OXFORD AQA
INTERNATIONAL QUALIFICATIONS

International GCSE

French

(9265) Specification

For teaching from September 2023 onwards

For exams May/June 2025 onwards

For teaching and examination outside the United Kingdom

Contents

1 Introduction 5

1.1 Why choose OxfordAQA International GCSEs? 5

1.2 Why choose our International GCSE French? 5

1.3 Recognition 6

1.4 Support and resources to help you teach 6

2 Specification at a glance 8

2.1 Subject content 8

2.2 Assessments 9

3 Subject content 10

3.1 Themes 10

3.2 Scope of study 11

3.3 Grammar 13

3.4 Vocabulary 15

4 Scheme of assessment 55

4.1 Aims and learning outcomes 55

4.2 Assessment Objectives 56

4.3 Assessment weightings 56

4.4 Paper 1: Listening 57

4.5 Paper 2: Speaking 57

4.6 Paper 3: Reading 58

4.7 Paper 4: Writing 59

4.8 Assessment criteria 60

5 General administration 68

5.1 Entries and codes 68

5.2 Overlaps with other qualifications 68

5.3 Awarding grades and reporting results 68

5.4 Resits 68

5.5 Previous learning and prerequisites 69

5.6 Access to assessment: equality and inclusion 69
5.7 Working with OxfordAQA for the first time 69
5.8 Private candidates 69

6 Appendix: Communication strategies 70
6.1 Strategies for understanding 70
6.2 Strategies for production 73

Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at **oxfordaqa.com/9265**
- We will write to you if there are significant changes to the specification.

Subject Content

Subject Level Guidance

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1 Introduction

1.1 Why choose OxfordAQA International GCSEs?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at **oxfordaqa.com**

1.2 Why choose our International GCSE French?

We have worked closely with teachers to develop a relevant, engaging and up-to-date French specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used in examination papers. British idiosyncratic terms however, will be avoided to aid students' understanding.

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

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

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

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

Our specification offers students a firm foundation of the knowledge and skills required for further study and future employment.

You can find out about all our International GCSE French qualifications at **oxfordaqa.com/9265**

1.3 Recognition

OxfordAQA meet the needs of international students. Please refer to the published timetables on the exams administration page of our website (**oxfordaqa.com/exams-admin**) for up to date exam timetabling information. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK.

To see the latest list of universities who have stated they accept these international qualifications, visit **oxfordaqa.com/recognition**

1.4 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training and support to help you deliver our qualifications
- student textbooks that have been checked and approved by us
- command words with exemplars.

Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

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

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at **oxfordaqa.com/9265**

You can contact the subject team directly at info@oxfordaqa.com or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm.

2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE French.

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

The guided learning hours (GLH) for this qualification are 120–140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1 Subject content

Core content

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

Theme 1: Identity and culture (page 10)

Theme 2: Local, national, international and global areas of interest (page 11)

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

2.2 Assessments

Paper 1: Listening	Paper 2: Speaking
What's assessed Understanding and responding to different types of spoken language	**What's assessed** Communicating and interacting effectively in speech for a variety of purposes
How it's assessed Written exam: 50 minutes 40 marks 25% of GCSE (The exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)	**How it's assessed** Non-exam assessment 10 minutes + 10 minutes preparation time 40 marks 25% of GCSE
Questions **Section A** – 32 marks. Questions in English, to be answered in English or non-verbally **Section B** – 8 marks. Questions in French, to be answered in French or non-verbally	**Questions** **Photo card** – 15 marks. 3-5 minutes **General conversation** – 25 marks. 5-7 minutes

Paper 3: Reading	Paper 4: Writing
What's assessed Understanding and responding to different types of written language	**What's assessed** Communicating effectively in writing for a variety of purposes
How it's assessed Written exam: 1 hour 15 minutes 60 marks 25% of GCSE	**How it's assessed** Written exam: 1 hour 15 minutes 60 marks 25% of GCSE
Questions **Section A** – 33 marks. Questions in English, to be answered in English or non-verbally **Section B** – 18 marks. Questions in French, to be answered in French or non-verbally **Section C** – 9 marks. Translation from French into English (a minimum of 50 words)	**Questions** **Question 1** – 8 marks. Message (student produces four sentences in response to a photo) **Question 2** – 16 marks. Structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) **Question 3** – 12 marks. Translation from English into French (minimum 50 words) **Question 4** – 24 marks. Open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions

3 Subject content

3.1 Themes

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

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

3.1.1 Theme one: Identity and culture

Theme one covers the following three topics with related sub-topics shown as bullet points:

Topic 1: Me, my family, friends and people I know

- Relationships with family
- Relationships with friends and people I know

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Sport
- Customs and festivals

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

Theme two covers the following four topics with related sub-topics shown as bullet points, where applicable:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty

Topic 4: Travel and tourism

3.1.3 Theme three: Current and future study and employment

Theme three covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

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

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

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

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

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

3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings

- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for International GCSE are set out below.

