

MFL GCSE Subject Content

Introduction

1. This document sets out the learning outcomes and content coverage required for GCSE specifications in modern foreign languages (MFL). The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives, it provides the framework within which the awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A Level.
2. GCSE specifications in MFL will take account of the national curriculum programmes of study for key stages 2 and 3. They will build on the foundations of grammar, vocabulary and linguistic competence envisaged by the programmes of study for key stages 2 and 3, increasing the level of linguistic and cognitive demand.
3. Courses designed to support preparation for GCSE specifications will ensure systematic, well-sequenced coverage of the specification's linguistic content, avoiding overloading students at any given point, and with ample opportunities for practising the content taught at each stage receptively and productively, in the oral and written modalities, with an approximately equal emphasis on each.

Subject aims

4. GCSE specifications in MFL should provide a coherent, satisfying and worthwhile course of study. They should encourage students to develop confidence in, and a positive attitude towards, MFL and to recognise the importance of languages. They should also provide a strong linguistic and cultural foundation for students who go on to study MFL at a higher level post-16.
5. Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate in speech and writing with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. The study of a modern foreign language at GCSE should also broaden students' horizons, encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.
6. It is important that students should be taught the language in the context of the countries and communities where the language is spoken. As they learn the language, students should become familiar with aspects of the contexts of the countries and communities in which the language is spoken. This is because an appreciation of the culture, history, geography and working environments of these countries and communities is an integral part of a well-designed language course and

is likely to be motivating and interesting for students. Such contexts will be referenced in assessment tasks as appropriate.

Subject Content

7. GCSE specifications in MFL should enable students to:
 - a. Learn, and be able to recall readily and use, the range of vocabulary required for the level at which they are studying. The parameters for specifying the vocabulary to be learnt are set out in paragraphs 13-21 of this document.
 - b. Learn and be able to use the grammar specified to understand and produce meaning accurately, in oral and written modalities, and to speak with increasing fluency. The grammar to be learnt in each language is set out in annexes 1-3 of this document.
 - c. Know and be able to apply the principles by which spelling represents sounds in standard or widely used forms of the language, and use clear and comprehensible pronunciation when speaking the language.
8. Students should be able to use the language they are learning both receptively and productively, in spoken and written forms, for a range of audiences and purposes, in different genres and in formal and informal contexts which are relevant to their current and future needs and interests, having regard to the likely experiences of a wide social range. They should be able to recall and use language in familiar and new situations and be able to move between the language they are learning and English.
9. GCSE specifications in MFL must require students to:
 - a. understand written texts in the language. Texts will comprise defined vocabulary and grammar for each tier and will be of limited complexity at foundation tier.
 - b. understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible, and which do not contain extraneous distractions or interruptions; undertake dictation exercises from short spoken extracts, with credit for accurate spelling.
 - c. write text in the language in a lexically and grammatically accurate way, based on simple and familiar stimuli.

- d. translate in writing vocabulary items and short sentences or texts, from the language to English and vice versa using a range of the vocabulary and grammar specified for each tier. In this context translation means an appropriate and sufficient rendering of the meaning of the original English.
- e. read aloud, using clear and comprehensible pronunciation, short sentences from the written form of the language and demonstrate understanding of them (for example by answering questions); undertake role play simulating a context such as a social conversation where instructions are unambiguous and there are no unexpected questions; answer questions about a visual stimulus such as a photograph. For these activities students will have time for preparation (without access to reference materials), and vocabulary and grammar expected will be from the defined content for each tier.

10. Complexity¹ of language: Spoken and written language (for comprehension and production) will be of limited complexity at foundation tier. At higher tier students will be expected to understand (in listening and reading) and produce (in speech and writing) language at a higher level of complexity. The complexity of the language will be in both cases appropriate to the level of study.

11. Question types: Where questions are designed to test comprehension of written and spoken texts in the assessed language, these comprehension questions will be in English. Other types of question will be in English or the assessed language as appropriate to the task. Rubrics will be in English.

12. Themes and topics: Because vocabulary specified in this content is informed by the frequency of occurrence in the language it will be well suited to communication about a wide range of common themes and topics, and for different purposes (see paragraphs 5-8 above).

Vocabulary

13. Students will be expected to know 1200 lexical items for foundation tier, and a further 500 lexical items for higher tier. Because no vocabulary is specified for KS2 or KS3, the vocabulary list proposed for GCSE must be comprehensive and should make no specific assumptions about vocabulary previously taught.

¹ Complexity in this sense means the extent to which a text uses features such as multi-clause units (e.g. relative clauses), pronouns, especially multiple pronouns, multiple verbs in one sentence or clause, long sentences, syntax or word order which is very different to English.

14. The vocabulary which students will be expected to know, for both comprehension and production, will be compiled with close and explicit reference for each item on the list to frequency of occurrence in the language. This information about frequency will be taken from a recommended source based on data from one or more large, modern corpus/corpora. These corpora must contain 20 million words or more; be internationally recognised; and should be based on both spoken and written language taken from a wide range of different contexts². When compiling word lists, the information provided in paragraph 18 should be taken into account.
15. At least 90% of words selected must be from the 2,000 most frequent words occurring in the most widely used standard forms of the language. In some cases, more than one spelling is in common use, including where recent spelling reforms have taken place. In such cases, tolerance should be shown for both versions of the spelling.³
16. There will be an explicit and representative balance of different parts of speech such as nouns (concrete and abstract), pronouns, verbs, adjectives, adverbs and prepositions.
17. Where the language being learnt is historically related to English and there are close cognates (words which are very similar or the same in English and the assessed language), students benefit from familiarity with common patterns (in spelling and pronunciation). Cognate words should be included and counted in the defined vocabulary list in a way which reflects their frequency of occurrence in the assessed language.
18. The vast majority of lexical items listed as vocabulary will be single word vocabulary items (with their grammatical gender where appropriate), with the following exceptions:
 - a. Where a compound word or phrase translates a *single* English word, it should be counted as a lexical item in the vocabulary list (e.g., for French 's'il vous plaît' for 'please' will be listed as a single item, 'le petit déjeuner' for 'breakfast' will be listed separately from 'petit' and 'le déjeuner'). Note, however, that where a compound word or phrase translates a *compound* English word and can easily be understood from its components, and where the components are already included in

² Examples, but not a definitive list, of recommended word frequency resources, are: 'Davies, M., & Davies, K. (2018). *A frequency dictionary of Spanish: Core vocabulary for learners* (2nd ed.). London: Routledge'; 'Lonsdale, D. & Le Bras. Y. (2009). *A frequency dictionary of French: Core vocabulary for learners*. London: Routledge'; and 'Tschirner, E. & Möhring, J. (2019). *A frequency dictionary of German: Core vocabulary for learners* (2nd ed.). London: Routledge'. More information on the suitability of these word lists can be found [here](#).

