



Department  
for Education

# **French, German and Spanish**

**GCSE subject content without Annexes  
D and E**

**February 2025**

**This document incorporates updates from the previous version published in May 2022 and has been effective since the academic year beginning in September 2024**

## Contents

The content for French, German and Spanish GCSEs	3
Introduction	3
Subject aims	3
Subject content	4
Composition of vocabulary content	6
Grammar	8
Grammar content	8
Annexes	10
Annex A: French grammar and sound-symbol correspondences (foundation and higher tier)	10
Annex B: German grammar and sound-symbol correspondences (foundation and higher tier)	22
Annex C: Spanish grammar and sound-symbol correspondences (foundation and higher tier)	32

# The content for French, German and Spanish GCSEs

## Introduction

1. This document sets out the learning outcomes and content coverage required for GCSE specifications in French, German and Spanish. 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 French, German and Spanish 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. Linguistic content for GCSE in French, German and Spanish will focus largely but not exclusively on the most commonly occurring vocabulary of each language. Vocabulary and grammatical requirements for each tier will be clearly defined in the specification. Students will be expected to know and use the linguistic content specified receptively and productively, in the oral and written modalities, with an approximately equal emphasis on each.

## Subject aims

4. GCSE specifications in French, German and Spanish should provide a coherent, satisfying and worthwhile course of study. They should encourage students to develop confidence in, and a positive attitude towards, French, German and Spanish and to recognise the importance of languages. They should also provide a strong linguistic and cultural foundation for students who go on to study languages 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 independently 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 build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
6. It is important that students following a GCSE course should become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken. Linguistic content may be developed through a

range of broad themes and topics which have, for example, cultural, geographical, political, contemporary, historical or employment-related relevance. Linguistic content which is largely, though not exclusively, determined by frequency will enable material relating to most broad themes and topics to be used, and will unlock a wide range of spoken and written texts.

## Subject content

7. GCSE specifications in French, German and Spanish should enable students to:
  - a. learn 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 use the grammar specified to understand and produce meaning in written and oral modalities. The grammar to be learnt in each language is set out in Annexes 1-3 of this document.
  - c. learn and 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 different situations and be able to move between the language they are learning and English.
9. GCSE specifications in French, German and Spanish must require students to:
  - a. understand written texts in the language. Texts will predominantly focus on the 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 (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions;
  - c. undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling;
  - d. write text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli;

- e. translate in writing 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 language;
- f. infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the Vocabulary List when they are embedded in the context of written sentences;
- g. speak using clear and comprehensible language to:
  - i. read aloud a short written text and undertake a short unprepared conversation relating to the text;
  - ii. undertake role play(s), including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous;
  - iii. talk about one or more visual stimulus/stimuli, such as (connected) photographs or pictures, and extend this conversation into a short unprepared interaction.

Pupils should have suitable specified preparation time for each of the above components without access to reference materials.

For spoken and written production, the expected language will be from the defined content (vocabulary, grammar, and sounds) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

10. Complexity<sup>1</sup> 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 may be in English or the assessed language as appropriate to the task. Rubrics will be in English.
12. Themes and topics: Because most, though not all, vocabulary, defined in specifications is informed by the frequency of occurrence in the language, it will enable access to a wide range of themes and topics. Specifications should identify a limited number of broad themes or topics with relevance to the

---

<sup>1</sup> 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, or morphology and syntax (e.g., word order) which is very different to English in form and/or function.

countries or communities where the language is spoken. These could cover, for example, cultural, geographical, political, contemporary, historical or employment-related aspects, as appropriate to the themes and level of learning. These themes and topics are not intended to be specifically reflected in texts selected for terminal assessment. To illustrate the themes and topics set out, specifications may identify some vocabulary (drawn from the defined list) which may be relevant to each.

## Composition of vocabulary content

13. Students will be expected to know 1,200 lexical items for foundation tier, and a further 500 lexical items for higher tier. Students will also be required to know words which can be regularly inflected and (for reading only) regularly derived from listed lexical items using the grammar specified in the grammar annex (exemplification at Annex D). Because no vocabulary is specified for KS2 or KS3, the Vocabulary List proposed for GCSE must be comprehensive and should make no assumptions about vocabulary previously taught.
14. Vocabulary lists must include, as part of the 1,200 or 1,700 items, the words listed at Annex E. These are the words which are referenced in the grammar annex for each language and so need to be included. They include irregular forms of high frequency verbs and other parts of speech.
15. In addition to the 1,200 and 1,700 items, the Vocabulary Lists can contain:
  - i. up to 30 short phrases that are multi-word phrases *in the target language*, usually consisting of no more than five identifiable words in the target language (e.g., 'il y a' for there is/are'; 'être en train de' for 'to be in the process of');
  - ii. up to 20 items (some of which can be multi-word phrases of up to five words) to refer to relevant geographical or cultural places/events, including the names of countries to be known receptively and productively.
16. For Reading only:
  - i. Higher and overlapping tier texts may include a small number of words outside the Vocabulary List. English meanings of such words must be supplied adjacent to the text for reference. No more than 2% of words (rounded to the nearest whole word) in any given text may be glossed in this way.
  - ii. For both Foundation and Higher tiers, all proper nouns (such as cities or countries) that are not on the Vocabulary List and are not deemed to be easily understood, can be glossed or explained in an adjacent note.
  - iii. Up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of cognates<sup>2</sup> which are not included in the Vocabulary List.

