Comparison of proposal (2021) and final French German and Spanish GCSE subject content January 2022

Key

SC 2015 = Subject Content 2015
Para = Paragraph
BP = Bullet Point
NC PoS = National Curriculum Programme of Study
HEM = Helen Elizabeth Myers (me!)
HF = High Frequency
Omissions / changes are highlighted in yellow

Commentary. I have sought to make a factual comparison. For some particular points where I am expressing a personal opinion these are indicated by 'HEM'.

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MFL GCSE Subject Content	French German and Spanish GCSE subject content January 2022	*Necessary, as no changes to other MFL e.g. Italian. I will not comment on this change in the rest of the document*
Introduction	**Introduction**	
1 This document sets out the learning outcomes and content coverage required for GCSE specifications in modern foreign languages (MFL).	1 This document sets out the learning outcomes and content coverage required for GCSE specifications in French, German and Spanish.	
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.	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.	*No change*
3.Courses designed to support preparation for GCSE specifications will ensure systematic, well-sequenced coverage of the specification's	3. Linguistic content for GCSE in French, German and Spanish will focus largely but not exclusively on the most commonly occurring vocabulary of	***SIGNIFICANT*** *The original reference to course preparation (systematic,*

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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.	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.	*well-sequenced, practice) has been omitted. This is correct because the proposal had gone beyond DfE remit which should only be describing content to be examined.* *Fresh text in final content signalling at early stage the 2 main features of the Jan 2022 which distinguish it from the 2015:* 1. *key focus of subject content on **high frequency vocabulary** (but note, 'not exclusively')* 2. *Content is **defined** and ALL content is to be used **productively** (i.e. no receptive-only content).*
Subject aims	**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.	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.	*No change*
5. Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate in speech and	Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate independently in speech	*Added 'independently' reinstating word used in SC 2015 [Point 3, BP 4]*

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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.	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.	*build confidence: reinstating word used in SC 2015 [3 BP1) – NC PoS aim* *relationships between FL + En HEM: I am uncertain of provenance, but seems a helpful addition!*
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.	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.	***SIGNIFICANT*** *Now there is option ['may'] to group content into themes (examples given – but not prescribed).* *HEM: Note that examples do not include reference to a context of personal + social relevance (which could include for example needing to ask where the toilet is). So apparently not wishing to make the concession that students would be motivated by learning language of immediate relevance to them and their lives. [BUT I have to note that teachers complaining about 'boring topics' have not helped when trying to make this argument. Beware of what you wish for …!]*

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		SIGNIFICANT *Acknowledgment of need for language which is 'not exclusively' determined by frequency* *[HEM: But still worded to imply it is the HF which will unlock, whereas we know that it is the basic core vocab which unlocks meaning [ref: Jim Milton beer/omelette example.. can you mime an omelette?]*
Subject content	**Subject content**	
7. GCSE specifications in MFL should enable students to:	7. GCSE specifications in French, German and Spanish should enable students to:	*No change*
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.	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.	*Removes words 'recall readily'. This allows examination of carrying out a function rather than the speed at which it is done.* *[HEM: 'Recall readily' probably coming from the cognitive science focus on need to give opportunities for 'recall' in a sequence of lessons]*
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.	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.	*Removes reference to 'speak with increasing fluency'. Fluency not necessarily only related to grammar.* *HEM: Not sure why oral and written interchanged. Traditionally,*

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		skills are mentioned in the sequence of learning: Listening – speaking – reading – writing. Perhaps another way of signalling that this is 'different' just as the word 'skill' is perhaps deliberately avoided.
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.	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.	*HEM Q: Why changed from know to learn? [should be in terms of what candidates know, understand and can do …]*
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.	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.	*'Different' not 'new'* *HEM: … presumably because the focus is on breadth of situation rather than novelty of situation.*
9. GCSE specifications in MFL must require students to:	9. GCSE specifications in French, German and Spanish must require students to	*No change*
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.	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.	*[reading]*

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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;	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;	*[listening]* *Acknowledges nature of the French language where words liaise. Original proposal impossible.* *Note: inferring / deducing meaning NOT reintroduced from SC 2015, unlike reading – see below.*
undertake dictation exercises from short spoken extracts, with credit for accurate spelling.	c. Undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling.	*[phonetics]* ***SIGNIFICANT*** *HEM: Attempt to make exercise a more valid test of phonics, but will not be reliable as some pupils may know words already.* *Perversely, the only way to test reliably would be to dictate made-up words…..!!*
c. write text in the language in a lexically and grammatically accurate way, based on simple and familiar stimuli.	d. write text in the language in a lexically and grammatically accurate way in response to 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. 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	***SIGNIFICANT*** *Re-introducing requirement to infer – but only in reading:*