³ Examples here include- French: *coût/cout*; German: *der Fluß/der Fluss*; Spanish: *sólo/solo*

the list, there is no need to include such a compound as well (e.g., German *Sommerferien* for 'summer holidays').

- b. Up to 20 short phrases that are multi-word units *in both the target language and English*, usually consisting of no more than five identifiable words in the target language, may be included in the total count of the vocabulary items across both tiers (e.g., *il y a* for there is/are').

19. At higher tier students are expected to read texts that may include a small number of words outside the vocabulary list defined by the awarding organisation. English meanings of such words must be supplied adjacent to the text for reference. No more than 2% of words in any given higher tier text may be glossed in this way. In addition, for both Foundation and Higher tiers, all proper nouns (such as cities or countries) that are not listed in the most frequent 2,000 words and are not deemed to be easily understood, can be glossed or explained in an adjacent note.

20. Words will be listed in the basic form commonly found in dictionaries. Where different parts of speech are derived from a single root, each part of speech will be listed separately. Further derived and inflected forms of each part of speech should not be separately listed, provided that the defined grammar covers their formation⁴. Inflected and derived forms which follow no regular pattern should be listed as separate items under a section called 'Highly irregular inflected forms'. Words with multiple meanings but with the same part of speech (e.g., the French noun 'histoire' that can be translated by the different English words 'story' and 'history') will be listed as one item in the vocabulary list. All English equivalents that could be tested (e.g. in questions that require working from English to the target language) must be explicitly provided.

Grammar

21. The grammar requirements are set out in two tiers: foundation and higher. The requirements set out for higher tier include everything specified for foundation.

⁴ For example: French 'rester' (verb) and 'le reste' (noun); Spanish 'viejo' (adjective) and 'vejez' (noun); German 'Regen' (noun) and 'regnen' (verb) all require separate listings in the vocabulary lists as they are different parts of speech. (An important exception to this that a nominalised use of a verb that translates directly as the English gerund (e.g., 'étudier' (to study/studying) 'das schwimmen/Schwimmen' (to swim/swimming) will be listed as one single item. However, where there is a different translation in English for the nominalised verb (e.g. 'essen' (to eat) and 'das Essen' (food, meal), the words will be listed separately with their different English translations.) In contrast, inflectional and derivational variants *within* the same part of speech will not be listed as separate items, such as French 'restait', 'restons'; French 'le reste', 'les restes'; Spanish 'vieja', 'viejísimo'; German 'regnete', 'geregnet', as these can be formed from the lexical items in the vocabulary lists using the specific derivational and inflectional morphology listed in the grammar lists (with only highly irregular inflected forms listed in the vocabulary lists, as specified in the annexes).

22. Students will be expected to apply their knowledge of the grammar specified appropriate to the task set and to the tier of entry.
23. For French, German and Spanish, the grammar requirements are in the annexes to the document. Items in brackets are either marked as illustrative using “e.g.,” (they illustrate the grammar point being described for the purposes of clarification and are not listed in the vocabulary list) or they are comprehensive and laid out in full in the brackets (i.e., they indicate the full set of features to be included and this exhaustive set of items must also be included in the vocabulary lists).

Sound-symbol correspondences (core literacy)

24. The requirements for knowledge about sound-symbol correspondences (SSCs) are the same for both foundation and higher tiers, as laid out in the annexes to this document.

Annex A - Grammar and SSCs content French (Foundation and Higher)
Annex B - Grammar and SSCs content German (Foundation and Higher)
Annex C - Grammar and SSCs content Spanish (Foundation and Higher)

Grammar content

GCSE students will be expected to develop and use their knowledge of grammar throughout their course.

The grammar requirements for GCSE are set out in two tiers: foundation and higher. Students will be required to use their knowledge of grammar from the relevant lists, appropriate to the language studied and to the relevant tier of entry. Students entering higher tier assessments will be required to apply all grammar listed for foundation tier in addition to the grammar listed for higher tier.

These lists describe grammatical features of the most widely used standard varieties.

The lists are written from the point of view of English-speaking students of the language, and so include some reference to certain cross-linguistically complex relations with English.

Students will be required to demonstrate both receptive and productive knowledge of the grammar from the list.

‘Grammar’ is defined as including the morphology (inflectional and derivational¹) and syntax (rules of word order, relations between words, and obligatory use of specific features). The Vocabulary Lists will lay out the lexicon that is needed to ‘realise’ (or ‘use’) the grammar.

For some grammatical features in the lists below, items are given that fall on the borderline between being categorised as ‘grammar’ or ‘lexicon’ – in all such cases, these items must *also* be listed in the Vocabulary List. The Vocabulary List must also specify frequent highly irregular forms, within a

grammatical subsystem (i.e., subparts of paradigms where only some forms are irregular). This is because such forms are likely to be learnt and retrieved as individual items rather than as part of a broader grammatical system. Listing them in the Vocabulary List, therefore, reflects the pedagogical attention required for these highly irregular forms.

Items below given in brackets which are prefaced with “e.g.” are *illustrative*, to clarify the description of the grammar features, and so they will not be included in the Vocabulary List. In contrast, items given without “e.g.” are *comprehensive*, and thus provide all the examples of the grammar that are included in the Subject Content and all of these items must also be contained in the Vocabulary List.

Note that the English equivalents of some of the grammar are given. This is relevant when testing students’ ability to work from English to the target language (e.g., in translation tasks).

¹ **Inflectional** morphemes carry grammatical meaning without changing the word’s part of speech. For example, the plural *-s* in cats, the comparative *-er* in taller, the past *-ed* in changed, the 3rd person singular *-s* in walks.

Derivational morphemes change the meaning and function (and often the part of speech). For example, happy → happiness.