---

<sup>2</sup> Cognates are words in which the substantial majority of letters are the same in English and the assessed language; they have the same meaning in both languages and any difference in spelling

17. Words with multiple meanings and/or parts of speech (e.g., the French noun *histoire* that can be translated by the different English words ‘story’ and ‘history’, or *recycled* (as a part participle) and *recycled* (as an adjective) should be listed as one entry in the Vocabulary List. All English equivalents that could be tested (e.g., in questions that require working from English to the target language) should be explicitly provided.
18. 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 source based on data from one or more large, modern corpus/corpora.<sup>3</sup> When compiling word lists, the information provided in paragraph 20 should be taken into account.
19. At least 85% of the 1,200 and 1,700 words selected should be from the 2,000 most frequent words<sup>4</sup> 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.<sup>5</sup>
20. The vast majority of lexical items listed as vocabulary will be single word vocabulary items. Where a compound word or multi-word phrase translates a single English word, it can be counted either as a separate lexical item in the main Vocabulary List, or as one of the 30 multi-word phrases (e.g., *en cambio for ‘however’; see paragraph 15*). However, where a compound word or phrase can easily be understood from its components<sup>6</sup>, and where the components are

---

should not impede understanding for students entered for GCSE MFL (French, German, Spanish) qualifications.

<sup>3</sup> These corpora must each 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 contexts. 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](#).

<sup>4</sup> Awarding organisations must take all reasonable steps to ensure that at least 85% of the words on the Vocabulary List are from the 2,000 most frequent words occurring in the most widely used standard forms of the language

<sup>5</sup> Examples here include for French: *coût/cout*; German: *der Fluß/der Fluss*; Spanish: *sólo/solo*

<sup>6</sup> “Can easily be understood from its components” here means that the literal translation of the component parts unambiguously gives the meaning in English. Examples of easily understood compound words or phrases include: *point de vue; Hunger haben; bajo control*. Examples of compound words or phrases that are not easily understood include: *petit déjeuner; es tut mir Leid; no pasa nada*.

already included in the list, there is no need to include the compound word as well (e.g., German *Sommerferien* for ‘summer holidays’, see compound section in the German grammar annex).

## 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.
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 set of features to be included and this set of items should also be included in the Vocabulary Lists).
24. The requirement for knowledge about sound-symbol correspondences (SSCs) are laid out in the annexes to this document.

## 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. **One** derivational affix may be added to or removed from a word on the Vocabulary List to form a base or derived form that follows one of the

patterns listed in the Annexes. Inflectional affixes may be added to derived forms (e.g., *deuxième* and *deuxièmes* from *deux*)<sup>7</sup>.

'Grammar' is defined as including the morphology (inflectional and derivational<sup>8</sup>) 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.

Some grammatical features in the Annexes below can be perceived as 'grammar' or 'lexicon' – these items must be listed in the Vocabulary List, as stipulated in the Annexes. The Vocabulary List must also specify highly irregular forms within a grammatical subsystem (i.e., subparts of paradigms where only some forms are irregular), as laid out in the Grammar Annexes. This is because forms, such as irregular stems, 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*, serving only to clarify the description of the grammar features, and such items will not be included in the Vocabulary List. In contrast, items that are *not* prefaced by "e.g." are *comprehensive*, providing all the examples of the grammar that are included in the Subject Content, and all such items must be contained in the Vocabulary List.

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

---

<sup>7</sup> The derivational morphology laid out in the grammar annex can normally only be included for reading, unless the derivation in its spoken/ written form is clearly recognisable for learners at this level as being derived from the base form.

<sup>8</sup> **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 3<sup>rd</sup> person singular -s in 'walks'. **Derivational** morphemes change the meaning and function (and often the part of speech). For example, 'happy' à 'happiness'.

# Annexes

## Annex A: French grammar and sound-symbol correspondences (foundation and higher tier)

### FOUNDATION TIER

#### NOUN PHRASES

**Formation of feminine person nouns** (highly frequent irregulars will normally be listed in the Vocabulary List as separate items, e.g., *chef, cheffe; héros, héroïne; Juif, Juive*)<sup>9</sup>

- Add -e
- No change (article changes only)
- -eur → -rice and / or -euse depending on which relevant base words (masculine forms) are included in the Vocabulary List
- -en → -nne

**Formation of plural nouns** (highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., *madame, mesdames, monsieur, messieurs, œil, yeux*)

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

**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*)

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

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

---

<sup>9</sup> Irregulars may be listed as one entry where the derivation in its spoken / written form is clearly recognisable for learners at this level as being derived from the base form

Use of definite article before an adjective to form a noun, including uninflected adjectives for languages and addition of a capital letter where the resulting noun is a nationality (e.g., *seul* → *le seul*; *anglais* → *l'anglais*, *anglaise* → *l'Anglaise*)

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

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

### **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(e)(s), tous, quelque(s)*)

### **Pronouns**

Subject pronouns (*je, tu, il, elle, on, nous, vous* (as singular and plural formal 'you'), *ils* and *elles*) will be listed in the Vocabulary List. Their grammar (agreement, position) is laid out in this Grammar Annex.

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

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

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

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

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

Use of emphatic pronouns *moi* and *toi* after prepositions (the pronouns and relevant individual prepositions will be listed separately in the Vocabulary List)

Use of relative pronoun *qui* in subject relative clauses

Where a word listed can be used as multiple types of pronouns (e.g., '*elle*', '*nous*', '*vous*' as emphatic pronouns and subject pronouns, or '*lui*' as an emphatic pronoun and an indirect object pronoun), these can be listed as one entry and used in each form, so long as all variations of use are set out in the entry.

## VERB PHRASES

Verbs and verb forms that do not fit into the grammar detailed here can still be listed in the Vocabulary List.

### Negation

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

### Interrogatives

Interrogatives expressed through:

- intonation with SV word order, including when followed by a *wh*-word (*qui*, *quand*, *quoi*, *pourquoi*, *comment*, *combien*, *où*);
- *wh*-word (*qu'*, *quand*, *pourquoi*, *comment*, *combien*, *où*) followed by *est-ce que* followed by SV word order;
- *wh*-word (*que/qu'*, *quand*, *pourquoi*, *comment*, *combien*, *où*) followed by VS word order

### Inflectional morphology

Specific irregular inflected forms (e.g., *faites*, *vont*), as a minimum those specified below, will normally be listed in the Vocabulary List.<sup>10</sup>

Some verbs incur a change to the spelling in their stems usually in order to preserve a pronunciation pattern (e.g., accents change or are added (*mener*, *je mène*); a letter is added (*jeter*, *je jette*), softened, (*manger*, *nous mangeons*; *commencer*, *nous*

---

<sup>10</sup> Irregulars may be listed as one entry where the inflection in its spoken/ written form is clearly recognisable for learners at this level as being inflected from the base form

*commençons*), dropped (*mettre, je mets*), or substituted. Such spelling changes would **not** normally be individually credit-bearing.