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

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

3.3.1 Nouns

gender

singular and plural forms

3.3.2 Articles

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

comparative and superlative, including *meilleur, pire*

3.3.3 Adjectives

agreement

position

comparative and superlative: regular and *meilleur*

demonstrative (*ce, cet, cette, ces*)

indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)

3.3.4 Adverbs

formation

comparative and superlative: including *mieux, le mieux*

interrogative (*comment, quand*)

adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)

common adverbial phrases

3.3.5 Quantifiers/intensifiers

très, assez, beaucoup, peu, trop

3.3.6 Pronouns

personal: all subjects, including *on*

reflexive

relative: *qui*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

disjunctive/emphatic

demonstrative (*ça, cela*)

demonstrative (*celui*) (R)

possessive *(le mien)* (R)

indefinite (*quelqu'un*)

interrogative (*qui, que*)

use of *y, en*

3.3.7 Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address: *tu, vous*

impersonal verbs (*il faut*)

verbs followed by an infinitive, with or without a preposition

Tenses:

- present
- perfect
- perfect infinitive
- imperfect: including *avoir, être and faire*
- other common verbs in the imperfect tense (R)
- immediate future
- future
- conditional: including *vouloir* and *aimer*
- pluperfect
- passive voice: present tense
- passive voice: future, imperfect and perfect tenses (R)
- imperative
- present participle, including use after *en*
- subjunctive mood: present, in commonly used expressions (R).

3.3.8 Prepositions

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

common compound prepositions eg *à côté de; près de; en face de, à cause de; au lieu de*

3.3.9 Conjunctions

common coordinating conjunctions eg *car; donc; ensuite; et; mais; ou, ou bien, puis*

common subordinating conjunctions eg *comme; lorsque; parce que; puisque; quand; que; si*

3.3.10 Number, quantity, dates and time

including use of *depuis* with present and imperfect tense

3.4 Vocabulary

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

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

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

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

3.4.1 Rubrics and instructions

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

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

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

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

3.4.2 General vocabulary

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

3.4.2.1 Comparisons

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

3.4.2.2 Conjunctions and connectives

French	English
à cause de	because of
à part	apart from
ainsi	so, therefore
alors	so, therefore, then
aussi	also
car	because
cependant	however
c'est-à-dire	that is to say, i.e.
comme	as, like
d'un côté/de l'autre côté	on the one hand/on the other hand
donc	so, therefore

French	English
ensuite	next
évidemment	obviously
mais	but
même si	even if
ou	or
par contre	on the other hand
par exemple	for example
pendant que	while
pourtant	however
puis	then
puisque	seeing that, since
quand	when
sans doute	undoubtedly, without doubt, probably
si	if
y compris	including

3.4.2.3 Prepositions

French	English
à	to, at
à côté de	next to
à travers	across, through
au bord de	at the side/edge of
au bout de	at the end of (ie length, rather than time)
au-dessous de	beneath, below
au-dessus de	above,over
au fond de	at the back of, at the bottom of
au lieu de	instead of
au milieu de	in the middle of
autour de	around
contre	against
de	of, from
depuis	since, for
derrière	behind
devant	in front of
en	in, within (time)
en dehors de	outside (of)
en face de	opposite

French	English
entre	between
jusqu'à	up to, until
malgré	despite, in spite of
parmi	amongst
pour	for, in order to
près de	near
sans	without
selon	according to
sous	under
sur	on
vers	towards

3.4.2.4 Negatives

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

3.4.2.5 Alphabet and accents

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

3.4.2.6 Numbers

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

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

Other number expressions

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

3.4.2.7 Asking questions

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

Common questions

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

3.4.2.8 Greetings and exclamations

French	English
à bientôt	see you soon
à demain	see you tomorrow
à tout à l'heure	see you soon/later
allô	hello (on phone)
amitiés	best wishes
au secours	help
bien sûr	of course, certainly

French	English
bienvenue	welcome
bon anniversaire	happy birthday
bon appétit	enjoy your meal
bon voyage	have a good trip
bonne année	happy new year
bonne chance	good luck
bonne idée	good idea
bonne nuit	good night
bonnes vacances	have a good holiday
bonsoir	good evening
d'accord	ok
de rien	don't mention it
désolé (e)	sorry
excusez-moi	excuse me
félicitations	congratulations
joyeux Noël	Merry Christmas
meilleurs voeux	best wishes
pardon	excuse me
quel dommage	what a pity
salut	hi
santé	cheers
s'il te/vous plaît	please

3.4.2.9 Opinions

French	English
à mon avis	in my opinion
absolument	absolutely
affreux	awful
agréable	pleasant
amusant	funny
barbant	boring
bien entendu	of course
bien sûr	of course
ça dépend	that depends
ça m'énerve	it gets on my nerves
ça me fait rire	it makes me laugh
ça me plaît	I like it

French	English
ça m'est égal	it's all the same to me
ça ne me dit rien	it means nothing to me/I don't fancy that/I don't feel like it
ça suffit	that's enough
casse-pieds	annoying
certainement	certainly
cher	dear, expensive
chouette	great
comme ci comme ça	so-so
compliqué	complicated
content	happy
croire	to believe
désagréable	unpleasant
désirer	to want
détester	to hate
dire	to say
drôle	funny
embêtant	annoying
en général	in general
enchanté	delighted
ennuyeux	boring
espérer	to hope
étonné	astonished, amazed
facile	easy
faible	weak
formidable	great
franchement	frankly
généralement	generally
génial	great
grave	serious
habile	clever
intéressant	interesting
(s')intéresser à	to be interested in
inutile	useless
incroyable	incredible
inquiet/inquiète	worried
marrant	funny

French	English
marre (en avoir)	(to be) fed up
mauvais	bad
merveilleux/merveilleuse	marvellous
mignon/mignonne	cute
moche	ugly
(moi) non plus	nor me neither, nor do I
nouveau	new
nul	rubbish
parfait	perfect
passionnant	exciting
peine la	the bother
penser	to think
peut-être	perhaps
pratique	practical
préférer	to prefer
promettre	to promise
ridicule	ridiculous
rigolo	funny
sage	well behaved
sembler	to seem
sensass	sensational
supporter	to put up with
utile	useful
vouloir	to wish, want
vraiment	really, truly