Annex A - Grammar and SSCs content French (Foundation and Higher) FOUNDATION TIER

NOUN PHRASES

Formation of feminine nouns (highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., *chef, cheffe; héros, héroïne; Juif, Juive; travailleur, travailleuse*)

- Add -e
- No change (article changes only)
- -eur → -rice
- -er → ère
- -el → -lle
- -en → -nne

Formation of plural nouns (highly frequent irregulars will be listed in the Vocabulary List: *œil, yeux*)

- Add -s to most nouns
- Add -x to masculine nouns ending in -(e)au and -eu
- Masculine nouns ending in -al change to -aux
- No change for nouns ending in -s, -x, -z

Infinitive used as a noun i.e., as equivalent of -ing (gerund) in English.

Determiners: Articles

Agreement of articles with noun for gender and number (*le, la, les; un, une, des*)

Functions of definite and indefinite articles, including where their use or omission differs from English (e.g. *La santé est importante; le mercredi*)

Contraction of definite article when used with *à* and *de* to agree with the gender and number (*à, à la, au, aux; de, de la, du, des*)

Contraction of definite article (*le/la → l'*) before singular nouns that start with a vowel or *h muet*

Partitive articles when distinguishing between parts and wholes; after *jouer* with musical instruments; after *faire* with sports

Use of *de* (and omission of article) before nouns following a verb in negative and after expressions of quantity

Other determiners

Demonstrative adjectives (*ce, cet, cette, ces*)

Possessive adjectives (*mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs*)

Interrogative adjectives (*quel, quelle, quels, quelles*)

Agreement patterns for indefinite adjectives (*chaque, plusieurs, même(s), autre(s), tout, toute, tous, toutes, quelque(s)*)

Pronouns

Pronouns will be listed in the Vocabulary List (including *on*, and *vous* as formal 'you'). Their grammar (agreement, position) are laid out in this Grammar Annex.

Preverbal position of direct object pronouns (*me, te, le, la*) (not juxtaposed with indirect object pronouns)

Preverbal position of indirect object pronouns (*me, te, lui*) (not juxtaposed with direct object pronouns)

Preverbal position of singular reflexive pronouns (*me, te, se*)

Contraction of pronouns (*me* → *m'*, *te* → *t'*, *le/la* → *l'*) before a vowel or *h muet*

Use of relative pronoun *qui* in subject relative clauses

Use of emphatic pronouns *moi* and *toi* after prepositions (as listed in the Vocabulary List)

VERB PHRASES

Verbs that do not fit into the grammar detailed here can still be listed in the Vocabulary List to be learnt in the infinitive form only.

Negation

Word order of verbal negation with *ne ... pas* and *ne ... jamais*.

Jamais, rien, and personne will be listed in the Vocabulary List as they can occur as isolated words (never, nothing, nobody).

Interrogatives

Interrogatives expressed through:

- intonation with SV word order, including when followed by a *wh*-word (i.e., question words including 'how');
- (*wh*-word followed by) *est-ce que* followed by SV word order;
- (*wh*-word followed by) VS word order

Inflectional morphology

Specific irregular inflected forms (e.g., *faites, vont*), as a minimum those specified below, will be listed in the Vocabulary List under a section called 'Irregular inflected verb forms'.

Some verbs change the spelling in their stems (e.g., accents change (*mener, je mène*); consonants are doubled (*jeter, je jette*), softened (*manger, nous mangeons; commencer, nous commençons*) or lost (*mettre, je mets*). Such spelling changes will **not** be credit-bearing.

Regular -er and high frequency patterns* in 1st, 2nd, 3rd persons in singular and plural for:

*Seven clusters of high frequency verbs that all pattern following seven 'anchor' verbs: *choisir, entendre, lire, offrir, prendre, partir, venir* (the infinitives within each of these clusters will be listed in the Vocabulary List).

- Present indicative, as equivalent of the English simple (I walk) and ongoing (I am walking) functions.
 - Inflected forms of four very high frequency irregular verbs (*aller, avoir, être, faire*) will be listed in the Vocabulary List.
- Perfect tense, as equivalent of the English simple past (I walked, he went) and present perfect (I have walked, he has gone); including past participle formation for -er verbs and the seven verb clusters listed above.
 - Irregular past participles of high frequency verbs (*été, eu, fait*) and any other irregular past participles (e.g., *lu*) will be listed in the Vocabulary List.
- Periphrastic future expression (*aller* + infinitive), as equivalent of the English 'BE + going to + verb' and 'will + verb'
- Imperative (2nd person singular and plural only; not *être*; not reflexive)

Regular -er pattern in 1st, 2nd, 3rd persons in singular only for:

- Imperfect for habitual (only for equivalent of English 'used to + verb') and ongoing (BE + ing) functions.
 - Four high frequency irregular verbs (*allais, allait; avais, avait; étais, était; faisais, faisait*) will be listed in the Vocabulary List
 - Additional English equivalent functions will be listed in the Vocabulary List as follows: *étais, était* (to mean 'was + adjectival complement'); *avais, avait* (to mean 'had'); *il y avait* (to mean 'there was / were', as a multi-word unit)

Other irregular inflected forms:

- Present indicative forms in 1st, 2nd, 3rd persons in **singular** only of eight high frequency verbs (*boire, connaître, courir, croire, écrire, rire, suivre, and voir*) and their past participles will be listed in the Vocabulary List

- Conditional forms *in 1st, 2nd, 3rd* persons in **singular** only of five high frequency verbs (*aurais, aurait; ferais, ferait; irais, irait; serais, serait; voudrais, voudrait*), as equivalent of English 'would + verb', will be listed in the Vocabulary List
- *Il y aura* to mean 'there is going to be' or 'there will be' will be listed in the Vocabulary List as a multi-word unit.

Impersonal verbs

- *Il y a* (listed in the Vocabulary List as a multi-word unit to mean 'there is' and 'there are')
- *Il (fait)* + weather-related expressions (as listed in the Vocabulary List, as multi-word units where necessary)
- *Il faut* + infinitive
- *Il est* for *telling the time*

Modals in *in 1st, 2nd, 3rd* persons **in singular and plural**

Use of modals in present indicative (*devoir, pouvoir, savoir, vouloir*) + infinitive (with highly irregular inflected forms of the modals listed in the Vocabulary List).

Reflexive use of verbs

Singular only, for 1st, 2nd, 3rd persons

ADJECTIVAL PHRASES

Agreement for gender and number with nouns following regular patterns (of adjectives listed in the Vocabulary List):

- Gender
 - add -e
 - no change with adjectives ending in mute -e
 - x → -se
 - el → -lle
 - en → -nne
 - f → -ve
 - er → -ère
 - et → -ète

(High frequency irregulars, or those that follow regular patterns other than those listed above, will be listed in the Vocabulary List as separate items, e.g., *net/te, bon/ne, nouveau/elle, pareil/le, travailleur/euse*)

- Number
add -s
no change for masculine forms already ending in -s and -x
-al → -aux for masculine

(Irregulars *beau/x* and *nouveau/x* in the Vocabulary List as separate items)

Position of adjectives in relation to the nouns they refer to: mostly after nouns; before nouns only for the defined set in the Vocabulary List.

