef	*locked*
flexible	*flexible*
fort	*strong*
formidable	*great, marvellous*
génial	*brilliant*
gentil	*kind*
grand	*big, tall*
gratuit	*free*
gros/grosse	*fat*
haut	*high*
incroyable	*unbelievable*
jeune	*young*
joli	*pretty*
laid	*ugly*
léger	*light*
libre	*free*
long/ue	*long*
lourd	*heavy*
magnifique	*magnificent*
même	*same*

merveilleux/euse	*marvellous*
mignon/ne	*charming*
moche	*rotten*
mûr	*mature*
nécessaire	*necessary*
neuf/neuve	*new*
nombreux/euse	*numerous*
nouveau/nouvel/nouvelle	*new*
ouvert	*open*
paresseux/euse	*lazy*
parfait	*perfect*
passionnant	*exciting*
perdu	*lose*
petit	*small*
plein	*full*
préféré	*favourite*
prêt	*ready*
pressé	*in a hurry*
prochain	*next*
proche	*close*
propre	*clean, own*
rapide	*fast*
recherché	*sought after*
reconnaissant	*grateful*
réel/le	*real*
responsable	*responsible*
riche	*rich*
sage	*wise, well behaved*
sain	*healthy*
sale	*dirty*

sensass	*sensational*
satisfait	*satisfied*
sérieux/ieuse	*serious*
sévère	*strict*
seul	*alone*
silencieux/ieuse	*silent*
super	*great*
timide	*shy*
travailleur/travailleuse	*hardworking*
tout	*all*
typique	*typical*
utile	*useful*
valable	*valid*
variable	*variable*
vieux/vieille	*old*
vite	*quick*
vrai	*true*

Colours

blanc/he	*white*
bleu	*blue*
brun	*brown*
clair	*light*
couleur (f)	*colour*
foncé	*dark*
gris	*grey*
jaune	*yellow*
marron	*chestnut brown*
noir	*black*
rose	*pink*

rouge	red
vert	green
violet	violet

Adverbs

déjà	already
encore	more
ici	here
immédiatement	immediately
là	there
là-bas	over there
là-haut	up there
longtemps	(for a) long time
malheureusement	unfortunately
peut-être	perhaps
plutôt	rather
pourtant	however
presque	almost
quelquefois	sometimes
récemment	recently
souvent	often
surtout	especially
toujours	always/still
tout de suite	straight away
très	very
trop	too
vite	quickly
vraiment	really

Numbers

1-100

Quantities

assez de	*enough*
beaucoup de	*many*
plusieurs	*several*
un morceau de	*a piece of*
un paquet de	*a packet of*
un peu de	*a little of*
un pot de	*a jar of*
un tiers de	*a third of*
une boîte de	*a tin, box of*
une bouteille de	*a bottle of*
une douzaine de	*a dozen*
une tranche de	*a slice of*

Connecting words

alors	*then*
aussi	*also*
d'abord	*first of all*
donc	*so*
ensuite	*then*
et	*and*
mais	*but*
ou	*or*
puis	*then*

Time expressions

à l'heure	*on time*
à partir de	*from*
après-demain	*the day after tomorrow*
après-midi (m)	*afternoon*

au début	*at the start*
aujourd'hui	*today*
bientôt	*soon*
de bonne heure	*on time, early*
de temps en temps	*from time to time*
demain	*tomorrow*
depuis	*since*
hier	*yesterday*
jour (m)	*day*
journée (f)	*day*
le lendemain (m)	*the next day*
maintenant	*now*
matin (m)	*morning*
minute (f)	*minute*
minuit	*midnight*
nuit (f)	*night*
plus tard	*later*
prochain	*next*
quinzaine (f)	*a fortnight*
quinze jours	*a fortnight*
semaine (f)	*week*
soir (m)	*evening*
soirée (f)	*evening/party*
toujours	*always*
tous les jours	*every day*
tout à l'heure	*just now, in a little while*
week-end (m)	*weekend*

Times

Awareness of times (analogue and digital)

Days of the week

lundi	*Monday*
mardi	*Tuesday*
mercredi	*Wednesday*
jeudi	*Thursday*
vendredi	*Friday*
samedi	*Saturday*
dimanche	*Sunday*

Months of the year

janvier	*January*
février	*February*
mars	*March*
avril	*April*
mai	*May*
juin	*June*
juillet	*July*
août	*August*
septembre	*September*
octobre	*October*
novembre	*November*
décembre	*December*

Question words

que?	*What?*
qui?	*Who?*
qu'est-ce que?	*What? (divided obj)*
qu'est-ce qui?	*What? (as subject)*
qù?	*Why?*
pourquoi?	*Why?*

quand?	When?
combien de?	How much, how man?
comment?	How?