3.4.2.10 Expressions of time

Seasons

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

Time expressions

French	English
à la fois	at the same time
à l'avenir	in the future
à l'heure	on time
à temps partiel	part-time
an l' (m)	year
année l' (f)	year
après	after
après-demain	the day after tomorrow
après-midi	afternoon
aujourd'hui	today
auparavant	formerly, in the past
avant	before
avant-hier	the day before yesterday
bientôt	soon
d'abord	at first, firstly
d'habitude	usually
de bonne heure	early
début le	start
demain	tomorrow
dernier/dernière	last
de temps en temps	from time to time
déjà	already
de nouveau	again
en attendant	whilst waiting (for), meanwhile
en avance	in advance
en ce moment	at the moment
en retard	late
en train de (faire...)	(to be) doing
en même temps	at the same time
encore une fois	once more, again
enfin	at last, finally
environ	about, approximately
fin la	end
hier	yesterday
il y a	ago

French	English
jour le	day
journée la	day
lendemain le	the next day
longtemps	for a long time
maintenant	now
matin le	morning
mois le	month
normalement	normally
nuit la	night
parfois	sometimes
passé le	past
pendant	during
plus tard	later
presque	almost, nearly
prochain	next
quelquefois	sometimes
rarement	rarely
récemment	recently
semaine la	week
seulement	only
siècle le	century
soir le	evening
soudain	suddenly
souvent	often
suivant	following
sur le point de (être)	(to be) about to
tard	late
tôt	early
toujours	always, still
tous les jours	every day
tout à coup	suddenly, all of a sudden
tout de suite	immediately
vite	quickly

3.4.2.11 Location and distance

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

3.4.2.12 Colours

French	English
châtain	light brown
clair	light
foncé	dark
marron	brown
noisette	hazel
pourpre	purple

French	English
rose	pink
roux	ginger

3.4.2.13 Weights and measures

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

3.4.2.14 Shape

French	English
carré	square
rond	round

2.4.2.15 Weather

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

French	English
tremper	to soak
vent le	wind

3.4.2.16 Access

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

3.4.2.17 Correctness

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

3.4.2.18 Materials

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

3.4.2.19 Common abbreviations

French	English
CDI centre de documentation et d'information le	resource centre
CES collège d'enseignement secondaire le	secondary school
EPS éducation physique et sportive l' (f)	PE (physical education)
SAMU service d'aide médicale d'urgence le	emergency medical services
SNCF société nationale des chemins de fer français la	National Rail Service
TGV train à grande vitesse le	high-speed train
TVA taxe sur la valeur ajoutée la	VAT (Value Added Tax)
VTT vélo tout terrain le	mountain bike

3.4.3 Theme-based vocabulary

3.4.3.1 Identity and culture

Me, my family, friends and people I know

French	English
aimable	kind
aîné	elder
s'appeler	to be called
avoir...ans	to be...years old
barbe la	beard
bavard	chatty/talkative
beau/belle/bel	beautiful
bête	stupid, silly
bouclé	curly
cheveux les (m)	hair
copain le/copine la	friend, mate

French	English
court	short
demi-frère le	half-brother
demi-sœur la	half-sister
se disputer	to argue
dire	to say, tell
égoïste	selfish
ensemble	together
s'entendre (avec)	to get on (with)
fâché	angry
se faire des amis	to make friends
femme la	wife/woman
fille la	daughter/girl
fils le	son
frisé	curly
généreux/généreuse	generous
gentil/gentille	kind, nice
grand-mère la	grandmother
grand-père le	grandfather
grands-parents les (m)	grandparents
gros/grosse	fat
heureux/heureuse	happy
injuste	unfair
jeune	young
joli	pretty
laid	ugly
long/longue	long
lunettes les (f)	glasses
mari le	husband
se marier	to get married, marry
méchant	naughty
mi-long	medium length
mort	dead
naissance la	birth
né(e) le...	born on the...
nom le	name
paresseux/paresseuse	lazy

French	English
partager	to share
pénible	annoying
petite-fille la	grand-daughter
petit-fils le	grandson
prénom le	first name
raide	straight
rapports les (m)	relationships
sens de l'humour le	sense of humour
séparé	separated
sortir	to go out
sportif/sportive	sporty
sympa	kind, nice
de taille moyenne	medium height
tante la	aunt
timide	shy
tranquille	quiet, calm
travailleur/travailleuse	hard-working
triste	sad
unique	only
vieux/vieil/vieille	old
yeux les (m)	eyes
bague la	ring
bouton le	spot, pimple
compréhensif/compréhensive	understanding
confiance la	trust
connaître	to know (a person)
de mauvaise humeur	bad tempered
esprit l' (m)	mind
étonnant	amazing
étrange	strange
fier/fière	proud
fou/folle	mad, crazy
gâter	to spoil
gêner	to annoy
jaloux/jalouse	jealous
jumeau le/jumelle la	twin

French	English
jeunesse la	youth
marre (en avoir)	(to be) fed up
mépriser	to despise
se mettre en colère	to get angry
mourir	to die
naître	to be born
neveu le	nephew
ondulé	wavy
se rendre compte	to realise
vif/vive	lively