Use of regular comparative structures (*plus...que*, *moins...que*, *aussi...que*), with irregulars (*meilleur*, *meilleure*, *meilleurs*, *meilleures* and *pire*, *pires*) listed in the Vocabulary List.

ADVERBIAL PHRASES

Adverbs and adverbial phrases will be listed in the Vocabulary List.

Position of adverbs of time, manner, place.

Use of regular comparative structures (*plus...que*, *moins...que*, *aussi...que*), with the irregular forms (*mieux* and *pire*) listed in the Vocabulary List.

PREPOSITIONS

Appropriate usage of *en* / *à* with proper nouns for places (countries, regions/states, cities)

Contraction of *de* to *d'* when before a word beginning with a vowel

De to indicate possession (e.g., *le sac de Léa*)

À / *de* needed in certain multi-verb phrases before an infinitive. These verb + preposition combinations will be listed in the Vocabulary List alongside the verb entry (e.g., *finir* 'to finish'; *finir de* + infinitive 'to finish + verb'). Where the preposition changes or adds to the meaning of the verb, English translations will be listed (e.g., *arriver* 'to arrive'; *arriver à* 'to manage to').

HIGH FREQUENCY PATTERNS OF DERIVATIONAL MORPHOLOGY

Patterns listed here indicate that only one core stem (e.g., *rapide*) would need to be listed in the Vocabulary List.

Suffixes:

Adverbs: *-ment* or *-ement* only where the English equivalent is -ly

Prefixes:

Adjectives: *in-* only where the English equivalent is 'un-', or meaning 'opposite of'

Verbs: *dé-* only where the English equivalent is 'de-' or meaning 'not'

HIGHER TIER

NOUN PHRASES

Determiners: Articles

Partitive articles with uncountable and abstract nouns

Use of article with *dans*; omission of article with *en*

Other determiners

Use of negative adjective determiner *aucun, aucune*

Use of indefinite adjective determiners *tel, telle, tels, telles* and *certain, certaine, certains, certaines*

Pronouns

Preverbal use of pronouns *y, en* (not juxtaposed with other object pronouns, except in the phrase '*il y en a*' and '*il y en avait*')

Preverbal position of direct object pronouns (*nous, vous, les*) (not juxtaposed with indirect object pronouns)

Preverbal indirect object pronouns (*nous, vous, leur*) (not juxtaposed with direct object pronouns)

Negative subject pronouns *personne ne + verb* and *rien ne + verb* (as equivalent of English nobody + verb and nothing + verb)

Position and agreement of singular demonstrative pronouns (*le mien, la mienne, les miens, les miennes; le tien, la tienne, les tiens, les tiennes; le sien, la sienne, les siens, les siennes*)

Subject relative clauses using *wh-* pronouns (*où, quand*)

Object relative clauses using *que*

Use of emphatic pronouns (*lui, elle, nous, vous, eux, elles*) for emphasis and with *même(s)*

Preverbal position of plural reflexive pronouns (*nous, vous, se*).

VERB PHRASES

Syntax of negation with *ne ... rien* (as equivalent of 'not verb anything' and 'verb nothing'), *ne ... personne* (as equivalent of 'not verb anyone/body' and 'verb nobody'), *ne... plus, ne ... ni ... (ni ...), ne...pas encore, ne ... que*

Passive voice in the present (full form only i.e., with *par*)

Impersonal verbs in phrases (*il est difficile/facile/interdit de + infinitive; il manque + noun; il vaut mieux/ la peine de + infinitive*)

Periphrastic time expressions *être en train de* (as equivalent of 'BE [in the process of] + verb-ing') and *venir de* (as equivalent of 'HAVE just done + verb')

Verbs used with plural reflexive pronouns, with reflexive and reciprocal meanings (e.g., *nous nous écrivons*; *vous vous parlez*; *ils se regardent*)

Inflectional morphology

- Present indicative (in 1st, 2nd, 3rd persons, singular and plural) and past participle formation of three clusters of high frequency verbs that all pattern following the 'anchor' verbs: *connaître*, *écrire*, *recevoir* (the infinitives within each of these clusters will be listed in the Vocabulary List).
- Present tense with *depuis* (as equivalent of 'have been + ing' for 'x time')
- Perfect tense of modals (*devoir*, *pouvoir*, *savoir*, *vouloir*) (with past participles listed in the Vocabulary List)
- Inflectional future for regular -er, singular and plural forms (1st, 2nd, 3rd persons), as equivalent of both 'BE + going to' and 'will'
 - Singular forms of four high frequency irregular verbs (*aurai*, *auras*, *aura*; *ferai*, *feras*, *fera*; *irai*, *iras*, *ira*; *serai*, *seras*, *sera*) will be listed in the Vocabulary List.
 - Any other regular or irregular inflected forms will be laid out as separate items in the Vocabulary List
- Conditional of regular -er singular forms only (1st, 2nd, 3rd persons)
- Imperfect for regular -er plural forms, for equivalent of English habitual ('used to + verb') and ongoing ('BE -ing')
 - For all other regular or irregular verbs, inflected forms will be laid out as separate items in the Vocabulary List.
- Imperative of 2nd person singular and plural of *être* (*sois and soyez*, each listed in Vocabulary List), and of regular verbs 1st person plural (not reflexive), with the function 'Let's + verb!'
- Present participle of regular (-er, and the ten 'anchor' verb patterns) verbs after *en*

ADJECTIVAL PHRASES

Use of regular superlative adjective structures (irregulars (*le mieux* and *le pire*) listed in the Vocabulary List).

