| GCSE FRENCH: PERSONALISED LEARNING CHECKLIST | | | | |
|--|---------|---|-------|--------------------------|
| TO SA | Red | Amber | Green | Revised Tick ☑ |
| Area of Study: Theme 1 – Identity and Culture | | | | |
| Me, my family and friends: Relationships with family and friends Marriage/partnership | | | | |
| 2. Free-time activities: • Music • Cinema and TV • Food and eating out • Shopping | | 10 | | |
| 3. Technology in everyday life: • Social media • Mobile technology | | | 5 | |
| I am most confident with the following topic/topics: I have struggled most with the following topic/topics: | | De la constant de la | | |
| | Red | Amber | Green | Revised Tick ☑ |
| Area of Study: Theme 2 – Education and Future E | Employn | nent | | |
| School subjects Describing teachers | 3 | | | ? |
| 2. Life at school/college | | | | |
| 3. Education post-16 • Work Experience • Apprenticeships • University life | | ASS | (B) | |
| 4. Career choices and ambitions • Jobs / Careers • Future plans • Ideal lifestyle | Eil | | | |

| I am most confident with the following topic/topics: | |
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| I have struggled most with the following topic/topics: | |
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| Area of Study: Theme 3 – Local, National and International Global Areas of | |
| Interest | |
| 1. Travel and tourism • Names of countries / cities • Transport • Describing a holiday (diff. tenses) • Comparing types of accommodation • Camping • Holiday activities • Accidents / complaints 2. Home, town/neighbourhood, region • Describing my home • Places in town 3. Social issues • Charity/voluntary work • Healthy/unhealthy living 4. Global issues • The environment • Poverty/homelessness | |
| I am most confident with the following topic/topics: I have struggled most with the following topic/topics: | |

| | Red | Amber | Green | Revised |
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| ٨. | | | | Tick ☑ |

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.

| Nouns gender singular and plural forms 3.3.1.2 Articles definite, indefinite and partitive, including use of de after negatives 3.3.1.3 Adjectives agreement position comparative and superlative: regular and meilleur demonstrative (ce, cet. cete, ces) indefinite (chaque, quelque) possessive interrogative (quel, quelle) 3.3.1.4 Adverbs comparative and superlative regular interrogative (comment, quand) adverbs of time and place (aujpurd'hui, demain, ici, là-bas) common adverbial phrases 3.3.1.5 Quantifiers/intensifiers très, assez, beaucoup, peu, trop 3.3.1.6 Pronouns personal: all subjects, including on reflexive relative: que (R) object: direct (R) and indirect (R) position and order of object pronouns (R) disjunctive/emphatic demonstrative (ca, cela) indefinite (anelau'un) | develop and use their knowledge and understanding of this grammar progressively throughout their course. | | | |
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| common adverbial phrases 3.3.1.5 Quantifiers/intensifiers | | | | |
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| reflexive relative: qui relative: que (R) object: direct (R) and indirect (R) position and order of object pronouns (R) disjunctive/emphatic demonstrative (ça, cela) | 3.3.1.6 Pronouns | 7 | | |
| relative: qui relative: que (R) object: direct (R) and indirect (R) position and order of object pronouns (R) disjunctive/emphatic demonstrative (ça, cela) | personal: all subjects, including on | 88 / / // | | |
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| position and order of object pronouns (R) disjunctive/emphatic demonstrative (ça, cela) | | | | |
| disjunctive/emphatic demonstrative (ça, cela) | | | | |
| demonstrative (ça, cela) | | 1 | | |
| | | 167. | | |
| | indefinite (<i>quelqu'un</i>) | | | |
| interrogative (qui, que) | | | | |
| 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 | negative forms | | | |

| internegative forms | | |
|--|--|---|
| interrogative forms | | |
| modes of address: tu, vous | | |
| impersonal verbs (il faut) | | |
| verbs followed by an infinitive, with or without a | | |
| preposition | | |
| Tenses: | | |
| •• present | | |
| •• perfect | | |
| •• imperfect: avoir, être and faire | | |
| •• other common verbs in the imperfect tense (R) | | |
| •• immediate future | | |
| •• future (R) | 2//3 | |
| •• conditional: vouloir and aimer | | |
| •• pluperfect (R) | 3 100 | |
| •• passive voice: present tense (R) | | |
| •• imperative | | |
| •• present participle. | 9 6 3 3 3 | |
| 3.3.1.8 Prepositions | | |
| common prepositions eg à, au, à l', à la, aux; de, du, de l', | | |
| de la, des; après; avant; avec; chez; contre; | 6 6) | |
| dans; depuis; derrière; devant; entre; pendant; pour; sans; | a la | |
| sur; sous; vers | | / |
| common compound prepositions eg à côté de; près de; en | 22. 3 | |
| face de, à cause de; au lieu de | Car of the | |
| 3.3.1.9 Conjunctions | |) |
| common coordinating conjunctions eg car; donc; ensuite; | - C- | > |
| et; mais; ou, ou bien, puis | 20003 | |
| common subordinating conjunctions eg comme; lorsque; | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | |
| parce que; puisque; quand; que; si | 808 | |
| 3.3.1.10 Number, quantity, dates and time | | |
| including use of <i>depuis</i> with present tense | | |
| I am most confident with the following topic/topics: | 163 K | |
| 11 601 | 5-6 | |
| The second of th | (88) | |
| 11 11 (25) | The state of the s | |
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| I have struggled most with the following topic/topics: | HAIV HAIV | |
| Thave struggled most with the johowing topic/topics. | | |
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| Students entering for Higher Tier assessments will be required to a | oply all gran | nmar and st | ructures lis | |
| Foundation Tier, in addition to the new grammar and str | | | | ica ioi |
| Area of Study: Core Structures - HIGHER PAPER | | | | |
| 3.3.2.1 Adjectives | | | | |
| comparative and superlative, including meilleur, pire | | | | |
| 3.3.2.2 Adverbs | | | | |
| comparative and superlative, including mieux, le mieux | | | | |
| 3.3.2.3 Pronouns | | | | |
| use of y, en | 2113 | | | |
| relative: que | 400 | | | |
| relative: dont (R) | 7 | 12 | | |
| object: direct and indirect | | | | |
| position and order of object pronouns | 6 | 1 1 | \ <u>}</u> | |
| demonstrative (<i>celui</i>) (R) | S D | 10 2 | 9 | |
| possessive (le mien) (R) | 11 | | | |
| 70011/88 | 1 | | W | |
| 3.3.2.4 Verbs | (3) (C | | 470 | |
| Tenses: | | | | |
| •• future | | CC | | |
| •• imperfect •• conditional | 3 | y co | 2 | 2 |
| | JUAR | | | |
| •• pluperfect•• passive voice: future, imperfect and perfect tenses (R) | | | 333 | 3 |
| •• perfect infinitive | 2000 | 1 7 | 5 | - |
| •• present participle, including use after <i>en</i> | Sec. 3 | 31 1 | | |
| subjunctive mood: present, in commonly used | 1 | 5 | | |
| expressions (R). | 11111 | | | |
| 3.3.2.5 Time | 1 41135 | | JE E | <i>)</i> } |
| including use of <i>depuis</i> with imperfect tense. | 503 | 1 | - 7 | |
| I am most confident with the following topic/topics: | 5-6 | | | |
| | | | | |
| I have struggled most with the following topic/topics: | | | | |
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| 15'202 406 | レン | | | |