

GCSE FRENCH

100 AI PROMPTS

for Smarter Revision and Exam Prep

*Active recall, exam technique, and mark-scheme thinking —
without cheating.*

by James R. Martin



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The author has made use of artificial intelligence tools to assist with drafting, structuring, and generating example material. All educational guidance, explanations, and exam-related advice have been reviewed, edited, and curated by the author. Any resemblance to specific published materials is unintentional.

This book is intended to support revision and exam preparation. It does not replace formal teaching, textbooks, or official specifications. Students are responsible for ensuring that all work submitted for assessment is their own.

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How to Use This Book

For a long time, high-quality tutoring has been a major contributor to elite academic achievement. Used well, AI can now act as a powerful tutor that most students and parents could not previously afford.

This book is a **starting point**, not a rulebook. Each prompt is designed to help you revise, test your understanding, and think more clearly — not to give perfect answers. You are encouraged to **adapt, improve, and remix** these prompts.

You are learning how to think carefully about the questions you ask — a skill that will matter far beyond these exams.

Note on Exam Boards and Syllabi

This collection of 100 AI prompts has been designed to support students preparing for GCSE French across all major exam boards, including AQA, Edexcel (Pearson), and OCR. While each board structures its papers slightly differently, all three assess the same four core language skills: Listening, Speaking, Reading, and Writing. These prompts are crafted to help you build confidence and competence across every skill, with particular emphasis on the productive skills of Speaking and Writing, where students often find the most room for improvement.

All GCSE French specifications are organised around three broad thematic areas: Identity and culture (covering topics such as family, friendships, free time, technology, and customs); Local, national, international and global areas of interest (including travel, tourism, the environment, town and region, and social issues); and Current and future study and employment (encompassing school life, career aspirations, and the world of work). The prompts in this book are mapped to these themes so that your revision covers the full range of content you may encounter in your exam.

Grammar is assessed throughout the GCSE French exam, whether you are sitting AQA, Edexcel, or OCR. All boards expect students to demonstrate knowledge of key tenses including the present tense, perfect tense (*passé composé*), imperfect tense, future tense, and conditional tense. Higher-tier candidates are also expected to use more complex structures such as the subjunctive mood, *si* clauses, and a range of connectives and opinion phrases with justification. These prompts systematically cover all required grammar points from Foundation through to Higher tier.

Each prompt in this book includes a clear title, the prompt text itself (which you can paste directly into an AI assistant), a short description of what you will practise, and guidance on how to use the prompt effectively. You are encouraged to adapt the prompts to suit your own exam board and tier of entry. For example, AQA uses a photo card task in the Speaking exam, Edexcel includes a read-aloud task, and OCR features a role play element. Where a prompt relates to a specific task type, you can adjust it to match the format used by your board.

Whether you are just beginning your GCSE French course or are deep into final revision, these prompts will help you move beyond passive revision and into active practice. Using an AI assistant allows you to generate fresh exercises, receive instant feedback, and simulate exam-style tasks as many times as you need. We recommend working through the sections in order during early revision, then dipping into specific areas during the final weeks before your exams to target any remaining weaknesses.

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Section 1

Core Vocabulary and Theme-Based Recall

A strong vocabulary is the foundation of success in GCSE French. Without a solid base of words and phrases across all the required themes, even students with good grammar knowledge will struggle to understand reading and listening texts or to express themselves clearly in writing and speaking tasks. This section focuses on building, reinforcing, and actively recalling the key vocabulary you need across every GCSE topic area.

The prompts in this section cover all the major GCSE themes: family and relationships, friendships, free time and hobbies, technology and social media, holidays and travel, school life, the world of work, the environment, healthy living, and your town or region. Rather than simply reading through vocabulary lists, these prompts encourage you to use words in context, group them by topic, and test yourself actively, which research shows is far more effective for long-term retention.

You can use these prompts at any stage of your revision. Early on, they will help you identify gaps in your vocabulary knowledge. Later, they become rapid-fire recall drills that build the speed and confidence you need under exam conditions. Try to work through each topic area at least twice, and pay attention to high-frequency words and phrases that appear across multiple themes, as these are the ones most likely to come up in your exam.

Prompt 1: Family and Relationships Vocabulary Builder

Copy this prompt into your AI tool:

Test me on this French topic. Generate a vocabulary drill on the topic of family and relationships (la famille et les relations). Give me 20 key words and phrases in French with their English translations, including members of the family, adjectives to describe personality (e.g. gentil, egoïste, compréhensif), and useful phrases for talking about family relationships (e.g. je m'entends bien avec, on se dispute souvent). Then quiz me by giving me 10 English words or phrases and asking me to translate them into French.

What this helps you practise:

Key vocabulary for the Identity and culture theme, focusing on family members, personality descriptions, and relationship phrases.

How to use it well:

Work through the vocabulary list first, covering up the English translations to test yourself. Then attempt the quiz without looking back. Ask the AI to mark your answers and explain any you got wrong.

Prompt 2: Free Time and Hobbies Topic Drill

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Create a vocabulary exercise on free time and hobbies (les loisirs et les passe-temps). Include 20 key words and phrases covering sports (e.g. faire de la natation, jouer au football), hobbies (e.g. la lecture, le dessin, les jeux vidéo), and opinions about free time activities (e.g. je suis passionné(e) de, ça me plaît, je trouve ça ennuyeux). After the list, give me 10 gap-fill sentences in French where I have to insert the correct vocabulary word.

What this helps you practise:

Vocabulary for free time, hobbies, sports, and expressing opinions about leisure activities.