Other expressions

à moi	mine
à mon avis	in my opinion
avec plaisir	with pleasure
bien sûr	of course
bof	don't care!
bonne chance	good luck
ça dépend	it depends
ça m'est égal	I don't mind
ça ne fait rien	it doesn't matter
ça s'écrit comment?	How do you spell that?
ça va	I'm fine
d'accord	okay
d'habitude	usually
encore une fois	once again
être en train de	to be in the process of
être sur le point de	to be about to
j'en ai assez/marre	I've had enough
quel dommage	what a shame
tant mieux	all the better
tant pis	too bad
voici	here you are
voilà	there you are

Other high frequency words

ça/ cela	*that*
chose (f)	*thing*
comme	*as, like*
chiffre	*figure*
façon (f)	*way*
fin (f)	*end*
fois (f)	*time*
forme (f)	*shape*
genre (m)	*type*
madame	*Mrs*
mademoiselle	*Miss*
monsieur	*Mr*
milieu (m)	*middle*
nombre (m)	*number*
numéro	*number*
non	*no*
oui	*yes*
parce que	*because*
par exemple	*for example*
quelqu'un	*someone*
quelque chose	*something*
si	*if*
tout le monde	*everybody*

Countries

Allemagne (f)	*Germany*
Angleterre (f)	*England*
Autriche (f)	*Austria*
Belgique (f)	*Belgium*

Danemark (m)	*Denmark*
Écosse (f)	*Scotland*
Espagne (f)	*Spain*
États-Unis (m/pl)	*United States*
France (f)	*France*
Grande-Bretagne (f)	*Great Britain*
Grèce (f)	*Greece*
Hollande (f)	*Holland*
Irlande (f)	*Ireland*
Italie (f)	*Italy*
Pays-Bas (m/pl)	*Netherlands*
Pays de Galles (m)	*Wales*
Royaume-Uni (m)	*United Kingdom*
Russie (f)	*Russia*
Suisse (f)	*Switzerland*

▬▬ Continents

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

▬▬ Nationalities

africain/e	*African*
allemand/e	*German*
américain	*American*
anglais/e	*English*
autrichien/autrichienne	*Austrian*

belge	*Belgian*
britannique	*British*
corse	*Corsican*
danois	*Danish*
écossais	*Scottish*
espagnol	*Spanish*
européen/européenne	*European*
français	*French*
gallois	*Welsh*
grec/grecque	*Greek*
hollandais	*Dutch*
irlandais	*Irish*
italien/italienne	*Italian*
russe	*Russian*
suisse	*Swiss*

Areas/mountains

Alpes (f/pl)	*the Alps*
Bretagne (f)	*Brittany*
Manche (f)	*the English Channel*
Massif Central (m)	*Massif Central*
Midi (m)	*the south of France*
Pyrénées (f/pl)	*the Pyrenees*
Tunnel (sous la Manche) (m)	*the Channel Tunnel*

Useful acronyms and abbreviations

BAC	*baccalauréat, school leaving exam*
BNP	*Banque Nationale de Paris*
CD-ROM	*CD-ROM*
CES	*secondary school*

CV	*curriculum vitae*
EDF	*French electricity company*
EPS	*physical and sports education*
FR3	*French TV channel*
GDF	*French gas company*
M6	*French TV channel*
MJC	*youth club and arts centre*
P et T	*French post office and telecommunications service*
RER	*fast commuter train service (Paris)*
SIDA	*AIDS*
SNCF	*French national railway company*
SVP	*please (s'il vous plaît)*
TGV	*high speed train*
TIJ	*every day*
TVA	*value added tax (VAT)*
UE	*European Union*