**Regular\* and four very high frequency irregular\*\* patterns in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in singular and plural for:**

\*-er verbs (e.g., *parler*); clusters of high frequency -ir verbs that all pattern following one of these four 'anchor' verbs: *choisir, partir, venir, ouvrir*; clusters of high frequency -re verbs that all pattern following one of these three 'anchor' verbs: *entendre, prendre, traduire*.

\*\**aller, avoir, être, faire*

(including use of *avoir* + noun where the English equivalent is 'BE + adjective' e.g., + *froid*, + *chaud*, + *an(s)*, + *faim*, + *soif*, + *peur*)

- Present indicative, as equivalent of the English simple (I walk) and ongoing (I am walking) functions, and (with time adverbs) for expression of the future as equivalent of the English simple (the holidays start tomorrow) and continuous (I am working this evening)
  - Irregular inflected forms of the 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.
  - Agreement of past participles
  - Irregular past participles of three very high frequency irregular verbs (*été, eu, fait*).
- Periphrastic future expression (*aller* + infinitive), as equivalent of the English 'will + verb' and 'BE + going to + verb'
- Imperative (2<sup>nd</sup> person singular and plural only, including *aller* and *faire*; but not *avoir, être*; not reflexive)

**Regular patterns (see \* above) and four very high frequency irregular patterns (see \*\* above) in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in singular only (excluding 'you' formal) for:**

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

- Irregular inflected forms of three very high frequency irregular verbs (*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, were + adjectival complement’); *avais, avait* (to mean ‘had’)

### **Other irregular inflected forms:**

- Present indicative forms for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, in **singular** only, of nine high frequency verbs (*boire, connaître, courir, croire, écrire, recevoir, rire, suivre, voir*). Their present indicative, past participle, imperative forms, and the infinitives will be listed in the Vocabulary List. Any other irregular present indicative forms, their past participles, imperative forms, and the infinitives will be listed in the Vocabulary List.

### **Impersonal verbs**

- *Il y a* to mean ‘there is / are’, *il y avait* (to mean ‘there was / were / used to be’) and *il y aura* (to mean ‘there is going to be / are going to be / will be’) will be listed in the Vocabulary List as multi-word phrases
- *Il fait* + adjective (e.g., *il fait beau, il fait froid*). Any adjectives that would be used in this construction will be listed in the vocabulary list.
- *Il* + weather-related expressions (e.g., *il neige, il y a du soleil*) will be listed in the Vocabulary List, as multi-word phrases where necessary
- *Il faut* + infinitive
- *Il est* for telling the time

### **Modal verbs**

Present indicative forms for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, in **singular and plural** of modals *devoir, pouvoir, savoir, vouloir* followed by infinitive. All inflected forms of the modals will be listed in the Vocabulary List.

- Conditional forms in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, in **singular** only (excluding ‘you’ formal), of *vouloir* (*voudrais, voudrait*), as equivalent of English ‘would like (to) + verb’, will be listed in the Vocabulary List

### **Reflexive use of verbs**

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in singular only

Reflexive verb forms (e.g., *se laver*) with the same meaning as a listed base verb (e.g., *laver*) are not listed. Reflexive verb forms with different meanings from a listed base verb (e.g., *passer*; *se passer*) will be listed on the same line. When reflexive verb forms with different meanings from a listed base verb are **not** listed, they will not be tested. No tenses should be used which are outside the current subject content and grammar annexes. Reflexives should be bound by the same rules as all other verbs - only being used in the tenses specified in the subject content and its annexes.

## 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

(Highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., *net/te*, *bon/ne*, *nouveau/nouvelle*, *pareil/le*, *travailleur/travailleuse*)

- Number
  - Add -s
  - No change for masculine forms already ending in -s and -x
  - al → -aux for masculine

(Irregulars *beau/x* and *nouveau/x* will be listed 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 (*plus...que/de*, *moins...que/de*, *aussi...que*) and irregular comparative structures, with the irregular adjectival forms (*meilleur(e)(s)* and *pire(s)*) listed in the Vocabulary List.

## ADVERBIAL PHRASES

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

Position of adverbs of time, manner, frequency, place.

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

## PREPOSITIONS

À / *de* can be needed before a noun or a second verb following some verbs and adjectives. 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').

Appropriate use of *en* / *à* with proper nouns for places (e.g., countries, regions/states, cities)

Contraction of definite article when used with *à* and *de* to agree with the gender and number (i.e., *à, à la, au, aux; de, de la, du, des* will be listed in the Vocabulary List.)

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

Prepositions (*pour, sans*) + infinitive

## DERIVATIONAL MORPHOLOGY<sup>11</sup>

For **Reading** only. Derivational morphology listed here indicates that even if only the base form (e.g., *rapide*) is listed in the Vocabulary List, a derived form that follows one of the patterns listed here (e.g., *rapidement*) may be included in reading texts (or if only the specific affixed form is listed, the base form may be included in reading texts). Note, if derived forms are included in listening material or required for production, they will be listed separately in the Vocabulary List.

### Uniformly applicable derivational morphology that changes meaning

---

<sup>11</sup> The derivational morphology laid out in the grammar annex can normally only be included for reading, unless the derivation in its spoken/ written form is clearly recognisable for learners at this level as being derived from the base form

Ordinal numbers created by adding *-ième* (or by dropping *-e* and adding *-ième*) to cardinal numbers, e.g., *deux – deuxième*; *quatre – quatrième*. Irregular forms *premier* and *première* will be listed in the Vocabulary List.