ADVERBIAL PHRASES

Use of regular superlative adverb structures (and irregulars as listed in the Vocabulary List)

PREPOSITIONS

Preposition (*avant de, pour, sans*) + infinitive

Preposition (*après avoir*) + past participle

French sound-symbol correspondences

The list which follows specifies key differences in sound-spelling correspondences between French and English which students will need to learn at GCSE to be able to read and transcribe with sufficient accuracy at this level. It is not an exhaustive list of the all sound-spelling correspondences in the French language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in French as in English, it is not listed.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

silent final consonant

a

i/y

eu

e

au/eau/closed o/ô

ou

u

silent final e

é (-er, -ez)

en/an/em/am

on/om

ain/in/aim/im

è/ê/ai

oi/oy

ch

ç (and soft 'c')

qu

j

-tion

-ien

s-liaison

t-liaison

n-liaison

x-liaison

h
um/un
-gn-
r
open eu/œu
open o
-s-
th
-ill-/ille
-aill-/ail
-eille-/eil
-euill-/euil/-ueill-/ueil/-œill-/œil
-ouill-/ouil

Annex B: Grammar and SSCs content German (Foundation and Higher)

FOUNDATION

NOUN PHRASES

Formation of compound nouns, including final word gender rule

Formation of feminine person nouns (highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., *Deutsche*):

- male person nouns add *-in* to make the feminine form (e.g., *Freundin*, *Lehrerin*, *Amerikanerin*)

Formation of plural nouns (highly frequent irregulars / low frequency patterns will be listed in the Vocabulary List, e.g., *Töchter*, *Firmen*, *Künste*):

- most masculine and neuter nouns add *-e* (with or without umlaut on the vowel *ä/ö/ü*)
- no change for many nouns ending in *-el/-en/-er*
- most feminine nouns add *-n* or *-en*
- feminine occupation nouns ending in *-in* add *-nen*
- some masculine and neuter nouns add *-er* (and umlaut on vowel *ä/ö/ü*)
- some (typically borrowed) nouns add *-s*

Nominalisation of infinitive verbs e.g., *schwimmen* → (*das*) *Schwimmen*, *wandern* → (*das*) *Wandern*

Determiners: Articles

Agreement of articles with noun for gender and number

Different functions of definite and indefinite articles, including subject (nominative), direct object (accusative) and indirect object (dative)

Negation with noun phrases, using *kein*

Other determiners

Use of the following determiners in singular (and plural forms, where applicable) in nominative, accusative and dative cases:

Demonstrative adjectives (*dieser, jener*)

Indefinite adjectives (*jeder, letzter, nächster*)

Interrogative adjectives (*welcher*)

Possessive adjectives (*mein, dein, sein, ihr, unser, euer, Ihr, ihr*)

Quantifiers in uncountable singular forms only (*viel, wenig*) and plural forms (*viele, wenige, alle, manche, einige*)

Pronouns

Subject pronouns, including *man* are included in the Vocabulary List.

Use and position of singular direct (accusative) object pronouns (*mich, dich, ihn, sie, es, Sie, einen*)

Use of singular indirect (dative) object pronouns (*mir, dir, ihm, ihr, ihm, Ihnen, einem*)

Indefinite pronouns (*jemand, niemand*) as subject and direct object pronouns

Use of relative pronouns (*der, die, das, die*) in subject relative clauses

Use of singular and plural accusative reflexive pronouns (*mich, dich, sich, uns, euch, sich*) with verbs used reflexively and reciprocally

Use of interrogative pronouns *wen, wem*

VERB PHRASES

Verbs that do not fit into the grammar detailed here can still be listed in the Vocabulary List to be learnt in the infinitive form only.

Interrogatives

Interrogatives expressed through:

- VS word order
- question word followed by VS word order

Inflectional morphology

Specific irregular inflected forms, as a minimum those specified below, will be listed in the Vocabulary List (e.g., *bin, weiß, wird*), under a section called 'Irregular inflected verb forms'.

Weak (regular) and strong (semi-regular) verb inflections in 1st, 2nd, 3rd persons in both singular and plural for:

- Present indicative, with simple (I walk) and ongoing (I am walking) functions, and (with time adverbs) to express future meaning
 - Small changes to stems (e.g., add -e before -t and -st endings to stems ending in -d, -t, -m-, -n, *wartest, zeichnet*; -t not -st after stems ending in -s, -ß, -x, z, *tanzt, heißt*; -el stem verbs drop -e in 1st person singular, *sammle*.) will not be credit-bearing.
- Perfect tense, as equivalent of the English simple past (I walked, he went) and present perfect (I have walked, he has gone); perfect tense + *früher* for habitual ('used to') meaning; including past participle formation that patterns as follows:
 - *-ieren (studiert)*; verbs with prefixes *be-* (*besucht*), *er-* (*erzählt*), and *ver-* (*versucht*); *ge-* + infinitive (*gegeben, gefahren*)
 - All other irregular (strong) past participles will be listed in the

Vocabulary List

Singular persons only (1st, 2nd, 3rd persons) for:

- Imperfect/simple past: *haben, sein, es gab*, and modal verbs
- Future tense: *werden* + infinitive

Modals

Use of present modals in all persons (*dürfen, können, mögen, müssen, sollen, wollen*) + infinitive

Use of conditional *möcht-* in all persons + noun, and + infinitive

Reflexive use of verbs

Use of all persons of verbs with accusative reflexive pronouns

Word order

Main clause word order, including word order 2 (inversion) and 2-verb rule (2nd verb to end of main clause)

Word order 3 (subordinate clauses, including subject relative clauses) in single-verb structures

Syntax of verbal negation with *nie, nichts, nicht* (in main clauses with single- and two-verb structures, in subordinate clauses with single verbs, and with post-nominal adjectives)

Main clause word order with separable verbs in the present tense

ADJECTIVAL PHRASES

Singular and plural adjective endings for prenominal adjectives used after definite and indefinite articles, in nominative, accusative and dative cases

Postnominal use of adjectives as verbal complement

Comparative postnominal adjective structures with *als* and *so...wie*, including common irregular forms (*besser, höher, lieber, mehr*)

Some comparative adjectives change their spelling (e.g., *teuer* → *teurer*, *dunkel* → *dunkler*, *groß* → *größer*). Such spelling changes will **not** be credit-bearing.

ADVERBS

Position of adverbs of time, manner, place

Use of verb + *gern* to express like and verb + *lieber* to express preference

Comparative adverb structures, including common irregular forms (*besser, höher, lieber, mehr*)

PREPOSITIONS

Spelling of the word that follows: fixed case with accusative prepositions (*bis, durch, für, ohne*), dative prepositions (*aus, mit, nach, von, zu*), and dual case prepositions (*an, auf, in*)

Use of contracted prepositional forms (*ans/am, beim, ins/im, vom, zur/zum*)

HIGH FREQUENCY PATTERNS OF DERIVATIONAL MORPHOLOGY

Patterns listed here indicate that only one core stem (e.g., *möglich*) would need to be listed in the Vocabulary List.