Technology in everyday life

French	English
acheter	to buy
avantage l' (m)	advantage
chercher	to look for
clavier le	keyboard
cliquer	to click
dangereux	dangerous
désavantage le	disadvantage
écran l' (m)	screen
envoyer	to send
faire des achats	to shop
imprimante l' (f)	printer
inconvénient l' (m)	disadvantage, drawback
jeu le	game
lecteur DVD le	DVD player
lecteur MP3 le	MP3 player
en ligne	online
mettre	to put
mettre en ligne	to upload
mot de passe le	password
ordinateur l' (m)	computer
ordinateur portable l' (m)	laptop
ordinateur tablette l' (m)	tablet
passer du temps	to spend time
portable le	mobile (phone)

French	English
recevoir	to receive
réseau social le	social network
rester en contact	to stay in contact
site internet/web le	website
souris la	mouse
surfer sur Internet	to surf the internet
taper	to type
tchater	to talk online
télécharger	to download
texto le	text
touche la	key
bloggeur le	blogger
caméscope le	camcorder
compte le	account
console de jeux la	games console
courrier électronique le	email
écran tactile l' (m)	touch screen
effacer	to delete
enregistrer	to record
fichier le	file
genre le	type, kind
imprimer	to print
internaute l' (m)	internet user
logiciel le	software
moniteur le	monitor
numérique	digital
page d'accueil la	welcome page
pile la	battery
remplir	to fill (in)
sauvegarder	to save
traitement de texte le	word processing

Free-time activities

French	English
actualités les (f)	news
argent l' (m)	money
basket le	basketball

French	English
billet le	ticket
boire	to drink
boisson la	drink
cadeau le	present
carte la	menu
centre sportif le	sports centre
chanson la	song
chanter	to sing
chanteur le/chanteuse la	singer
cheval le	horse
choisir	to choose
club des jeunes le	youth club
commander	to order
commencer	to start
courir	to run
coûter	to cost
crudités les (f)	raw chopped vegetables
débuter	to begin
dessin animé le	cartoon
eau (minérale) l' (f)	(mineral) water
église l' (f)	church
équitation l' (f)	horse riding
escalade l' (f)	rock climbing
essayer	to try
fana de (le)	a fan of
fête la	festival, celebration, party
fêter	to celebrate
feuilleton le	soap opera
feux d'artifice les (m)	fireworks
film de guerre le	war film
film policier le	detective film
glace la	ice cream
goûter	to taste
jeu télévisé le	game show
Jour de l'An le	New Year's Day
juif/juive	Jewish

French	English
légumes les (m)	vegetables
mosquée la	Mosque
musulman	Muslim
natation la	swimming
nourriture la	food
Pâques	Easter
passe-temps le	hobby
patinage à glace le	ice skating
patinoire la	ice rink
payer	to pay (for)
pêche la	fishing
piscine la	swimming pool
planche à voile la	wind-surfing
poisson le	fish
prendre	to take
promenade la	walk
publicité la	adverts
religieux/religieuse	religious
rencontrer	to meet
repas le	meal
s'intéresser à	to be interested in
Saint-Sylvestre la	New Year's Eve
sel le	salt
série la	series
skate le	skateboarding
ski (nautique) le	(water) skiing
sports d'hiver les (m)	winter sports
stade le	stadium
sucre le	sugar
télé réalité la	reality television
temps libre le	free time
vedette la	film star
veille de Noël la	Christmas Eve
viande la	meat
voile la	sailing
voir	to see

French	English
volley le	volleyball
vouloir	to wish, want
s'abonner	to subscribe
ado l' (m/f)	adolescent
amer/amère	sour
chorale la	choir
course la	race
défilé le	procession
échecs les (m)	chess
effets spéciaux (m) les	special effects
espèce l' (f)	type, kind
féliciter	to congratulate
jour férié le	public holiday
lieu le (avoir lieu)	place (to take place)
marquer un but/un essai	to score a goal/try
réunion la	meeting
séance la	performance
tournée la	tour
tournoi le	tournament

3.4.3.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

French	English
aider	to help
animé	lively
arbre l' (m)	tree
armoire l' (f)	wardrobe
bâtiment le	building
besoin le (avoir … de)	need (to need)
bibliothèque la	library
boucherie la	butcher's shop
baskets les (f)	trainers
boulangerie la	bakery
bijou le	jewel, jewellery
bijouterie la	jeweller's shop
blouson le	coat/jacket
bon marché	cheap

French	English
bruit le	noise
bureau le	office, study
bruyant	noisy
caisse la	till
calme	quiet
campagne la	countryside
carte bancaire la	bank card
cave la	cellar
ceinture la	belt
célèbre	famous
centre commercial le	shopping centre
champ le	field
chapeau le	hat
charcuterie la	delicatessen
chaussette la	sock
chaussure la	shoe
chemise la	shirt
choix le	choice
chose la	thing
circulation la	traffic
commerces les (m)	shops
colline la	hill
commissariat le	police station
cravate la	tie
cuisine la	kitchen/cooking
déménager	to move house
démodé	old-fashioned
dépenser	to spend (money)
devoir	to have to
économiser	to save
escalier l' (m)	staircase
essayer	to try on
étage l' (m)	floor, storey
fenêtre la	window
ferme la	farm
fleur la	flower

French	English
gare la	railway station
gare routière la	bus station
gens les (m)	people
gilet le	waistcoat
grand magasin le	department store
gratuit	free (of charge)
habitant l' (m)	inhabitant
hôtel de ville l' (m)	town hall
immeuble l' (m)	block of flats
jardinage le	gardening
jupe la	skirt
laver	to wash
librairie la	bookshop
livrer	to deliver
maison la (individuelle/jumelée/mitoyenne)	house (detached/semi-detached/terraced)
mairie la	town hall
manteau le	overcoat
marché le	market
meubles les (m)	furniture
mode la	fashion
(à la) montagne la	(in the) mountain(s)
mur le	wall
musée le	museum
nettoyer	to clean
pantalon le	trousers
parc le	park
parfum le	perfume
pâtisserie la	cake shop
pauvre	poor
perdre	to lose
pièce la	room
place la	square
portefeuille le	wallet
porte-monnaie le	purse
poser	to put down
poste la	post office

