

GCSE FRENCH: PERSONALISED LEARNING CHECKLIST

	Red	Amber	Green	Revised Tick <input checked="" type="checkbox"/>
Area of Study: Theme 1 – Identity and Culture				
1. Me, my family and friends: <ul style="list-style-type: none"> Relationships with family and friends Marriage/partnership 				
2. Free-time activities: <ul style="list-style-type: none"> Music Cinema and TV Food and eating out Shopping 				
3. Technology in everyday life: <ul style="list-style-type: none"> Social media Mobile technology 				
<i>I am most confident with the following topic/topics:</i>				
<i>I have struggled most with the following topic/topics:</i>				
	Red	Amber	Green	Revised Tick <input checked="" type="checkbox"/>
Area of Study: Theme 2 – Education and Future Employment				
1. My studies <ul style="list-style-type: none"> School subjects Describing teachers 				
2. Life at school/college <ul style="list-style-type: none"> School system School rules Lunch / break My school friends School clubs / activities 				
3. Education post-16 <ul style="list-style-type: none"> Work Experience Apprenticeships University life 				
4. Career choices and ambitions <ul style="list-style-type: none"> Jobs / Careers Future plans Ideal lifestyle 				

<i>I am most confident with the following topic/topics:</i>				
<i>I have struggled most with the following topic/topics:</i>				
	Red	Amber	Green	Revised Tick <input checked="" type="checkbox"/>
Area of Study: Theme 3 – Local, National and International Global Areas of Interest				
1. Travel and tourism <ul style="list-style-type: none"> • Names of countries / cities • Transport • Describing a holiday (diff. tenses) • Comparing types of accommodation • Camping • Holiday activities • Accidents / complaints 				
2. Home, town/neighbourhood, region <ul style="list-style-type: none"> • Describing my home • Places in town 				
3. Social issues <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living 				
4. Global issues <ul style="list-style-type: none"> • The environment • Poverty/homelessness 				
<i>I am most confident with the following topic/topics:</i>				
<i>I have struggled most with the following topic/topics:</i>				

	Red	Amber	Green	Revised Tick <input checked="" type="checkbox"/>
<p>The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier. GCSE students will be expected to have acquired knowledge and understanding of French grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required. Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.</p>				
Area of Study: Core Structures - FOUNDATION PAPER				
Nouns gender singular and plural forms				
3.3.1.2 Articles definite, indefinite and partitive, including use of <i>de</i> after negatives				
3.3.1.3 Adjectives agreement position comparative and superlative: regular and <i>meilleur</i> demonstrative (<i>ce, cet, cette, ces</i>) indefinite (<i>chaque, quelque</i>) possessive interrogative (<i>quel, quelle</i>)				
3.3.1.4 Adverbs comparative and superlative regular interrogative (<i>comment, quand</i>) adverbs of time and place (<i>aujourd'hui, demain, ici, là-bas</i>) common adverbial phrases				
3.3.1.5 Quantifiers/intensifiers <i>très, assez, beaucoup, peu, trop</i>				
3.3.1.6 Pronouns personal: all subjects, including <i>on</i> reflexive relative: <i>qui</i> relative: <i>que</i> (R) object: direct (R) and indirect (R) position and order of object pronouns (R) disjunctive/emphatic demonstrative (<i>ça, cela</i>) indefinite (<i>quelqu'un</i>) interrogative (<i>qui, que</i>) use of <i>y, en</i> (R)				
3.3.1.7 Verbs regular and irregular verbs, including reflexive verbs all persons of the verb, singular and plural negative forms				

	Red	Amber	Green	Revised Tick <input checked="" type="checkbox"/>
Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.				
Area of Study: Core Structures - HIGHER PAPER				
3.3.2.1 Adjectives comparative and superlative, including <i>meilleur, pire</i>				
3.3.2.2 Adverbs comparative and superlative, including <i>mieux, le mieux</i>				
3.3.2.3 Pronouns use of <i>y, en</i> relative: <i>que</i> relative: <i>dont</i> (R) object: direct and indirect position and order of object pronouns demonstrative (<i>celui</i>) (R) possessive (<i>le mien</i>) (R)				
3.3.2.4 Verbs Tenses: <ul style="list-style-type: none"> •• future •• imperfect •• conditional •• pluperfect •• passive voice: future, imperfect and perfect tenses (R) •• perfect infinitive •• present participle, including use after <i>en</i> •• subjunctive mood: present, in commonly used expressions (R). 				
3.3.2.5 Time including use of <i>depuis</i> with imperfect tense.				
<i>I am most confident with the following topic/topics:</i>				
 <i>I have struggled most with the following topic/topics:</i>				