Social conventions

à demain	*see you tomorrow*
à bientôt	*see you soon*
allô	*hello (on the telephone)*
à tout à l'heure	*see you later*
àmitiés	*best wishes*
au revoir	*goodbye*
au secours	*help*
bonjour	*hello, good day*
bonne nuit	*goodnight*
bonsoir	*good evening*
merci	*thank you*
prière de	*please (request)*

salut	*hi*
s'il te plaît/s'il vous plaît	*please, please (polite)*

Prepositions

à	*at, to*
à cause de	*because of*
à côté de	*next to*
après	*after*
au bout de	*at the end of*
autour de	*around*
avant	*before*
avec	*with*
chez	*at (someone's house)*
contre	*against*
dans	*in*
de	*from*
dehors	*outside*
derrière	*behind*
devant	*in front of*
en	*in, by*
en face de	*opposite*
en haut	*above*
entre	*between*
environ	*about*
jusqu'à	*until*
loin de	*far from*
par	*through*
parmi	*among*
partout	*everywhere*
pendant	*during*
pour	*for, in order to*

près de	*near*
sans	*without*
sauf	*except*
selon	*according to*
sous	*under*
sur	*on*
vers	*towards*

Language used in dialogues and messages

(Some words may feature in other sections.)

à bientôt	*see you soon*
à l'appareil	*on the line/speaking*
à l'attention de	*for the attention of*
à plus tard	*see you later*
annuaire (m)	*telephone book*
appelle-moi/appelez-moi	*call me (informal/formal)*
bip sonore (m)	*tone*
combiné (m)	*receiver (telephone)*
composer le numéro	*dial the number*
en communication avec	*in communication with*
en fait	*in fact*
en ligne	*on the line*
envoi de (m)	*sent by*
être bien chez	*to be at (checking correct number/ address)*
faux numéro (m)	*wrong number*
indicatif (m)	*area code*
instant (m)	*moment*
je reviens tout de suite	*I'll be right back*
je vous écoute	*I'm listening*

je vous le passe	*I will put you through*
messagerie vocale (f)	*voice mail*
ne quittez pas	*stay on the line*
patientez	*wait*
pour l'instant	*for the moment*
radiomessagerie (f)	*paging*
suite à	*further to/following*
texte (m)	*text*
téléphone (m)	*telephone*
texto	*text message*

Language related to common topic areas

Out and about

à droite	*on the right*
à gauche	*on the left*
à pied	*on foot*
accueil	*welcome*
aéroport (m)	*airport*
affiche (f)	*poster/notice*
à l'étranger	*abroad*
à l'extérieur	*outside*
aller-retour (m)	*return ticket*
aller-simple (m)	*single ticket*
arrêt (d'autobus) (m)	*bus stop*
ascenseur (m)	*lift*
auberge de jeunesse (f)	*youth hostel*
auto (f)	*car*
autobus (m)	*bus*
autoroute (f)	*motorway*

avion (m)	*plane*
bagages (m/pl)	*luggage*
bain (m)	*bath*
balcon (m)	*balcony*
banlieue (f)	*suburb*
banque (f)	*bank*
bar	*bar*
bateau (m)	*boat*
bâtiment (m)	*building*
bibliothèque (f)	*library*
bicyclette (f)	*bicycle*
billet (m)	*ticket*
bon séjour	*enjoy your stay*
bon voyage	*have a good journey*
boucherie (f)	*butcher*
boulangerie (f)	*baker*
brochure (f)	*brochure/leaflet*
brouillard (m)	*fog*
buffet (m)	*snack bar, buffet*
bureau (m)	*office*
bureau d'accueil/de renseignements (m)	*tourist information office*
café	*café*
camion (m)	*lorry*
car (m)	*coach*
campagne (f)	*country*
camping (m)	*campsite*
carnet (m)	*book (of tickets)*
carrefour (m)	*crossroads*
carte d'identité (f)	*identity card*
carte postale (f)	*postcard*
carte routière (f)	*road map*