French	English
pouvoir	to be able
prix le	price
propre	clean, tidy
pull le	jumper
quartier le	quarter, area
quitter	to leave
ranger	to tidy
réduire	to reduce
réduit	reduced
rez-de-chaussée le	ground floor
risque le	risk
robe la	dress
sale	dirty
salle à manger la	dining room
salle de bains la	bathroom
salon le	living room, lounge
sécurité la	safety
soldes les (m)	sale
sous-sol le	basement
station-service la	service station
transport en commun le	public transport
travailler	to work
se trouver	to be situated
usine l' (f)	factory
vendeur le/vendeuse la	shop assistant
vendre	to sell
veste la	jacket
vêtements les (m)	clothes
vie la	life
ville la	town
vitrine la	shop window
vivre	to live
voisin le	neighbour
zone piétonne la	pedestrian zone
bricolage le	DIY (do it yourself)
distractions les (f)	things to do

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

Social issues

French	English
alimentation l' (f)	food
aller bien	to be well
aller mieux	to be better
(s') arrêter	to stop
association caritative l' (f)	charity
bonbon le	sweet
bonheur le	happiness
chocolat le	chocolate
combattre	to combat
déjeuner le	lunch
se détendre	to relax
devenir	to become
dîner le	evening meal
dormir	to sleep
eau potable l' (f)	drinking water

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

French	English
vide	empty
vomir	to be sick
agir (il s'agit de)	to act (it's a question of)
avertir	to warn
avoir sommeil	to be sleepy
cacher	to hide
cancer (des poumons) le	(lung) cancer
coupable	guilty
casse-croûte le	snack
conseil le	advice
consommation la	consumption, usage
crise cardiaque la	heart attack
dégoûtant	disgusting
déprimé	depressed
dette la	debt
douleur la	pain
enquête l' (f)	enquiry
entraînement l' (m)	training
épuiser	to exhaust
s'entraîner	to train
essoufflé	breathless
foie le	liver
hors d'haleine	out of breath
mannequin le	model
mener	to lead
musculation la	weight training
nourriture bio la	organic food
peau la	skin
quotidien(ne)	daily
personnes défavorisées les (f)	disadvantaged people
renoncer	to give up
respirer	to breathe
salé	salty
soigner	to care for
soin le	care
surveiller	to watch

French	English
tenter	to attempt
tousser	to cough
valoir mieux	to be better, preferable
voix la	voice

Global issues

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

French	English
améliorer	to improve
augmenter	to increase
campagne la	campaign
charbon le	coal
couche d'ozone la	ozone layer
croire	to believe
déboisement le	deforestation
effet de serre l' (m)	greenhouse effect
effrayant	frightening
égal	equal
emballage l' (m)	packaging
empêcher	to prevent
endommager	to damage
énergie renouvelable l' (f)	renewable energy
ennui l' (m)	problem, worry
entouré	surrounded
état l' (m)	state
gaz carbonique le	carbon dioxide
gaz d'échappement le	exhaust fumes
guerre la	war
incendie l' (m)	fire
inonder	to flood
s'inquiéter	to worry
lourd	heavy, serious
lutter	to struggle
manifestation la	demonstration
marée la	tide
mentir	to lie
mondial	worldwide
niveau le	level
paix la	peace
paysage le	countryside/landscape
(se) plaindre	to complain
produire	to provide
produits bio les (m)	green products
ramasser	to pick up

French	English
reconnaissant	grateful
supporter	to tolerate, put up with
supprimer	to suppress/eliminate
souci le	worry, concern
témoin le	witness
trou le	hole
vague la	wave
voler	to steal

Travel and tourism

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

French	English
carte postale la	postcard
casser	to break
chambre de famille la	family room
chercher	to look for
Chine la/chinois	China/Chinese
clé la	key
colonie de vacances la	holiday/summer camp
conduire	to drive
se coucher	to go to bed
crème solaire la	sun cream
départ le	departure
descendre	to stay
dortoir le	dormitory
durer	to last
échange l' (m)	exchange
en plein air	in the open air
Espagne l' (f)/espagnol	Spain/Spanish
essence l' (f)	petrol
Etats-Unis les (m)	USA
à l'étranger	abroad
étranger l' (m)	stranger/foreigner
expliquer	to explain
faire la connaissance	to get to know
faire du camping	to go camping
(se) garer	to park
(s') habituer à	to get used to
horaire l' (m)	timetable
île l' (f)	island
lac le	lake
laisser	to leave
laver	to wash
(se) laver	to get washed
lentement	slowly
lever	to lift
(se) lever	to get up
lit le	bed

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

French	English
route la	road, way
salle de séjour la	lounge
sable le	sand
sac de couchage le	sleeping bag
séjour le	stay, visit
spectacle le	show
Suisse la/suisse	Switzerland/Swiss
tourisme le	tourism
tourner	to turn
Tunisie la/tunisien	Tunisia/Tunisian
vacances les (f)	holidays
valise la	suitcase
visite la (guidée)	(guided) visit
voiture la	car
vol le	flight
voler	to fly
voyager	to travel
vue de mer la	sea view
aire de jeux l' (f)	play area
atterrir	to land
avis l' (m)	opinion
chambre d'hôte la	bed and breakfast
chemin le	way, path
chemin de fer le	railway
climatisation la	air conditioning
concours le	competition
se débrouiller	to get by, to cope
décoller	to take off
déranger	to disturb
donner sur	to overlook
dresser	to put up (tent)
emplacement l' (m)	pitch (tent)
événement l' (m)	event
faire la grasse matinée	to lie in, sleep in
foire la	fair
frontière la	border, frontier