Adjectives:

The prefix *un-* to mean 'un-', 'im-' (e.g. *unmöglich, unglücklich*)

HIGHER TIER

All grammar and structures listed for Foundation tier, plus:

NOUN PHRASES

Nouns

Add -n to dative plural nouns

Weak masculine nouns, for masculine nouns ending in -e and some masculine people nouns. Over- and/or under-generalisation of the pattern will not be credit-bearing.

Nominative and accusative use of plural adjectival nouns (e.g. *die Reichen*) and abstract adjectival neuter nouns with definite article (e.g., *das Gute*) and following *viel, wenig, etwas* or *alles* (e.g. *etwas Nettos*)

Pronouns

Use of plural direct (accusative) object pronouns (*uns, euch, Sie, sie*) and reflexive pronoun *sich*, including reflexive and reciprocal use

Use of plural indirect (dative) object pronouns (*uns, euch, Ihnen, ihnen*)

Position of indirect and direct object pronouns in sentence (not juxtaposed) in sentences with two nouns, and with one pronoun and one noun

Subject and relative clauses (word order 3) using *wh-* pronouns (e.g., *wo, was*)

Use of singular and plural dative reflexive pronouns (*mir, dir, sich, uns, euch, sich*) with verbs used reflexively and reciprocally

VERB PHRASES

- Present tense with *seit* (as equivalent of 'have been + ing' for 'x time')
- Future tense plural forms *werden* + infinitive
- Imperfect/simple past for written narrative use in 1st, 2nd, 3rd persons,

singular and plural, for regular and highly frequent irregular verbs as in the Vocabulary List

- Conditional: *würde, sollte* + infinitive, 1st, 2nd, 3rd persons, singular and plural
- Imperative in 2nd person singular and plural, formal and informal forms, not *sein*
- Infinitive constructions *ohne/statt ... zu ...; um ... zu ...*; verbs with *zu ...*, *eg beginnen, hoffen, versuchen*
- Passive voice avoidance structure *man* + active verb
- Imperfect subjunctive in conditional clauses: *haben (hätte)* and *sein (wäre)*

Modals

- Use of imperfect modals in all persons (as listed in the Vocabulary List) + infinitive

Reflexive use of verbs

- Use of all persons of verbs with dative reflexive pronouns

Word order

- Word order 3 (subordinate clauses, including subject relative clauses) in two-verb structures
- Word order 3 with separable verbs in single-verb and two-verb structures
- Syntax of sentence and element negation with *nicht*, including use of *sondern*

ADJECTIVAL PHRASES

- Regular pre- and postnominal superlative adjective structures (and common irregulars as listed in the Vocabulary List)
- Some superlative adjectives change their spelling (e.g., those ending in -d, -t, -s, -ß, -sch, -x, -z add -e). Such spelling changes will **not** be credit-bearing.
- Where comparative adjectives change their spelling (e.g., *teuer* → *teurer*, *dunkel* → *dunkler*, *groß* → *größer*), such spelling changes **will** be credit-bearing.

ADVERBIAL PHRASES

- Regular superlative adverbs structures (and common irregulars as listed in the Vocabulary List)

PREPOSITIONS

Spelling of the word that follows:

- fixed case with accusative prepositions (*gegen, um*), dative prepositions (*bei, laut, seit*), and dual case prepositions (*zwischen, über, unter, hinter, vor, neben*)

- use of *bei or am*) + nominalised verb infinitive to mean 'while/when doing something' e.g., *Beim Essen trinke ich nie.*

HIGH FREQUENCY PATTERNS OF DERIVATIONAL MORPHOLOGY

Patterns listed here indicate that only one core stem (e.g., *Freund*) would need to be listed in the Vocabulary List.

Suffixes

nouns:

-keit only where the English equivalent is either '-ty' or '-ness' (e.g., *Freundlichkeit, Ehrlichkeit*)

-heit only where English equivalent is either '-ty' or '-ness' (e.g., *Krankheit, Faulheit*)

-schaft only where English equivalent is '-ship' (e.g., *Freundschaft, Weltmeisterschaft*)

-chen, -lein only where English equivalent is 'little' (e.g., *Häuschen, Kätzchen*)

adjectives:

-isch only where the English equivalent is either '-an', typically in adjectives of place (e.g., *italienisch, europäisch*) or where the English equivalent is '-ally', typically for ways of doing things (e.g., *medizinisch, telefonisch, technisch*)

-lich only where the English equivalent is '-ly', particularly for time frames (e.g., *täglich, monatlich, jährlich, wöchentlich*)

adverbs:

-weise to mean '-ly' (e.g., *normalerweise, glücklicherweise*)

German sound-symbol correspondences.

The list which follows specifies key differences in sound-spelling correspondences between German and English which students will need to learn at GCSE to be able to read and transcribe with sufficient accuracy at this level. It is not an exhaustive list of the all sound-spelling correspondences in the German language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in German as in English, it is not listed.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

long [a], including [ah], [aa] and short [a]

long [e] including [eh], [ee] and short [e]

[ei/ai]

[z]

[w]

[ie]

long [o], including [oh], [oo] and short [o]
long [i], including [ih] and short [i]
hard and soft [ch]
long [u], including [uh] and short [u]
long [ü/y], including [üh] and short [û/y]
long [ä], including [äh] and short [ä]
long [ö], including [öh] and short [ö]
[äu]
[sch]
[sp-]
[st-]
[s-, -s-]
[ß] [ss] [-s]
[er]
unstressed [-er]
[v]
[au]
consonantal [r]
vocalic [r]
[eu]
[th]
unvoiced [-b], [-d], [-g]
[-ig]
[j]
[-tion]
[qu]

Annex C: Grammar and SSCs content Spanish (Foundation and Higher)

FOUNDATION TIER

NOUN PHRASES

Formation of feminine nouns (highly frequent irregulars and nouns where the different genders have different English equivalents (e.g., *hijo*, son; *hija*, daughter) will be listed as individual items in the Vocabulary List)

- nouns ending in -o change to -a (e.g., *vecino/vecina*)
- nouns ending in -or add -a (e.g., *profesor/profesora*)
- no change for nouns ending in -ante/-ente and -ista (e.g., *estudiante, artista*)

Formation of plural nouns (highly frequent irregulars will be listed in the Vocabulary List):

- nouns ending in a vowel add -s
- nouns ending in a consonant add -es
- nouns ending in -z change -z to -c and add -es
- nouns ending in -ión add -es and drop the written accent

Infinitive used as a noun i.e., as equivalent of the -ing (gerund) in English.