cathédrale (f)	*cathedral*
centre commercial (m)	*shopping centre*
centre sportif	*sports centre*
centre de loisirs	*leisure centre*
centre-ville (m)	*town centre*
chaleur (f)	*heat*
chambre (f)	*room*
château (m)	*castle*
chauffeur (de taxi) (m)	*(taxi) driver*
chemin de fer (m)	*railway*
ciel (m)	*sky*
cinéma (m)	*cinema*
circulation (f)	*traffic*
clef/clé (f)	*key*
climat (m)	*climate*
coin (m)	*corner*
colline (f)	*hill*
colonie de vacances (f)	*summer camp*
commerce (m)	*business/trade*
commissariat (m)	*police station*
compartiment (m)	*compartment*
composter	*to validate a ticket*
concert (m)	*concert*
conducteur (m) conductrice (f)	*driver*
consigne (f)	*left luggage*
contrôle de passeports (m)	*passport control*
contrôleur (m)	*ticket inspector*
correspondance (f)	*connection*
côte (f)	*coast*
couchette (f)	*berth*
couvert	*overcast*

décoller	*to take off (plane)*
défense de…	*forbidden to…*
degré (m)	*degree*
délai (m)	*waiting period/time limit*
départ (m)	*departure*
département (m)	*administrative district*
dès que	*as soon as (to general)*
déviation (f)	*diversion, detour*
discothèque/disco (f)	*disco*
distractions (f/pl)	*entertainment, things to do*
éclaircie (f)	*sunny interval*
église (f)	*church*
embouteillage (m)	*traffic jam*
entrée (f)	*entrance*
en avance	*in advance*
en été	*in summer*
en hiver	*in winter*
endroit (m)	*place*
en plein air	*outside*
ensoleillé	*sunny*
escalier (m)	*staircase*
essence (f)	*petrol*
est (m)	*east*
étage (1er/2me etc)	*floor (1st, 2nd)*
excursion (f)	*outing*
excusez-moi	*I'm sorry/excuse me*
exposition (f)	*exhibition*
ferme (f)	*farm*
fermeture (f)	*closing*
fête (f)	*feast, holiday, fair, fête*
feux (m/pl)	*traffic lights*

fiche (f)	form
fonctionner	to function, to work
froid	cold
gare (f)	station
gare routière (f)	coach station
gare maritime (f)	port
gasoil	diesel
gendarme (m)	gendarme
guichet (m)	ticket office
historique	historic
hôpital (m)	hospital
horaire (m)	timetable
hôtel (de ville) (m)	hotel, town hall
hôtesse d'accueil (f)	receptionist
hypermarché (m)	hypermarket
inclus	included
industrie (f)	industry
jardin public (m)	park
jardin zoologique (m)	zoo
jour férié (m)	public holiday
kiosque à journaux (m)	newspaper stall
lac (m)	lake
lieu (m)	place
ligne (f)	line/route
liste des prix (f)	price list
liste des hôtels (f)	hotel list
loin	far(away)
magasin (m)	shop
mairie (f)	town hall
marché (m)	market
marque (f)	brand/make

mauvais	*bad*
mer (f)	*sea*
météo (f)	*weather forecast*
mètre (m)	*metre*
métro (m)	*metro/underground railway*
montagne (f)	*mountain*
moteur (m)	*engine/motor*
mort	*dead*
municipal	*public/municipal*
musée (m)	*museum*
neige (f)	*snow*
nord (m)	*north*
nuage (m)	*cloud*
occupé	*occupied*
office de tourisme (m)	*tourist information office*
orage (m)	*storm*
ouest (m)	*west*
palais (m)	*palace*
panne (f)	*breakdown*
panneau (m)	*sign*
parc (m)	*park*
parking (m)	*car park*
patinoire (f)	*ice rink*
permis de conduire (m)	*driving licence*
piéton (m)	*pedestrian*
piscine (f)	*swimming pool*
pittoresque	*picturesque*
place (f)	*square*
plage (f)	*beach*
plan (de la ville) (m)	*map (of the town)*
il pleut	*it is raining*

pluie (f)	rain
pont (m)	bridge
port (m)	port
porte (d'entrée) (f)	(front) door
potable	suitable for drinking
pression (f)	pressure/draught (beer)
priorité à droite (f)	priority to the right
problème (m)	problem
quai (m)	platform
région (f)	region
réception (f)	reception
rendez-vous (m)	appointment/meeting place
rez de chaussée	ground floor
retard (m)	delay
rivière (f)	river
rond-point (m)	roundabout
route (f)	road
rue (f)	road/street
saison (f)	season
salle d'attente (f)	waiting room
salle de jeux (f)	games room
sans plomb	unleaded
sens interdit/unique (m)	one way system
situé	situated
soleil (m)	sun
sortie (f)	way out/exit
sous-sol (m)	basement
stade (m)	stadium
station de métro (f)	underground station
sud (m)	south
suivant	following