French	English
héberger	to lodge, accommodate
herbe l' (f)	grass
inconnu	unknown
jardin zoologique le	zoo
jumelé	twinned
lavabo le	wash basin
lits superposés les (m)	bunk beds
manquer	to miss
se mettre en route	to set off
moquette la	carpet
paraître	to seem
permis de conduire le	driving licence
la perte	loss
plaire	to please
plongée sous-marine la	underwater diving
ralentir	to slow down
remarquer	to notice
sommet le	summit
station balnéaire la	seaside resort
tour la	tower, tour
traduire	to translate
trajet le	journey
traversée la	crossing

3.4.3.3 Current and future study and employment

My studies

French	English
chimie la	chemistry
dessin le	art
EPS l' (f)	PE (physical education)
français le	French
informatique (l') (f)	IT (information technology)
instituteur l' (m)	primary school teacher (male)
institutrice l' (f)	primary school teacher (female)
langue la	language
matière la	subject
physique la	physics

French	English
professeur le	teacher
religion la	religious studies
couture la	sewing
langues vivantes les (f)	modern languages
instruction civique l' (f)	citizenship
proviseur le	head teacher

Life at school/college

French	English
apprendre	to learn
calculette la	calculator
collège le	secondary school
comprendre	to understand
cours le	lesson
demander	to ask
devoirs les (m)	homework
difficulté la	difficulty
diplôme le	qualification
directeur le	headmaster
directrice la	headmistress
discuter	to discuss
distribuer	to give out
droit le	right
école l' (f) (primaire/secondaire)	(primary/secondary) school
élève l' (m/f)	pupil
emploi du temps l' (m)	timetable
études les (f)	study
étudiant l' (m)	student
examen l' (m)	examination
faire attention	to pay attention
leçon la	lesson
lecture la	reading
lire	to read
maquillage le	make up
note la	mark
oublier	to forget
passer un examen	to sit an exam

French	English
pause la	break, pause
penser	to think
permettre	to allow, permit
porter	to wear, carry
pression la	pressure
récré(ation) la	break
règle la	rule
règlement le	school rules
rentrée la	return to school
répéter	to repeat
réponse la	reply
résultat le	result
réussir un examen	to pass an exam
salle de classe la	classroom
savoir	to know
scolaire	school (adj)
tableau le	board
terrain de sport le	sports ground
trimestre le	term
trouver	to find
bien équipé	well equipped
bulletin scolaire le	school report
car de ramassage le	school bus
couloir le	corridor
doué	gifted
échouer	to fail
enseigner	to teach
incivilités les (f)	rudeness
injure l' (f)	insult
mal équipé	badly equipped
maternelle la	nursery school
redoubler	to repeat the year
retenue la	detention

Education post-16

French	English
année sabbatique l' (f)	gap year
apprenti(e) l' (m/f)	apprentice
avoir envie de	to want to
avoir l'intention (de)	to intend (to)
bac(calauréat) le	A-level(s)
étudier	to study
laisser tomber	to drop
liberté la	freedom
lycée le	sixth form college, grammar school
conseiller d'orientation le	careers adviser
épreuve l' (f)	test
établissement l' (m)	establishment
faculté la	university, faculty
former	to train
licence la	degree

Jobs, career choices and ambitions

French	English
agent de police l' (m)	policeman
avenir l' (m)	future
boucher le	butcher
boulanger le	baker
boulot le	job
candidat le	candidate
coiffeur le	hairdresser
compter (sur)	to count (on)
employé(e) l'	employee
employeur l'	employer
espérer	to hope
facteur le	postman
fermier le	farmer
gagner	to earn, win
idée l' (f)	idea
infirmier l' (m)	nurse
informaticien l'	IT worker
ingénieur l' (m)	engineer

French	English
journal le	newspaper
livre la (sterling)	pound (sterling)
maçon le	builder
mécanicien le	mechanic
mettre de l'argent de côté	to save money
patron le; patronne la	boss
petit job le	part-time job
plombier le	plumber
policier le	policeman
rêve le	dream
rêver	to dream
recevoir	to receive
varié	varied
vétérinaire le	vet
à peine	scarcely
assis	sitting
avocat l' (m)	lawyer
comptable le	accountant
croisière la	cruise
débouché le	prospect/job prospect/opportunity
debout	standing
dessinateur de mode le	fashion designer
disponible	available
élargir	to widen
entreprise l' (f)	firm, enterprise
entretien l' (m)	interview
enrichissant	enriching, rewarding
espoir l' (m)	hope
interprète l' (m)	interpreter
outil l' (m)	tool
venir de	to have just

4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at **oxfordaqa.com/9265**

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

Our International GCSE exams and certification for this specification are available for the first time in May/June 2025 and then every May/June and November for the life of the specification.

All materials are available in English only.

Our GCSE exams in French include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

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

Courses based on this specification should enable students to:

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

4.2 Assessment Objectives

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

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

4.2.1 Assessment Objective weightings

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

4.3 Assessment weightings

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

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

4.4 Paper 1: Listening

40 marks; 50 minutes (including 5 minutes' reading time)

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

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in French, requiring non-verbal responses or responses in French.