### Other highly frequent patterns

#### ***Morphology that changes meaning***

Prefixes:

- Adding *in-* or *im-* to adjectives, adverbs, and nouns, only where the English equivalent is *un-* or *in-*, or means 'opposite of', e.g., *également* → *inégalement*; *sécurité* → *insécurité*; *possible* → *impossible*

#### ***Morphology that changes the part of speech***

Suffixes:

- Adjectives created by adding *-able* or *-eable* to the verb stem, only where the English equivalent is *-able* or *-ible*, e.g., *porter* → *portable*; *changer* → *changeable*
- Nouns created by adding *-ion* or *-ation* to the verb stem, only where the English equivalent is *-ion* or *-ation*, e.g., *progresser* → *progression* *préparer* → *préparation*;
- Adverbs ending in *-ment*, only where the English equivalent is *-ly*, created by:
  - adding *-ment* to the feminine form of adjectives e.g., *première* → *premièrement*
  - by dropping *-ant(e) /-ent(e)* from an adjective and adding *-amment /-emment* e.g., *courant* → *couramment*; *patient* → *patiemment*)

## HIGHER TIER

### NOUN PHRASES

#### Determiners: Articles

Partitive articles with uncountable nouns

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

#### Other determiners

Use of negative adjective determiner *aucun(e)*

#### Pronouns

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

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

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

Use of emphatic pronouns (*lui, elle, nous, vous, eux, elles*), including after prepositions

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

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

Relative clauses (with *où* and *que*)

### VERB PHRASES

Syntax of négation with *ne...plus, ne...ni... (ni ...), ne... pas encore, ne...que*

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

Impersonal verbs with adjectives + *de* (e.g., *il est difficile/facile/interdit de + infinitive*). Any adjectives used in impersonal phrases will be listed in the Vocabulary List.

Impersonal verbs in phrases *il manque + noun*; *il vaut mieux + infinitive*; *il vaut 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')

## Inflectional morphology

- Two additional clusters of high frequency verbs that all pattern following the 'anchor' verbs *connaître* and *écrire*, in the forms as specified at Foundation: Present indicative (in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, **singular and plural**); perfect tense; periphrastic future; imperative (2<sup>nd</sup> person singular and plural; not reflexive); imperfect (in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, **singular**); plus the additional forms laid out below for the anchor verbs.
- 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* verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in **singular and plural**, as equivalent of both 'will + verb' and 'BE + going to + verb'
  - 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.
- Conditional of regular *-er* forms only (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons) in **singular and plural**
  - Singular forms of four high frequency irregular verbs (*aurais, aurait; ferais, ferait; irais, irait; serais, serait*) will be listed in the Vocabulary List.
- Imperfect for regular (*-er*, and the nine 'anchor' verb patterns) verbs 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person plural forms for equivalent of English habitual ('used to + verb') and ongoing ('BE -ing'). This includes the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person plural forms of the three very high frequency irregular verbs (*avoir* - to mean 'had'; *être* - to mean 'were + adjectival complement'; *faire*).
- Imperative of 2<sup>nd</sup> person singular and plural of *être* (*sois* and *soyez*, each listed in Vocabulary List), and of regular (*-er*, and the nine 'anchor' verb patterns) verbs 1<sup>st</sup> person plural (not reflexive), with the function 'Let's + verb!'
- Present participle of regular (*-er*, and the nine 'anchor' verb patterns) verbs after *en*, including adjectival use where relevant
  - Irregular present participles of three very high frequency irregular verbs (*étant, ayant, faisant*) will be listed in the Vocabulary List.

## ADJECTIVAL PHRASES

Use of regular superlative adjective structures (irregulars *le meilleur, la meilleure, les meilleurs, les meilleures, le pire, la pire* and *les pires* will be listed in the Vocabulary List).

## ADVERBIAL PHRASES

Use of regular superlative adverb structures (irregular *le mieux* will be listed in the Vocabulary List).

## PREPOSITIONS

Preposition (*avant de*) + infinitive

Preposition (*après avoir*) + past participle

## DERIVATIONAL MORPHOLOGY

For **Reading** only. Derivational morphology listed here indicates that even if only the base form (e.g., *porter*) is listed in the Vocabulary List, a derived form that follows one of the patterns listed here (e.g., *porteur*) may be included in reading texts (or if only the specific affixed form is listed, the base form may be included in reading texts). Note, if derived forms are included in listening material or required for production, they will be listed separately in the Vocabulary List.

### ***Morphology that changes the part of speech***

Suffixes:

- Agent nouns created by adding *-eur* or *-ateur* to a verb stem, e.g., *porter* → *porteur*; *consommer* → *consommateur*

### **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 out loud 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.

Students will be expected to pronounce words with stress patterns that allow their speech to be clear and comprehensible.

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

/un

-gn-

r

open eu/œu

open o

-s-

th

-ill-/-ille

-aill-/-ail

## Annex B: German grammar and sound-symbol correspondences (foundation and higher tier)

### FOUNDATION

#### NOUN PHRASES

##### Formation of compound nouns, including final word gender rule:

- many compounds add additional connecting letters: *-e*, *-s/-es*, *-n/-en*, *-ens*, *-er* (e.g., *Arbeitsstunden*)
- some omit *-e/-en* from the first word (e.g., *Schulbuch*, *Wohnzimmer*)

The omission or unnecessary addition of connecting letters would not normally be individually credit-bearing at this level.

Compounds can also be adjectives (e.g., *dunkelgrün*) or verbs (e.g., *ausgehen*).

**Formation of feminine person nouns** (highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., *Anwalt / Anwältin*; person nouns that decline like adjectives will only be used in the nominative):

- 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., *Busse*, *Firmen*):

- most masculine and neuter nouns add *-e* (with or without umlaut on the vowel *ä/ö/ü*)
- article changes only 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*
- some mostly single-syllable feminine nouns add *-e* (with or without umlaut on the vowel *ä/ö/ü*)
- feminine and neuter nouns ending in *-nis* add *-se*
- some neuter nouns add (e)n

The omission or unnecessary addition of umlauts in plurals would not normally be individually credit-bearing at this level.