supplément (m)	*supplement*
station-service (f)	*service station*
taxi (m)	*taxi*
téléviseur (m)	*television set*
télévision	*television*
temps (m)	*weather*
théâtre (m)	*theatre*
toilettes (f/pl)	*toilets*
tour (m)	*tour*
tour (f)	*tower*
touristique	*tourist*
tourner	*to turn*
tout droit	*straight on*
tranquille	*quiet*
transports en commun (m/pl)	*public transport*
traverser	*to cross*
usine (f)	*factory*
valise (f)	*suitcase*
variable	*variable*
vélo (m)	*bike*
vent (m)	*wind*
village (m)	*village*
ville (f)	*town*
voiture (f)	*car*
vol (m)	*flight/theft*
voyage (m)	*journey*
vue (f)	*view*
wagon-lit (m)	*sleeping car*
wagon-restaurant (m)	*restaurant car*
WC	*WC*
zone piétonne (f)	*pedestrianised area*

1er/2me étage etc.	*1st/2nd floor etc.*

Customer service and transactions

addition (f)	*bill*
appareil photo (m)	*camera*
argent (m)	*money*
à votre service	*at your service*
baguette	*French stick*
baskets	*trainers*
blouson	*casual jacket*
boisson (f)	*drink*
brochure	*brochure*
bureau de change (m)	*exchange bureau*
bureau des objets trouvés (m)	*lost property office*
cadeau (m)	*present*
café (m)	*café*
caisse (f)	*till*
carte bancaire (f)	*bank card*
carte de crédit (f)	*credit card*
carte postale	*postcard*
casse-croûte (m)	*snack*
champignon (m)	*mushroom*
chaussette (f)	*sock*
chaussure (f)	*shoe*
chèque (m) (de voyage)	*(traveller's) cheque*
choix (m)	*choice (to general)*
citron (m)	*lemon*
client (m/f)	*customer*
clavier	*keyboard*
coiffeur/coiffeuse (m/f)	*hairdresser*
complet	*full*

commissariat de police (m)	*police station*
coton	*cotton*
cours de change (m)	*exchange rate*
courses (f/pl)	*shopping*
crêpe	*pancake*
croque-monsieur (m)	*toasted cheese and ham sandwich*
cuit	*cooked*
dommage	*damage, pity, shame*
eau (f)	*water*
erreur (f)	*mistake*
euro (m)	*euro*
facture (f)	*bill, invoice*
fiche (f)	*form*
framboise (f)	*raspberry*
frites (f/pl)	*chips*
fromage (m)	*cheese*
fruit (m)	*fruit*
gant (m)	*glove*
glace (f)	*ice cream*
grand magasin (m)	*department store*
hors-d'oeuvre (m)	*starter*
jambon (m)	*ham*
jupe (f)	*skirt*
jus de fruit (m)	*fruit juice*
laine (f)	*wool*
lait (m)	*milk*
légume (m)	*vegetable*
livre sterling (f)	*pound sterling*
maillot de bain (m)	*swimsuit/trunks*
maillot de sport (m)	*sports shirt*
malade	*ill*
menu (m)	*menu*

monnaie (f)	*change*
moules (f/pl)	*mussels*
œuf	*egg*
omelette	*omelette*
pain	*bread*
pantalon (m)	*trousers*
pâtisserie (f)	*cake shop*
patron/patronne (m/f)	*boss*
payer	*to pay*
pêche (f)	*peach*
petit déjeuner (m)	*breakfast*
petits pois (m/pl)	*peas*
pièce d'identité (f)	*identity card*
plan de la ville	*town map*
plat (du jour) (m)	*dish (of the day)*
pointure (f)	*size (shoes)*
poire (f)	*pear*
pomme de terre (f)	*potato*
porc (m)	*pork*
portefeuille (m)	*wallet*
porte-monnaie (m)	*purse*
poulet (m)	*chicken*
pourboire (m)	*tip*
prix (m)	*price*
pull, pullover (m)	*sweater, jumper*
rayon (m)	*department*
reçu (m)	*receipt*
réduction (f)	*reduction*
réduit	*reduced*
repas (m)	*meal*
robe (f)	*dress*
rôti	*roast*

salle à manger (f)	*dining room*
sandale (f)	*sandal*
sandwich (m)	*sandwich*
saucisson (m)	*salami type sausage*
serveur/serveuse (m/f)	*waiter/waitress*
service (non) compris	*service (not) included*
tabac	*(tobacconist/stamp seller)*
taille (f)	*size*
thé (m)	*tea*
timbre (m)	*stamp*
vendeur/vendeuse (m/f)	*salesman/woman*
vin (m)	*wine*
vol (m)	*theft/flight*
voleur (m)	*thief*
yaourt (m)	*yoghurt*