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

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

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

See the Listening test assessment criteria (page 60).

4.5 Paper 2: Speaking

40 marks. Students will attend one session of 10 minutes (and supervised preparation time of 10 minutes).

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

Detailed instructions for the teacher will be issued prior to the test period.

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

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

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

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

The test is conducted and audio-recorded by the teacher and marked by OxfordAQA.

4.5.1 Photo card (15 marks)

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

4.5.2 General conversation (25 marks)

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

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

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

See the Speaking test assessment criteria (page 60).

4.6 Paper 3: Reading

60 marks; 1 hour 15 minutes

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

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in French, requiring non-verbal responses or responses in French. In Section C, there will be a translation from French into English (a minimum of 50 words).

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

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

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

See the Reading test assessment criteria (page 63).

4.7 Paper 4: Writing

60 marks; 1 hour 15 minutes

Students are required to write in French.

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

4.7.1 Question 1 (8 marks)

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

4.7.2 Question 2 (16 marks)

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

Students are expected to write approximately 90 words but, provided the tasks set are completed, the number of words is not important.

4.7.3 Question 3 (12 marks)

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

4.7.4 Question 4 (24 marks)

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

Students are expected to write approximately 150 words but, provided the tasks set are completed, the number of words is not important. They choose either Question 4.1 or 4.2.

See the Writing test assessment criteria (page 63).

4.8 Assessment criteria

4.8.1 Listening

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

4.8.2 Speaking

Marks will be allocated in the following way:

	Communication	Knowledge and use of language	Pronunciation and intonation	Spontaneity and fluency	Total
Photo card	10	5	-	-	15
Conversation	10	5	5	5	25
Total	**20**	**10**	**5**	**5**	**40**

Part 1: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication and Knowledge and use of language, as specified in the criteria below.

Communication

Level	Mark	Communication
5	9-10	The speaker replies to all questions clearly and develops most answers. They give and explain an opinion.
4	7-8	The speaker replies to all or nearly all questions clearly and develops some answers. They give and explain an opinion.
3	5-6	The speaker gives understandable replies to most questions and develops at least one answer. They give an opinion.
2	3-4	The speaker gives understandable replies to most questions but they may be short and/or repetitive. More prompts are used to obtain a response.
1	1–2	The speaker replies to some questions but the answers are likely to be short and/or repetitive. The speaker is clearly reliant on the prompts in order to respond.
	0	Communication does not meet the standard required for Level 1.

Knowledge and use of language

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

Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Part 2: General conversation (25 marks)

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

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

Communication

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

Knowledge and use of language

Level	Mark	Knowledge and use of language
5	5	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. Generally a high level of accuracy though minor errors may occur.
4	4	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Minor errors likely when complex structures and/or vocabulary are attempted.
3	3	Good language with some attempts at more complex structures and vocabulary which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not impede communication.
2	2	Reasonable language which uses simple structures and vocabulary and may occasionally be repetitive. Attempts to make reference to past or future events may have only limited success. Errors may occasionally impede communication.
1	1	Basic language which uses simple structures, a limited vocabulary range and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
	0	The language does not meet the standard required for Level 1.

Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses in more challenging language.
3	3	Pronunciation is generally understandable with some sustained intonation.
2	2	Pronunciation is usually understandable with a little intonation; comprehension is sometimes delayed.
1	1	Pronunciation and intonation are occasionally understandable; comprehension is difficult at times.
	0	Pronunciation and intonation do not reach the standard required for Level 1.

Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions but the delivery generally has a reasonable pace.
2	2	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
1	1	Basic exchange in which the speaker shows no spontaneity and relies heavily on pre-learnt responses. There are frequent and sometimes long hesitations. Slow delivery means that the conversation is disjointed and lacks any flow.
	0	Spontaneity and fluency do not reach the standard required for Level 1.

Notes

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

4.8.3 Reading

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

4.8.4 Writing

Marks will be allocated in the following way:

	Communication	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8							8
Question 2		10	6					16
Question 3						6	6	12
Question 4		12		8	4			24
Total	**8**	**22**	**6**	**8**	**4**	**6**	**6**	**60**

Question 1 (8 marks)

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

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

Question 2 (16 marks)

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

Content

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

Notes

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

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.

1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
	0	The language produced does not meet the standard required for Level 1.

Notes

(a) A major error is one which seriously affects communication.

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

Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below.

Conveying key messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
	0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table:

Total ticks	Mark
12	6
10/11	5
7/8/9	4
5/6	3
3/4	2
1/2	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: ‘Would a native speaker understand the target language version without reference to the original English?’ If the answer is ‘yes’, award a tick.

Application of grammatical knowledge of language and structures

Level	Marks	Response
3	5-6	Good knowledge of vocabulary and structures; highly accurate.
2	3-4	Reasonable knowledge of vocabulary and structures; generally more accurate than inaccurate.
1	1-2	Limited knowledge of vocabulary and structures; highly inaccurate.
	0	The language produced does not meet the standard required for Level 1.

Notes

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

Question 4 (24 marks)

There are two compulsory bullet points, assessed for Content (12 marks), Range of language (8 marks) and Accuracy (4 marks), as specified in the criteria below.

The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Marks	Response
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
	0	The content does not meet the standard required for Level 1.

Notes

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

Range of language

Level	Marks	Response
4	7-8	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	5–6	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–2	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
	0	The range of language produced does not meet the standard required for a mark.

Notes

(a) A major error is one which seriously affects communication.