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	Vocabulary List when they are embedded in the context of written sentences.	*SC 2015 Reading BP 4 [deduce meaning]* *Leads to a more realistic authentic task, and allows for exam bodies to introduce words beyond the list – as SC 2015.*
	g. speak using clear and comprehensible language to:	*[speaking] –* *added text: clearer signalling of the skill of speaking, giving context for the tasks* *HEM: NB it is not in the remit of DfE to specify how things are tested – this is presumably a way around this …*
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);	i. read aloud a short written text and undertake a short unprepared conversation relating to the text;	***SIGNIFICANT*** *Removal of qualitative element (nature of pronunciation –[presumably allowing positive marking for less than 100%)* *Change to task related to the reading aloud* ●*Previously would have required Q/A in English (to be consistent with requirement for comprehension questions to be in English)*

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		●*Introduces unprepared dialogue in form of conversation (previously missing)*
undertake role play simulating a context such as a social conversation where instructions are unambiguous and there are no unexpected questions;	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;	***SIGNIFICANT*** *Allows for more than one role play* *Re-introduces explicit requirement to ask questions [SC 2015 speaking / BP2 "*take part in a short conversation, asking and answering questions,*"]* *Allows for questions to be unscripted BUT ensures no penalty for not understanding question by requirement to give unambiguous instructions about what to say (HEM: fairer test – not penalised for listening skill)*
answer questions about a visual stimulus such as a photograph.	iii. talk about one or more visual stimulus/stimuli, such as (connected) photographs or pictures, and extend this conversation into a short unprepared interaction.	***SIGNIFICANT*** *Allows for more than one picture* *Re-introduces requirement for unprepared interaction (SC 2015 speaking BP4 '*responding to unexpected questions,*'*
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.	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.	*Pupils not students – probably a mistake.* *Added "suitable specified"* *HEM: perhaps to ensure requirement for exam conditions?*

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		Explicit requirement covering speaking + writing that content required will not require language beyond the spec. ***SIGNIFICANT*** *Allows credit for language beyond the word list.* *HEM: This allows validation of language learnt beyond the strict confines of the word list – perhaps even giving scope for students to talk about what matters to them in a productive task?*
10.Complexity [1] 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.	10.Complexity [1] 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.	*No change*
[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.	[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, or morphology and syntax (e.g., word order) which is very different to English in form and/or function.	*added detail to describe complexity*

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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.	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.	*No change*
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).	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 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	***SIGNIFICANT*** *High frequency no longer described as 'well suited to communication about themes', but changed to 'will enable access to themes'.* *HEM: This is a fundamental acknowledgement and logically should lead to allowing for access to a broader range of words - but very little concession made in practice, sadly.* *Allows for words which are not high frequency.* *Repeats aims(para 6) in describing themes.* *HEM: Note, although personal + social not listed as an example theme, I would very much hope that they are included by the exam boards.*
Vocabulary	**Composition of vocabulary content**	*Changed.*

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		Describes what follows – not the vocabulary itself, but how it is to be selected.
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	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.	***SIGNIFICANT*** ***regularly inflected*** *- presumably for listening and reading since only the derived seems to be for reading only?* ***derived*** *- necessary change to accommodate content para 9f:* 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.
20. (first part) 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 formation [4]. Inflected and derived forms which follow no regular pattern should be listed as separate items under a section called 'Highly irregular inflected forms'.	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.	*Requirements for listing and counting words now included in a helpful detailed appendix for each language.* *French Foundation: 278* *French Higher:329* *French Foundation optional: 310* *French Higher optional: 282* *German Foundation: 268* *German Higher:304*

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		German Foundation optional: 139 *German Higher optional: 288* *Spanish Foundation: 264* *Spanish Higher: 334* *Spanish Foundation optional: 85* *Spanish Higher optional: 85* *HEM: Note the difference in numbers between different languages. What are the practical consequences of this?*
[4] 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	Appendix exemplifies these examples.	*Appendix now presents this info more clearly*

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'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)		
20 continued in new para 17		
14 – moved to match new para 18		
15 – moved to new para 19		
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.		*Removed.* *HEM: I think this was there originally because of NCELP's belief that too few verbs were required in exams. Helpful to be more flexible.*
17. Moved to 16 iii		
18. Moved to split between new 15 + new 20		
[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:]	15.In addition to the 1,200 and 1,700 items, the Vocabulary Lists can contain:	
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').	i. up to 30 short phrases that are multi-word units 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'; 's'il vous plaît' for 'please').	***SIGNIFICANT*** *Increase of multi-word units permitted.* *Removal of requirement for both TL and English to be multiword, hence example where French is multiword*