Some nouns are not used in the plural (e.g., *Obst*, *Eis*); the overgeneralised pluralisation of such nouns would not normally be individually credit-bearing at this level..

Add -n to dative plural nouns

**Nominalisation of infinitive verbs** e.g., *schwimmen* → (das) *Schwimmen*, *wandern* → (das) *Wandern* and uninflected adjectives for languages e.g. *englisch* → (das) *Englisch*

### **Determiners: Articles**

Agreement of articles with noun for gender and number (*der, die, das, ein, eine*)

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

Negation with noun phrases, using *kein* (nominative, accusative)

### **Other determiners**

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

Demonstrative adjective (*dies-(er, e, es)*)

Indefinite adjectives (*jed-(er, e, es)*), (*letz-(er, e, es)*), (*nächst-(er, e, es)*)

Interrogative adjectives (*welch-(er, e, es)*)

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

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

### **Pronouns**

Subject pronouns (*ich, du, er, sie, es, man, wir, ihr, Sie, and sie*) will be listed in the Vocabulary List. Their grammar (agreement, position) is laid out in this Grammar Annex.

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 pronoun *wer*, including in accusative and dative questions

## VERB PHRASES

Verbs and verb forms that do not fit into the grammar detailed here can still be listed in the Vocabulary List.

## Interrogatives

Interrogatives expressed through:

- VS word order
- question words (*was, wann, wie, wer, wo, wohin, woher, warum*) followed by VS word order

## Inflectional morphology

Specific irregular inflected forms, as a minimum those specified below, will be listed in the Vocabulary List.

### ***Weak (regular) and strong (semi-regular) verb inflections in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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, and in written texts to express past meaning.
  - Irregular inflected forms of four very high frequency irregular verbs (*haben, sein, werden, wissen*) will be listed in the Vocabulary List (including use of *haben* + noun where the English equivalent is 'BE + adjective' e.g., + *Hunger, + Durst, + Angst, + Lust, + Schmerzen*)..
  - 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 1<sup>st</sup> person singular, *sammle*) would not normally be individually credit-bearing at this level..
- 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:
  - weak verbs *ge- -t* (e.g., *gemacht*); *-ieren* (*studiert*); with inseparable prefixes *be-* (e.g., *besucht*), *ent-* (e.g., *entdeckt*), *er-* (e.g., *erzählt*), *über-* (e.g., *übersetzt*), and *ver-* (e.g., *versucht*);
  - strong verbs *ge- + infinitive* (e.g., *gegeben, gefahren*); with inseparable prefixes *be-* (e.g. *bekommen*); *ent-* (e.g., *enthalten*) *er-* (*erfahren*); *ge-* (e.g., *gefallen*); *ver-* (e.g., *vergessen*); where the past participle is the same as the infinitive
  - verbs with past participle vowel changes *ei* → *ie* (e.g., *geblieben*); *i* → *u* (e.g., *gefunden*); *e* → *o* (e.g., *gesprochen*); *ie* → *o* (e.g., *geflogen*),

*including those with inseparable prefixes*

- Other irregular (strong) past participles will be listed in the Vocabulary List; past participles of verbs with prefixes on stems which are listed on the Vocabulary List will not be listed (e.g., *bestanden* will not be listed if *gestanden* is already on the list).
- Future tense: *werden* + infinitive as equivalent of both 'will' + verb and 'BE + going to'
- Imperfect/simple past: *haben, sein*
- Infinitive constructions *ohne/statt ... zu ...; um ... zu ...*; verbs with *zu ...*, e.g. *beginnen, hoffen, versuchen*

### Impersonal verbs

- *Es gibt* ('there is/are') and *es gab* ('there was/were') will be listed in the Vocabulary List as multi-word phrases

### 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

Use of imperfect/simple past modals in **1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in singular only**

### Reflexive use of verbs

Use of all persons of verbs with accusative reflexive pronouns

Reflexive verb forms (e.g., *sich waschen*) with the same meaning as a listed base verb (e.g., *waschen*) are not listed. Reflexive verb forms with different meanings from a listed base verb (e.g., *verstehen; sich verstehen*) will be listed on the same line. When reflexive verb forms with different meanings from a listed base verb are **not** listed, they will not be tested.

### Word order

Main clause word order, including word order 2 (inversion) and 2-verb rule (2<sup>nd</sup> 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 postnominal adjectives)

Main clause word order with separable verbs in the present tense

## ADJECTIVAL PHRASES

Singular and plural adjective endings for prenominal adjectives used, including after definite and indefinite articles, and plural adjective endings for prenominal adjectives used without article, in nominative, accusative and dative cases

Postnominal use of (uninflected) adjectives as verbal complement

Where the adverbial form is identical, English translations can be listed on one line in the Vocabulary List (e.g., *billig* – cheap, cheaply).

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

Some comparative adjectives change their spelling (e.g., *teuer* → *teurer*, *dunkel* → *dunkler*, *groß* → *größer*). Such spelling changes would not normally be individually credit-bearing at this level..

## 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

Where the preposition changes or adds to the meaning of the verb, the preposition and the relevant English translations will be listed in the Vocabulary List alongside the verb entry (e.g., *warten* 'to wait'; *warten auf* 'to wait for').

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

Use of contracted forms of *an, bei, in, von* and *zu* with definite article, (i.e. *ans, am, beim, ins, im, vom, zum, zur* will be listed in the Vocabulary List).

*Da-* compounds *darauf, damit, dafür, davon* (and all optional *da(r)-* or *wo(r)-* compounds) will be listed in the Vocabulary List.