Personal information

activité (f)	*activity*
âge (m)	*age*
adresse (f)	*address*
aimable	*likeable*
aîné	*older, first born*
ambiance (f)	*atmosphere*
ami/e (m/f)	*friend*
an (m)	*year*
anniversaire (m)	*birthday*
articles de sport (m/pl)	*sports equipment*
athlétisme (m)	*athletics*
bague (f)	*ring*
baskets (f/pl)	*trainers*
bavard	*talkative*
blouson (m)	*jacket*

boîte de nuit (f)	*nightclub*
bouclé	*curly*
boucles d'oreille (f/pl)	*earrings*
célibataire	*single*
championnat (m)	*championship*
chanson (f)	*song*
chapeau (m)	*hat*
cheveux (m/pl)	*hair*
classique	*classical, classic*
clavier	*keyboard*
club des jeunes (m)	*youth club*
code postal (m)	*postcode*
connaissance (f)	*knowledge*
cyclisme (m)	*cycling*
date de naissance (f)	*date of birth*
disque compact (m)	*CD (compact disc)*
divorcé	*divorced*
egoïste	*selfish*
émission (f)	*(television) programme*
équipe (f)	*team*
équipement	*equipment*
équitation	*horse riding*
famille (f)	*family*
fanatique de	*fanatical about*
femme (f)	*wife, woman*
fièvre (f)	*temperature*
flûte	*flute*
football	*football*
frisé	*curly*
guitare	*guitar*
habillé	*dressed*

hockey	*hockey*
informatique (f)	*computing, ICT*
iPod ™	*iPod ™*
jeu (de société/électronique) (m)	*board, electronic game*
joueur (m)	*player*
lecture (f)	*reading*
lieu de naissance (m)	*birthplace*
loisirs (m/pl)	*leisure*
lunettes (f/pl)	*glasses*
maison des jeunes (f)	*youth club*
mari (m)	*husband*
marié	*married*
mère (f)	*mother*
métier (m)	*job*
mince	*thin*
mode (f)	*fashion*
moderne	*modern*
mp3	*MP3*
musique	*music*
natation	*swimming*
né(e)	*born*
nez	*nose*
orchestre (m)	*orchestra*
oreille	*ear*
passe-temps (m)	*leisure*
patinage (m)	*skating*
père (m)	*father*
piano	*piano*
pièce de théâtre (f)	*play*
portable (m)	*mobile phone*
pop	*pop (music)*

prénom (m)	*first name*
promener	*to take out for a walk (dog)*
rap	*rap*
raide	*straight (hair)*
rock	*rock (musical)*
roux	*red (hair)*
sac (m)	*bag*
rugby	*rugby*
séparé	*separated*
ski	*skiing*
ski nautique	*water skiing*
sport	*sport*
sportif/sportive	*sporty*
survêtement (m)	*tracksuit*
temps libre (m)	*free time*
tennis	*tennis*
tennis de table	*table tennis*
terrain de sport (m)	*sports ground*
tourisme (m)	*tourism*
trompette	*trumpet*
parapluie (m)	*umbrella*
unique	*only (child)*
université (f)	*university*
vedette (f)	*star, celebrity*
vestibule (m)	*hall*
végétarien/ne	*vegetarian*
veste (f)	*jacket*
vêtements (m/pl)	*clothes*
vêtu (de)	*dressed*
vieux/vieil/vieille	*old*
violon	*violin*