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		(if you please) and English is one word (please)
	ii. up to 20 items (some of which can be multi-word units 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.	***SIGNIFICANT*** *Increase of multi-word units permitted – 20, constrained to cultural aspects.* *HEM: This is necessary to accommodate focus on culture where core words will not be high frequency and are likely to be in phrases (e.g. L'Arc de Triomphe, La Tour Eiffel – La Côte d'Ivoire?)*
	16.For Reading only:	
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.	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.	***SIGNIFICANT*** *Foundation paper can also include words not on the list (which must be glossed).* *NB* ● *if fewer than 25 words in a text, no words can be glossed (because 1 word out of 25, rounded, is more than 2%)* ● *this requirement still makes it unlikely to be able to include authentic texts.*

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		[HEM: Does this contradict the requirement to test inference in reading?]
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.	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.	*Correction to allow for countries within top 2000 to be glossed if not in the vocab list.*
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	iii. Up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of true and exact cognates (2) which are not included in the Vocabulary List.	*In a text of greater than 25 words, one cognate does not have to be from vocabulary list.*
	(2) These are defined as words which are spelt the same in English and the assessed language (excluding any accents, and where one letter in words of at least six letters could differ from the English spelling) and have the same meaning in both languages.	*Definition of cognate given. Only one letter can differ.* *HEM: I wonder where this definition comes from? It will vary from one language to another.)* *So in French : géographie, histoire, biologie, académie, vinaigrette, adresse, pharmacie, banque, calendrier, électrique, would NOT count.*
20 continued …. 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	17.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	*No change*

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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.	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) must be explicitly provided.	
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.	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. [3]	
	When compiling word lists, the information provided in paragraph 20 should be taken into account.	*This requirement moved up slightly*
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 contexts [2].	[3] 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.	*All reference to corpora in a footnote*
When compiling word lists, the information provided in paragraph 18 should be taken into account.		
2 Examples, but not a definitive list, of recommended word frequency resources, are: ‘Davies, M., & Davies, K. (2018). A frequency	Examples, but not a definitive list, of recommended word frequency resources, are: ‘Davies, M., & Davies, K. (2018). A frequency	*No change*

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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.	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	
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	19.At least 85% 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.4	***SLIGHT CHANGE*** *HEM: Minor concession to the outcry over the narrow restriction of word selection (Some asking for a 50%, exam boards in the consultation asking for 80%)* *Would it really have cost them so much to accede to a request for 80% ?*
3 Examples here include- French: coût/cout; German: der Fluß/der Fluss; Spanish: sólo/solo	4 Examples here include for French: coût/cout; German: der Fluß/der Fluss; Spanish: sólo/solo	*No change*
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:	20.The vast majority of lexical items listed as vocabulary will be single word vocabulary items	*Detail of how to list now given in appendix*
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	Where a compound word or phrase translates a single English word, it should be counted as a separate lexical item in the Vocabulary List (e.g., en cambio for 'however'; see paragraph 15 on multi-word units). However, where a compound	*Different examples given.*

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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 the list, there is no need to include such a compound as well (e.g., German Sommerferien' for 'summer holidays').	word or phrase can easily be understood from its components, and where the components are 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	**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.	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.	*No change*
22.Students will be expected to apply their knowledge of the grammar specified appropriate to the task set and to the tier of entry.	22.Students will be expected to apply their knowledge of the grammar specified appropriate to the task set and to the tier of entry.	*No change*
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).	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).	*No change*
Sound-symbol correspondences (core literacy)		*No heading*

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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.	26.The requirements for knowledge about sound-symbol correspondences (SSCs) are laid out in the annexes to this document.	*Mistaken numbering?* *Removed emphasis that this applies to both tiers.*
Grammar content	Grammar content	
GCSE students will be expected to develop and use their knowledge of grammar throughout their course.	GCSE students will be expected to develop and use their knowledge of grammar throughout their course.	*No change*
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.	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.	*No change*
These lists describe grammatical features of the most widely used standard varieties.	These lists describe grammatical features of the most widely used standard varieties.	*No change*
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.	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	*No change*
Students will be required to demonstrate both receptive and productive knowledge of the grammar from the list	Students will be required to demonstrate both receptive and productive knowledge of the grammar from the list (though the derivational morphology laid out in the grammar annex can only be included for reading).	*Change to accommodate requirement to test inference in reading paper.*
'Grammar' is defined as including the morphology (inflectional and derivational [1] and	'Grammar' is defined as including the morphology (inflectional and derivational [5] and	*No change*

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syntax (rules of word order, relations between words, and obligatory use of specific features).	syntax (rules of word order, relations between words, and obligatory use of specific features).	
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.	5 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'.	*No change*
The Vocabulary Lists will lay out the lexicon that is needed to 'realise' (or 'use') the grammar.	The Vocabulary Lists will lay out the lexicon that is needed to 'realise' (or 'use') the grammar.	*No change*
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.	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.	*Annexes replace grammar lists.* *Clearer definition.*
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	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	*No change*

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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.	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).	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).	

Helen Myers.
16th January 2022