## DERIVATIONAL MORPHOLOGY

For **Reading** only. Derivational morphology listed here indicates that even if only the base form (e.g., *möglich*) is listed in the Vocabulary List, a derived form that follows one of the patterns listed here (e.g., *unmöglich*) may be included in reading texts (or if only the specific affixed form is listed, the base form may be included in reading texts). Note, if derived forms are included in listening material or required for production, they will be listed separately in the Vocabulary List.

### **Uniformly applicable derivational morphology**

Prefixes:

- Add prefix *Lieblings-* to nouns to mean 'favourite'
- Add prefix *Haupt-* to nouns to mean 'main'

### **Other high frequency patterns**

#### ***Morphology that changes meaning***

Prefixes:

- Add prefix *un-* to create adjectives where the English meaning is 'the opposite' (e.g., *unmöglich*, *unglücklich*)

Suffixes:

- Add suffix *-te* (1-19) and *-ste* (20-) to change cardinal into ordinal numbers (e.g., *zweite*, *zwanzigste*)

#### ***Morphology that changes the part of speech***

Suffixes:

- Add suffix *-ung* to a verb stem to change into nouns with equivalent and transparent meaning (e.g., *lösen* → *die Lösung*)
- Add suffix *-er* to a verb stem (*-en* verbs) to change into male agent nouns with equivalent and transparent meaning (e.g., *besuchen* → *der Besucher*)
- Add suffix *-s* to nouns for days and times of day to change them into adverbs (e.g., *Montag* → *montags*; *Nachmittag* → *nachmittags*)

## **HIGHER TIER**

All grammar and structures listed for Foundation tier, plus:

### **NOUN PHRASES**

#### **Nouns**

Add –(e)n to pluralise some masculine people nouns and weak masculine nouns. The singular formation of these nouns would not normally be individually credit-bearing at this level.

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*)

The omission or unnecessary addition of umlauts in plurals would not normally be individually credit-bearing at this level. .

#### **Determiners: Articles**

Use of the genitive for possession and following certain prepositions (e.g., *trotz*), included in the Vocabulary List, in **Listening and Reading only**

#### **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 objects in sentence (not juxtaposed) in sentences with two nouns, and with one pronoun and one noun

Subject and object relative clauses (word order 3) using *wh*- pronouns (*wo* and *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')
- Imperfect/simple past for written narrative use in 1st, 2<sup>nd</sup>, 3<sup>rd</sup> persons, singular and plural, for weak and highly frequent strong verbs (where the 1<sup>st</sup>/3<sup>rd</sup> person singular form is listed in the Vocabulary List).  
Simple past verbs with prefixes on stems which are listed on the Vocabulary List will not be listed (e.g., *empfund* will not be listed if *fund* is already on the

list).

- Imperative in 2<sup>nd</sup> person singular and plural, formal and informal forms, for weak and strong verbs, and *sein*. The omission or unnecessary addition of an 'e' ending in 2<sup>nd</sup> person singular would not normally be individually credit-bearing at this level.
- Passive voice avoidance structure *man* + active verb
- Imperfect subjunctive in conditional clauses: *haben (hätte)* and *sein (wäre)*, and *würde, sollte* + infinitive, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, singular and plural

## Modals

- Use of imperfect modals in all persons + 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 (*der/die/das beste, am besten, der/die/das höchste, am höchsten, am liebsten, der/die/das meiste, am meisten, der/die/das nächste, am nächsten*)
- Some superlative adjectives change their spelling (e.g., those ending in *-d, -t, -s, -ß, -sch, -x, -z* add *-e*). Such spelling changes would not normally be individually credit-bearing at this level.
- Where comparative adjectives change their spelling (e.g., *teuer* → *teurer*, *dunkel* → *dunkler*, *groß* → *größer*), such spelling changes would normally be individually credit-bearing at this level.

## ADVERBIAL PHRASES

- Regular superlative adverb 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 (*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*.

Use of listed prepositions in *da(r)-* and *wo(r)-* compounds in main clauses (e.g., *Sie steht daneben; Worauf wartest du?*).

## DERIVATIONAL MORPHOLOGY

For **Reading** only. Derivational morphology listed here indicates that even if only the base form (e.g., *krank*) is listed in the Vocabulary List, a derived form that follows one of the patterns listed here (e.g., *Krankheit*) may be included in reading texts (or if only the specific affixed form is listed, the base form may be included in reading texts). Note, if derived forms are included in listening material or required for production, they will be listed separately in the Vocabulary List.

### Uniformly applicable derivational morphology

Suffixes:

- Add *-chen, -lein* to create nouns, only where the English equivalent meaning is 'little' (e.g., *Häuschen, Kätzchen*), or implies endearment (e.g., *Brüderchen*)

### Other high frequency patterns

#### ***Morphology that changes the part of speech***

Suffixes:

- Add *-heit* or *-keit* to adjectives/adverbs to create nouns, only with the English equivalent '-ty' or '-ness' (e.g., *Krankheit, Notwendigkeit*)
- Add *-los* to nouns to create adjectives, only with the English equivalent '-less' or meaning 'without'

### **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 out loud 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], 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 [ü/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: Spanish grammar and sound-symbol correspondences (foundation and higher tier)

### FOUNDATION TIER

#### NOUN PHRASES

**Formation of feminine nouns** (irregular feminine nouns 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*)

Feminised forms of nouns with biological gender relating to jobs are in flux and will be shown appropriate tolerance, reflecting standard and widespread usage (e.g., *el jefe, la jefe/jefa*).

**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 and sometimes lose an accent
- nouns ending in -z change -z to -c and add -es
- nouns ending in *-(i)ón* add -es and drop the written accent

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

Nominalisation of masculine adjectives for languages (e.g., francés → (el) francés and inflected forms of regular and the highly frequent patterns of nationality adjectives listed in this annex, (e.g. (la) inglesa, (los) españoles).

**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* (i.e., *del, al* will be listed in the Vocabulary List.

#### Other determiners

Agreement with nouns for gender and number of the following determiners (only the base form will be listed in the Vocabulary List, unless otherwise stated; all English equivalents will be listed).