yeux (m/pl)	*eyes*

Future plans, education and work

acteur/actrice (m/f)	*actor, actress*
adulte (m/f)	*adult*
agence de voyages (f)	*travel agency*
agent de police (m/f)	*police officer*
année prochaine (f)	*next year*
annonce (f)	*advert*
apprentissage (m)	*apprenticeship*
architecte (m)	*architect*
bien payé	*well paid*
biologie	*biology*
boîte aux lettres (f)	*letter box*
boucher/bouchère (m/f)	*butcher*
boulanger/boulangère (m/f)	*baker*
boulot (m)	*work*
bulletin (m)	*school report*
cantine (f)	*canteen*
chimie (f)	*chemistry*
chômage (m)	*unemployment*
classer	*to file*
classeur (m)	*file*
clavier (m)	*keyboard*
collège (m)	*school*
collègue (m/f)	*colleague*
commerce	*business/shop*
composer le numéro	*to dial the number*
conditions de travail (f/pl)	*terms of employment*
conférence (f)	*conference*
coup de téléphone (m)	*telephone call*

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couper	*to cut/to cut off (phone)*
courrier (électronique) (m)	*(electronic) mail*
couture (f)	*sewing, tailoring*
cuisinier/cuisinière (m/f)	*cook*
curseur (m)	*cursor*
demande d'emploi (f)	*situation wanted*
diplôme (m)	*qualification*
directeur (m)/directrice (f)	*headteacher, director*
disquette (f)	*disc*
dossier (m)	*folder*
échange (m)	*exchange*
écran (m)	*screen*
éducation physique	*PE*
effacer	*to erase, rub out*
électricien/électricienne (m/f)	*electrician*
email	*email*
emploi (m)	*job*
emploi du temps (m)	*timetable*
employé (m)/employée (f) (de banque/bureau)	*(bank/office) employee*
employeur (m)	*employer*
entretien (m)	*interview (job)*
EPS	*physical and sports education*
étudiant/e (m/f)	*student*
examen (m)	*examination*
expérimenté	*experienced*
faire des études	*to study*
faire un stage	*to do a course*
faute (f)	*fault*
fax (m)	*fax*
fermier/fermière (m/f)	*farmer*

fois (f)	*time*
fonctionnaire (m/f)	*civil servant*
formation (f)	*training*
formulaire (m)	*form*
gérant (m/f)	*manager*
géographie	*geography*
histoire	*history*
hôtesse/steward de l'air (f/m)	*air hostess/air steward*
imprimante (f)	*printer*
imprimer	*to print*
informaticien/ne (m/f)	*computer scientist*
ingénieur (m)	*engineer*
instituteur (m)/institutrice (f)	*teacher (primary)*
journaliste (m/f)	*journalist*
langue (f)	*language*
licence (f)	*degree (university)*
livre sterling (f)	*pound*
maçon (m)	*builder*
mal payé	*badly paid*
marketing (m)	*marketing*
maths	*maths*
mécanicien/mécanicienne (m/f)	*mechanic*
message (m)	*message*
mi-temps	*part time*
mode (f)	*fashion*
moniteur (m)/monitrice (f)	*instructor*
mot de passe (m)	*password*
occupé	*busy*
ordinateur (m)	*computer*
papier (m)	*paper*
par heure	*per hour*

pause de midi (f)	*lunch break*
pause-café (thé/déjeuner) (f)	*coffee (tea/lunch) break*
permanence	*duty office*
physique	*physics*
plombier (m)	*plumber*
pompier (m)	*fireman*
poser sa candidature	*to apply (for a job)*
poste (f)	*post/post office*
prévu	*planned*
professeur (m)	*teacher*
programmeur (m)	*programmer*
progrès (m)	*progress*
projet (m)	*plan, project*
rapport (m)	*connection, report*
réponse (f)	*answer, reply*
répondeur (m)	*answerphone*
représentant (m)	*representative*
résultats (m)	*results*
réunion (f)	*meeting*
salaire (m)	*salary*
sciences	*science*
serveur/serveuse (m/f)	*waiter/waitress*
site (m)	*website*
société (f)	*society/company*
sondage (m)	*opinion poll/survey*
souris (f)	*mouse*
stage (en entreprise) (m)	*work experience*
sujet (m)	*subject*
supérieur	*superior/higher*
technicien/technicienne (m/f)	*technician*
touche (f)	*key (of keyboard)*

travail (m)	*work*
trimestre (m)	*term*
vestiaire (m)	*cloakroom*
web (m)	*the web*
web-mail (m)	*webmail*