Articles Agreement of articles with noun for gender and number (*el, la, los, las; un, una, unos, unas*)

Functions of definite and indefinite articles, including where their use or omission differs from English (e.g., *La educación es importante*)

Contraction of definite article *el* after prepositions *de* and *a* → *del, al*

Pronouns

Pronouns should be listed in the Vocabulary List (including *se*, and *usted* as formal 'you' and invariable pronouns *algo* and *alguien*). Their grammar (agreement, position) are laid out in this Grammar Annex.

Default omission of subject pronouns and contexts where overt use appropriate (i.e., change of subject and emphasis)

Word order of direct object pronouns (*me, te, lo, la, los, las*) in one- and two-verb constructions (e.g., *lo veo, lo puedo ver, puedo verlo*)

Word order of indirect object pronouns (*me, te, le, les*) in one- and two-verb constructions (e.g., *te doy, te quiero dar, quiero darte*)

Word order of singular reflexive pronouns (*me, te, se*) in one- and two-verb constructions (e.g., *se lava, se debe lavar, debe lavarse*)

Use of the relative pronoun *que* in subject relative clauses

Other determiners

Demonstrative adjectives (*este, esta, estos, estas, ese, esa, esos, esas*)

Neuter demonstrative pronouns (*esto, eso*)

Indefinite adjectives (*cada, otro, todo, mismo, alguno*)

Possessive adjectives (e.g., *mi, mis* as listed in base form in the Vocabulary List)

Interrogative adjectives (*cuál/es, cuánto/s, quién/es*)

VERB PHRASES

Verbs that do not fit into the grammar detailed here can still be listed in the Vocabulary List to be learnt in the infinitive form only.

Negation

Word order of verbal negation, with *no, (no) nada, (no) nunca, nadie*

Interrogatives

Interrogatives expressed through:

- intonation, including when followed by a *wh*-word (i.e., question words including 'how')
- *wh*-word (i.e., question words including 'how') followed by VS word order, including where the overt subject is only sometimes required (e.g., *¿Dónde está (Daniel)? ¿Qué hace (la chica)?*)

Inflectional morphology

Specific irregular inflected forms (e.g., *doy, sé*), as a minimum those listed below, will be listed in the Vocabulary List under a section called 'Irregular inflected verb forms'.

Some verb forms change the spelling in their stems, usually to preserve pronunciation (e.g., present: *g-> j*; preterite *c->qu; g->gu*; addition of *y* to 3rd persons; *c->j, z-> c*). Such spelling changes will **not** be credit-bearing.

Regular (-ar, -er, -ir), in 1st, 2nd, 3rd persons, in singular and plural, for:

- Present indicative with both simple (I walk) and ongoing (I am walking) functions
 - Including five clusters of high frequency verbs that pattern following these 'anchor' verbs: *encontrar (o>ue)*, *pensar (e->ie)*, *pedir (e->i)*, *conocer (c->zc)*, *poner (add -g to 1st person singular)* (the infinitives within these clusters listed in the Vocabulary List).
 - Irregular forms of *hacer, ir, ser, tener* will be listed in full in the Vocabulary List.

- Present continuous (e.g., *estar* + gerund)
- Preterite tense (as equivalent of the English simple past [I walked], i.e., referring to past events occurring at specified, known times)
 - Irregular preterite forms of *ir*, *ser*, *dar* will be listed in full in the Vocabulary List
 - Irregular preterite **stems** (*tuve*, *pude*, *hice*, *vine*, *estuve*, *puse*, *quise*, *dije*, *traje*) will be listed in the Vocabulary List. (Preterite forms of verbs with prefixes on stems which are listed on the Vocabulary List, e.g., *mantuve*, will not be listed in the Vocabulary List, because *tuve* is already listed)
 - Small changes to preterite stems or inflections (e.g., *vi*, *vio* (no accent), *hizo* (c→z), *dijeron* (no 'i' in inflection) will not be credit-bearing.
- Present perfect tense (*haber* + past participle), as equivalent of the English present perfect [I have walked, he has gone]
 - Irregular past participles will be listed in the Vocabulary List. (Past participles of verbs with prefixes on stems which are listed on the Vocabulary List, e.g., *descrito*, will not be listed in the Vocabulary List, because *escrito* is already listed)
- Periphrastic future (*ir a* + infinitive), as equivalent of the English 'BE + going to + verb' and 'will + verb'

Regular (-ar, -er, -ir), for 1st, 2nd and 3rd persons in singular only, for:

- Imperfect for habitual (only for equivalent of English 'used to + verb') and ongoing (BE + ing) functions.
 - Three irregular verbs: *ser* (*era*, *eras*), *ir* (*iba*, *ibas*) and *ver* (*veía*, *veías*) will be listed in the Vocabulary List
 - Additional English equivalent functions will be listed in the Vocabulary List as follows: *tenía*, *tenías* (to mean 'had'); *había* (to mean 'there was / were'); *estaba*, *estabas* / *era*, *eras* (to mean 'was + adjectival complement')
- Inflectional future
- Imperative (affirmative, 2nd singular only)
- Conditional

Syntax of *interesar*-type verbs (i.e., which tend to occur in Object Verb Subject word order), as listed on the Vocabulary List

Modals, for 1st, 2nd and 3rd persons in singular and plural

Use of modals (*deber*, *poder*, *querer*, *tener que*, *saber*) + infinitive, including two multi-word complex fixed phrases (*quisiera* + infinitive; *me/te/le gustaría* + infinitive)

Reflexive use of verbs (singular only, for 1st, 2nd, 3rd persons)

Impersonal verbs

Use of impersonal verb *hay*

Use of *hay que*

Impersonal use of 'se' for generalised 'you/one' function *se puede / se necesita*

Hace + noun (weather)

ADJECTIVAL PHRASES

Agreement for gender and number with nouns following regular patterns:

- Gender
 - o, -a, -os, -as
 - or, -ora, -ores, -oras
 - ín/-ón, ina/ona, ines/ones, inas/onas
- Number
 - e, -es
 - z, -ces
 - ista, -istas
- Highly frequent patterns of adjectives for nationality:
 - ending in consonant (e.g. *español, -a, -es, -as*)

Position of adjectives in relation to the nouns they refer to: mostly after nouns; a defined set of pronominal adjectives (*alguno, ninguno, primer, segundo, tercer*); and a set that changes meaning depending on whether pronominal or postnominal, as listed in the Vocabulary List.