Demonstrative adjectives (*este, esta, ese, esa*), as well as irregular plural forms (*estos, esos*) and regular plurals (*estas, esas*).

Indefinite adjectives (*cada* (invariant), *mismo, otro, todo, alguno\**, *ninguno\**, as well as irregular forms *algún and ningún*)

\*Note, these are listed as determiners, rather than as postnominal adjectives, meaning that these specific forms will not be tested; they are listed only as the base for the other forms with gender and number agreement.

Possessive adjectives (*mi, tu, su* (as equivalent of English his/her/its/their/your-formal singular and plural), *nuestro, vuestro*)

## **Pronouns**

Subject pronouns (*yo, tú, él, ella, nosotros, nosotras, vosotros, vosotras, ellos, ellas, usted and ustedes*) and invariable pronouns (*algo and alguien*) should be listed in the Vocabulary List. Their grammar (agreement, position) is 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 miro, lo puedo mirar, puedo mirarlo, ¡Míralo!*), in which only a single pronoun is used.

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, ¡Dame...!*), in which only a single pronoun is used.

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

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

Interrogative pronouns (*cuál, cuánto, quién*) and their inflected forms for gender and number.

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

Neuter demonstrative pronouns (*esto, eso*)

Use of the pronouns *alguno* and *ninguno*, including their inflected forms for gender.

## **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.

Highly irregular specific verb forms will be listed in the Vocabulary List. No tenses should be used which are outside the current subject content and grammar annexes. Reflexives should be bound by the same rules as all other verbs - only being used by the tenses specified in the subject content and its annexes.

## Negation

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

## Interrogatives

Interrogatives expressed through:

- intonation, including when using a *wh*-word (*qué*, *quién*, *cuándo*, *por qué*, *cómo*, *cuál*, *cuánto*, *dónde*)
- *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*, *digo*), as a minimum those listed below, will be listed in the Vocabulary List.

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 3<sup>rd</sup> persons; *z* → *c*). Such spelling changes would not normally be individually credit-bearing at this level.

### **Regular (-ar, -er, -ir), in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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 one of these 'anchor' verbs: *encontrar* (*o* → *ue*), *pensar* (*e* → *ie*), *pedir* (*e* → *i*), *conocer* (*c* → *zc*), *poner* (*add -g to 1<sup>st</sup> person singular*) (the infinitives within these clusters will be listed in the Vocabulary List).
  - In the *pedir* cluster, omission of 'u' in the first person of verbs like *seguir* would not normally be individually credit-bearing at this level
  - Irregular forms of *estar*, *hacer*, *ir*, *ser*, *tener* will be listed in full in the Vocabulary List (including use of *tener* + noun where the English equivalent is 'BE + adjective' e.g., + *frío*, + *calor*, + *año(s)*, + *hambre*, + *sed*, + *miedo*).
- Present continuous (e.g., *estar* + present participle), as equivalent of the

- English 'BE + -ing', including spelling changes for verbs whose stems end in a vowel (e.g., *leer*, *construir*) and for verbs in the *pedir* cluster
- 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*) and irregular form *hizo* 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)
    - Stem-changes (*o* → *u*, *e* → *i*) to 3<sup>rd</sup> person singular and plural in -IR verbs in the preterite would not normally be individually credit-bearing at this level
    - Small changes to preterite stems or inflections (e.g., *vi*, *vio* (no accent), *empecé* (*z* → *c*), *dijeron* (no 'i' in inflection)) would not normally be individually credit-bearing at this level
  - Present perfect tense (*haber* + past participle, -AR stem + *ado*, -ER/IR stem + *ido*), 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, if *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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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
  - Other 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* (to mean 'was/were + state/location') / *era*, *eras* (to mean 'was/were + trait')
- Imperfect continuous (*estar* + present participle) for ongoing (BE + ing) functions
- Inflectional future
  - Plus five irregular verbs: *tener* (*tendr-*), *hacer* (*har-*), *poder* (*podr-*), *poner* (*pondr-*) of which the 1<sup>st</sup> person singular stems will be listed in the Vocabulary List, and *habrá* ('there will be')
- Conditional
  - Plus five irregular verbs: *tener* (*tendr-*), *hacer* (*har-*), *poder* (*podr-*), *poner* (*pondr-*) of which the 1<sup>st</sup> person singular stems will be listed in the Vocabulary List, and *habría* ('there would be')
- Imperative (affirmative, 2<sup>nd</sup> singular only); irregular tú commands (*sé*, *ve*, *ten*, *ven*, *haz*, *di*, *pon* and *sal*) will be listed in the Vocabulary List

**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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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 and plural, for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons)

Reflexive verb forms (e.g., *lavarse*) with the same meaning as a listed base verb (e.g., *lavar*) are not listed. Reflexive verb forms with different meanings from a listed base verb (e.g., *poner; ponerse*) will be listed on the same line. When reflexive verb forms with different meanings from a listed base verb are **not** listed, they will not be tested.

**Impersonal verbs**

Use of impersonal verb *hay*

Use of *hay que*

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

*Hace* + noun (*weather*, with the relevant words e.g., *sol*, listed in the Vocabulary List)

**ADJECTIVAL PHRASES**

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

- Gender
  - o → -a
  - No change for adjectives ending in -e, -z, or -ista
- Number
  - os → -as
  - e → -es
  - z → -ces
  - ista → -istas
  - Add -es to adjectives ending in a consonant with or without dropping an accent (e.g., *común* → *comunes*; *internacional* → *internacionales*)
- Gender and number
  - Highly frequent patterns of adjectives for nationality:
    - ending in consonant (e.g., *francés, -esa, -es (no accent), -esas (no accent)*,

*español, -a, -es, -as)*

Position of adjectives in relation to the nouns they refer to: mostly after nouns; a defined set of prenominal adjectives (*algún, ningún, primer, segundo, tercer, buen, mal, gran*); and a set that changes meaning depending on whether prenominal or postnominal (e.g., *único*), 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*)

Use of regular comparative structure *menos...que* with irregular forms (*mejor* and *peor*) 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 (*más...que/de, menos...que/de, 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*

*De* to indicate possession (e.g., *la casa de Hugo*)

*Para, sin* + infinitive

*Antes de, después de* + infinitive

Prepositions as needed in certain verb phrases before an infinitive or noun. 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').