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

Accuracy

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

Notes

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

5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at **oxfordaqa.com/exams-admin**

For any immediate enquiries please contact **info@oxfordaqa.com**

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

5.1 Entries and codes

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

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE French	9265

Please check the current version of the Entry Codes book and the latest information about making entries on **oxfordaqa.com/exams-admin**

Exams will be available May/June and in November.

5.2 Overlaps with other qualifications

This specification overlaps with the AQA UK GCSE French (8658).

5.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at **oxfordaqa.com**

5.4 Resits

Students can retake the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be resat.

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

5.5 Previous learning and prerequisites

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

5.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the *UK Equality Act 2010* to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

5.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at **oxfordaqa.com/centreapprovals**

5.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: **info@oxfordaqa.com**

It is expected that students undertaking this specification will sit the speaking paper. Centres accepting private candidates must ensure they have carried out this minimum requirement.

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.

6 Appendix: Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic French, or which they themselves might need to use. For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

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

6.1 Strategies for understanding

6.1.1 Ignoring words which are not needed

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

6.1.2 Using the visual and verbal context

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

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

6.1.3 Making use of grammatical markers and categories

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

6.1.4 Making use of the social and cultural context

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

6.1.5 Using common patterns with French

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

- *re* prefix (eg *commencer – recommencer; faire – refaire*)
- the *eur* ending applied to verbs (eg *employer – employeur*) and applied to adjectives (eg *grand, grandeur*, etc)

- *ette* ending (eg *maison – maisonette; tarte – tartelette; camion – camionette*)
- *able* ending (eg *laver – lavable; manger – mangeable*)
- *aine* ending (eg *quinze – quinzaine; cent – centaine; douze – douzaine*)
- *té* ending (eg *bon – bonté; beau – beauté*)
- *ier* ending (eg *épicerie – épicier; police – policier; ferme – fermier*)
- *in* prefix (eg *actif – inactif; connu – inconnu; cassable – incassable*)
- *ion* and *ation* endings (eg *réparer – réparation; inventer – invention*).

6.1.6 Using cognates and near-cognates

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

Cognates

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

Near-cognates

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

6.1.7 Using common patterns between French and English

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

Pattern	Examples
The French word adds an 'e'	*branche, liquide, signe, vaste*
The English word adds an 'e'	*futur, masculin, paradis, pur*
Words which end with 'e' or 'é' in French and with 'y' in English	*beauté, liberté, mystère, armée*
Words which end with 'i' or 'ie' in French and with 'y' in English	*économie, parti, tragédie*
Words which end with *aire* in French and with 'ar' or 'ary' in English	*grammaire, militaire, populaire*
Words which end with *el* in French and with *al* in English	*individuel, officiel*
French adverbs ending with *ment* which end with 'ly' in English	*complètement, généralement, spécialement*
Verbs which add 'r' or 'er' in the infinitive in French	*admirer, confirmer, inspecter*
Verbs which end with *er* in French and with 'ate' in English	*cultiver, décorer*

Pattern	Examples
Words where 'o' or 'u' in English is replaced by *ou* in French	*approuver, gouvernement, mouvement, bouddhiste*
Words where a 'd' is added in English	*aventure, avance, juge*
Present participles ending in *ant* in French and 'ing' in English	*dégoûtant, commençant, nageant* Students will be expected to understand such present participles where the infinitive of the verb is a listed word
Words which end with *e* or *eux* in French and with 'ous' in English	*énorme, précieux, religieux*
Words which end with *que* in French and with 'c', 'ck', 'ch', 'k', or 'cal' in English	*automatique, physique, risque*
Words which end with *f* in French and with 've' in English	*actif, adjectif, possessif*
Words which end with eur in French and with 'our', 'or', or 'er' in English	*boxeur, empereur, vigueur*
Words which end with *e* or re in French and with 'er' in English	*ministre, ordre, interprète*
Words which end with e in French and 'a' in English	*drame, propagande*
Words where 'u' in English is replaced by *o* in French	*fonction, prononciation*
Words where 'oun' in English is replaced by *on* in French	*annoncer, prononcer*
Words which have a circumflex accent in French and an 's' in English	*forêt, honnête, intérêt, tempête*
Words where *dé* in French is replaced by 'dis' in English	*décourager, dégoûter*
Words where *é* or *es* in French is replaced by 's' in English	*espace, éponge*

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

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

- nouns and adjectives frequently have no plural forms: plurality is shown by a change in the pronunciation of the article or some other related word: *le grand pont – les grands ponts;*
- Verbs either have no plural form at all: *il donne/ils donnent: il chantait/ils chantaient*
- or add a consonant: *il vend/ils vendent: il finit/ils finissent.*

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

- ignoring words which are not needed for a successful completion of the task set
- using the (visual and) verbal context

- making use of the social and cultural context
- using common patterns within French.

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

6.1.8 Near-cognates

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

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

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

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

6.2 Strategies for production

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

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

6.2.1 Non-verbal strategies

Pointing and demonstration

This may be accompanied by some appropriate language (eg *"Comme ça…" "Qu'est-ce que c'est ?" "Ça fait mal ici"*).

Expression and gesture

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

Mime

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

Drawing

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

6.2.2 Verbal strategies

Using a word which refers to a similar item

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

Description of physical properties

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

Requests for help

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

Simplification

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

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

Paraphrase

This is where the student uses words and messages in acceptable French, avoiding the use of words which they have forgotten (eg *"Elle n'est pas riche" for "Elle est pauvre", "C'est comme un…" "C'est le contraire de…" "C'est une sorte de…"*). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

Reference to specific features

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

Reference to the function of an object

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

Word coinage

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

Topic avoidance

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

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

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

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