Use of regular comparative structures (*más...que, menos...que, tan ... como*) and irregulars as listed in the Vocabulary List

Different uses of *ser* and *estar* with adjectives as listed on the Vocabulary List (including where meanings differ when used with *ser* and *estar*, e.g., *listo/a*)

ADVERBIAL PHRASES

Adverbs and adverbial phrases will be listed in the Vocabulary List.

Position of adverbs of time, manner, place.

Use of regular comparative structures (*más...que, menos...que, tan...como*), with irregular forms (*mejor* and *peor*) listed in the Vocabulary List.

PREPOSITIONS

(Prepositions will be listed in Vocabulary list)

Use of the personal *a*

Para, sin + infinitive

Prepositions as needed in certain multi-verb phrases before an infinitive.

These verb + preposition combinations will be listed in the Vocabulary List alongside the verb entry (e.g., *dejar* 'to leave'; *dejar de* + infinitive 'to stop + verb'). Where the preposition changes or adds to the meaning of the verb, English translations will be listed (e.g., *llegar* 'to arrive'; *llegar a* 'to manage to').

HIGH FREQUENCY PATTERNS OF DERIVATIONAL MORPHOLOGY

Patterns listed here indicate that only one core stem (e.g., *libro*) would need to be listed in the Vocabulary List.

Suffixes

Nouns:

-*ito*, -*ita* only where the English equivalent is 'little' (e.g., *librito*)

Adjectives:

-*ísimo* only where the English equivalent is 'very' (e.g., *facilísimo*)

Adverbs:

-*mente* only where the English equivalent is '-ly' (e.g., *normalmente*)

HIGHER TIER

NOUN PHRASES

Determiners

Demonstrative adjectives (*aquel*, *aquella*, *aquellos*, *aquellas*), with tolerance for using *ese*, *esa*, *esos*, *esas* as alternatives for *aquel* etc. in production

Pronouns

Word order of the following direct and indirect object pronouns (*nos*, *os*) in one- and two-verb constructions (such as *os veo*, *os puedo ver*, *puedo veros*) and plural reflexive pronouns (*nos*, *os*, *se*)

Relative pronouns in subject relative clauses *quien*, *donde*, *cuando*, *lo que*, *el que*, *el cual*

Relative pronoun *que* in object relative clauses

Possessive pronouns, agreement for gender and number, for singular and plural possessors (e.g., *el mío*, *la mía*, *los míos*, *las mías*, *el tuyo*, *el suyo*, *el nuestro*, *el vuestro*)

Neuter demonstrative pronoun (*aquello*)

Use of disjunctive pronouns after prepositions (*mí*, *ti*, *él*, *ella*, *usted*, *nosotros/as*, *vosotros/as*, *ellos/as*, *ustedes*) and irregular forms (*conmigo*, *contigo*)

Reflexive use of plural forms of pronouns (including with reciprocal function) (e.g., *nos vemos*, *os entendéis*, *se besan*)

VERB PHRASES

Highly irregular specific verb forms will be listed in the Vocabulary List.

Negation

Word order of verbal negation, with *ya no, tampoco, ni...ni...*

Inflectional Morphology

Plural forms in 1st, 2nd, 3rd persons for:

- Inflectional future
- Conditional
- Imperfect, for habitual (equivalent only of English 'used to + verb') and ongoing ('BE + ing') functions

Some verb forms change the spelling in their stems to preserve pronunciation (e.g., present: *g*-> *j*; preterite *c*->*qu*; *z*-> *c*; *g*->*gu*; addition of *y* to 3rd persons; *c*->*j*). Such spelling changes **will** be credit-bearing.

Imperative for affirmative commands in 2nd person singular and plural only.

Subjunctive mood in the present, for singular persons only, with five high frequency verbs: *hacer, ser, ir, venir, tener* (inflected forms as listed in the Vocabulary List), with the following functions and contexts of use: future after conjunction of time *cuando*; after verbs of wishing, command, request, and emotion, after conjunction *que*; to express purpose after *para que*

Multi-verb expressions

- *Acabar de* + infinitive (as equivalent of 'HAVE just done + verb')
- Passive voice: *ser* + past participle + *por*; *se* + 3rd person singular or plural
- Use of *seguir* + gerund and *llevar* + time period + gerund for ongoing actions in the present
- Present tense with *desde hace* (as equivalent of 'have been + ing for x time')

Impersonal verbs

Listed in the Vocabulary List: (*parece, basta, conviene, falta, hace falta, vale la pena*)

ADJECTIVAL PHRASES

Used as pronouns (e.g., *lo bueno; lo mejor*)

Possessive adjectives as post-verbal complement for singular and plural possessors (e.g., *mío/a/os/as; tuyo, suyo, nuestro, vuestro*)

Use of regular superlative adjectives (and irregulars as listed in the Vocabulary List)

ADVERBIAL PHRASES

Use of regular superlative adverb structures (and irregulars as listed in the

Vocabulary List

PREPOSITIONS

Antes de, después de + infinitive

Spanish sound-symbol correspondences

The list which follows specifies key differences in sound-spelling correspondences between Spanish and English which students will need to learn at GCSE to be able to read and transcribe with sufficient accuracy at this level. It is not an exhaustive list of the all sound-spelling correspondences in the Spanish language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in Spanish as in English, it is not listed.

[a]
[o]
[e]
[i]
[u]
[ll]
[ch]
[co]
[cu]
[cu] + vowel
[ce]
[ci]
[z]
[que]
[qui]
[ga]
[go]
[gu]
[ge]
[gi][gue]
[gui]
[j]
[ñ]
[v]
[rr]
silent h

HIGHER TIER

Key stress positions and associated spelling rules

The list which follows specifies key spelling rules determined by the position of stress, which students will need to learn at GCSE to be able to accurately transcribe and read aloud unknown words.

When reading words aloud in Spanish:

- stress any vowel that has a written accent
- stress the final syllable in a word, except:
 - stress the penultimate syllable for any word ending in a vowel, 'n', or 's' (unless there is a written accent)

When transcribing Spanish, **only** write an accent on the stressed vowel for:

- words with stress on a final syllable ending in a vowel, 'n', or 's'
- words with stress on penultimate (second to last) syllable for a word ending in a consonant (other than 'n' or 's')
- all words with stress on the antepenultimate (third to last) syllable