## **DERIVATIONAL MORPHOLOGY**

For **Reading** only. Derivational morphology listed here indicates that even if only the base form (e.g., *libro*) is listed in the Vocabulary List, a derived form that follows one of the patterns listed here (e.g., *librito*) may be included in reading texts (or if only the specific affixed form is listed, the base form may be included in reading texts). Note, if derived forms are included in listening material or required for production, they will be listed separately in the Vocabulary List.

### **Uniformly applicable derivational morphology that changes meaning**

Suffixes:

- Adding *-ito*, *-ita* to nouns, or to nouns with *-o* / *-a* removed, only where the English meaning is 'little' (e.g., *librito*) or implies endearment (e.g., *hermanito*)
- Adding *-ísimo*, *-ísima* to adjectives, or to adjectives with *-o* / *-a* removed, only where the English meaning is 'very' (e.g., *facilísimo*)

### Other high frequency patterns

#### ***Morphology that changes the part of speech***

##### Suffixes

- Adverbs created by adding *-mente* to singular invariable adjectives (e.g., *alegre-*) or the singular feminine form of adjectives ending in *-o* / *-a* (e.g., *absoluta-*), only where the English equivalent is '-ly' (e.g., *normalmente*)
- Nouns created by adding *-idad* to singular adjectives ending in a consonant (e.g., *real*) or with the final vowel removed (e.g., *segur-*), only where the English equivalent is '-(i)ty' (e.g., *seguridad*)
- Adjectives created by adding *-able* to a verb stem, only where the English equivalent is '-able' (e.g., *evitable*)

## HIGHER TIER

### NOUN PHRASES

#### Determiners

Demonstrative adjective *aquel*, with agreement for gender and number, to mean 'that' and 'those', with tolerance for using *ese* etc. 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 *lo que* (invariable); *el que, el cual* (and their inflected forms for gender and number) in subject relative clauses

Relative clauses using *wh-* pronouns (*cuando, donde, que*)

Possessive pronouns, agreement for gender and number, for singular and plural possessors (*el mío, el tuyo, el suyo, el nuestro, el vuestro*)

Neuter demonstrative pronoun (*aquello*)

Use of pronouns after prepositions (*mí, ti, él, ella, usted, nosotros, vosotros, ellos*, with agreement for gender and number), irregular forms (*conmigo, contigo*), and emphatic use of pronouns after 'a'.

### VERB PHRASES

#### Negation

Word order of verbal negation, with *ya no, (no) tampoco, (no)...ni...*, including the use of *(no) ni...ni...* for emphasis.

#### Inflectional Morphology

**Plural forms in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons for:**

- Inflectional future
  - Plus irregular verbs (in **singular and plural**): *saber (sabr-), querer (querr-), venir (vendr-), decir (dir-), salir (saldr-)* of which the 1<sup>st</sup> person singular stems will be listed in the Vocabulary List
- Conditional
  - Plus irregular verbs (in **singular and plural**): *saber (sabr-), querer (querr-), venir (vendr-), decir (dir-), salir (saldr-)* of which the 1<sup>st</sup> person singular stems will be listed in the Vocabulary List

- Imperfect, for habitual (equivalent only of English ‘used to + verb’) and ongoing (‘BE + ing’) functions. This includes the plural forms of the three very high frequency irregular verbs (*ir, ser, ver*).

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 3<sup>rd</sup> persons). Such spelling changes would normally be individually credit-bearing at this level.

Preterite stem changes (*o* → *u*, *e* → *i*) in 3<sup>rd</sup> person singular and plural for -IR verbs, where the verbs are part of an anchor group in the present tense, would normally be individually credit-bearing at this level.

Stem changes in the present participle form of some -ir verbs, i.e., *o* → *u* (e.g., *muriendo*), *e* → *i* (e.g., *advirtiendo*) would not normally be individually credit-bearing at this level. (The *pedir* cluster would normally be individually credit-bearing as at Foundation).

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* + 3<sup>rd</sup> person singular or plural
- Use of verbs such as *seguir* + present participle and *llevar* + time period + present participle 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, falta, hace falta, vale la pena*)

### ADJECTIVAL PHRASES

Adjectives with neuter article ‘lo’ used as nouns (e.g., *lo bueno*)

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 (*el mejor, el peor*) as listed in the Vocabulary List)

## ADVERBIAL PHRASES

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

### 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 out loud 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]  
[ca]  
[co]  
[cu]  
[cu] + vowel  
[ce]  
[ci]  
[z]  
[que]  
[qui]  
[ga]  
[go]  
[gu]  
[ge]  
[gi]  
[gue]  
[gui]  
[j]  
[ñ]  
[v]  
[-r-] [-r]  
[rr] [r-] [-r-]\*  
silent h

\* word initial [r-] and [-r-] following consonants n, l or s is the same SSC as [rr].

## **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.

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



Department  
for Education

© Crown copyright 2025

This publication is licensed under the terms of the Open Government Licence v3.0, except where otherwise stated. To view this licence, visit [nationalarchives.gov.uk/doc/open-government-licence/version/3](https://nationalarchives.gov.uk/doc/open-government-licence/version/3).

Where we have identified any third-party copyright information, you will need to obtain permission from the copyright holders concerned.

About this publication:

enquiries <https://www.gov.uk/contact-dfe>

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Follow us on Twitter: [@educationgovuk](https://twitter.com/educationgovuk)

Connect with us on Facebook: [facebook.com/educationgovuk](https://facebook.com/educationgovuk)