How to use it well:

Study the vocabulary list, then attempt the gap-fill sentences without referring back. Check your answers with the AI and ask it to provide additional example sentences for any words you found difficult.

Prompt 3: Technology and Social Media Vocabulary

Copy this prompt into your AI tool:

You are a GCSE French examiner. Prepare a vocabulary test on the topic of technology and social media (la technologie et les reseaux sociaux).

Include key terms such as un portable, un ordinateur, telecharger, en ligne, un ecran, partager, un site web, harceler, and phrases for discussing advantages and disadvantages of technology (e.g. c'est utile pour, le danger c'est que, on peut rester en contact avec). Give me 10 sentences in English about technology and ask me to translate them into French using the vocabulary provided.

What this helps you practise:

Technology-related vocabulary and phrases for discussing the pros and cons of social media and devices.

How to use it well:

Attempt the translations, then ask the AI to correct your work, paying attention to gender of nouns, correct verb forms, and natural phrasing.

Prompt 4: Holidays and Travel Essential Phrases

Copy this prompt into your AI tool:

Test me on this French topic. Create a comprehensive vocabulary sheet on holidays and travel (les vacances et les voyages). Include 20 essential words and phrases covering types of

holiday (e.g. des vacances au bord de la mer, un séjour a la montagne), accommodation (e.g. un hotel, un camping, un gite), travel (e.g. prendre l'avion, le trajet, la gare), and weather (e.g. il faisait beau, il pleuvait). Then write 5 short paragraphs in French about different holidays and ask me to identify key details from each one.

What this helps you practise:

Holiday and travel vocabulary including accommodation, transport, weather, and activities, with reading comprehension practice.

How to use it well:

Read the vocabulary list carefully, then attempt to extract the key details from each paragraph. This combines vocabulary learning with reading skill development.

Prompt 5: School Life Vocabulary and Phrases

Copy this prompt into your AI tool:

Quiz me on GCSE French. Generate a vocabulary drill on school life (la vie scolaire). Include key vocabulary for school subjects (e.g. les maths, l'histoire, les sciences), school facilities (e.g. la cour, le laboratoire, la cantine), school routine (e.g. la rentrée, les cours commencent a, la recreation), opinions about school (e.g. mon prof est severe mais juste, je suis fort(e) en, j'ai du mal avec), and rules (e.g. il est interdit de, on doit porter l'uniforme). Then quiz me with 10 questions in French that I must answer in French about my school life.

What this helps you practise:

School-related vocabulary covering subjects, facilities, routines, opinions, and rules.

How to use it well:

Answer each question in French with full sentences. Ask the AI to check your grammar and vocabulary,

and to suggest more sophisticated alternatives where possible.

Prompt 6: World of Work and Future Plans

Copy this prompt into your AI tool:

Present me with a French language challenge. Create a vocabulary exercise on the world of work and future plans (le monde du travail et les projets d'avenir). Include vocabulary for jobs and careers (e.g. un medecin, un informaticien, un avocat), qualities needed for work (e.g. travailleur, organise, motive), talking about work experience (e.g. j'ai fait un stage, j'ai travaille comme), and future plans (e.g. j'ai l'intention de, je voudrais devenir, apres mes examens). Give me 8 English sentences about career aspirations to translate into French, using the future tense and conditional tense where appropriate.

What this helps you practise:

Work and career vocabulary, including job titles, workplace qualities, and expressing future plans using appropriate tenses.

How to use it well:

Translate the sentences, making sure you use the future tense (je travaillerai) and conditional tense (je voudrais) correctly. Ask the AI to mark your work and highlight any tense errors.

Prompt 7: Environment and Global Issues

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Prepare a vocabulary list and exercise on the environment and global issues (l'environnement et les problemes mondiaux). Include key terms such as le rechauffement climatique, la pollution, recycler, les dechets, gaspiller, l'effet de serre, les especes menacees, and useful phrases for discussing solutions (e.g. on devrait, il faut, pour proteger la planete, chacun

peut faire sa part). Then give me 5 statements in French about the environment and ask me whether each one is positive, negative, or a suggestion for action.

What this helps you practise:

Environmental vocabulary and the ability to identify opinions and suggestions within French text on global issues.

How to use it well:

Read each statement carefully and categorise it. Then try to write your own paragraph in French about what you do to help the environment, using at least 5 words from the list.

Prompt 8: Healthy Living Vocabulary Challenge

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Create a vocabulary challenge on the topic of healthy living (la vie saine). Include key words and phrases for food and drink (e.g. les legumes, les matieres grasses, une alimentation equilibree), exercise (e.g. garder la forme, faire de l'exercice, s'entrainer), unhealthy habits (e.g. fumer, le tabac, l'alcool, le manque de sommeil), and well-being (e.g. le stress, se detendre, le bien-etre). Give me a mix of 12 tasks: some matching exercises (French to English), some gap-fills, and some where I must write the French from a definition given in simple French.

What this helps you practise:

Healthy living vocabulary across food, exercise, unhealthy habits, and mental well-being, tested through varied exercise types.

How to use it well:

Complete all 12 tasks, then ask the AI to mark your answers. For any words you got wrong, write three new sentences using each one to reinforce your memory.

Prompt 9: Town and Region Description Vocabulary

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Generate a vocabulary drill on describing your town and region (ma ville et ma region). Include vocabulary for places in town (e.g. la mairie, le centre commercial, la bibliotheque), describing a town (e.g. anime, tranquille, industriel, pittoresque), directions and location (e.g. en face de, au coin de, a cote de), and things to do (e.g. on peut visiter, il y a beaucoup de, il n'y a pas assez de). Then ask me to write a short description of my town in French using at least 10 words from the list.

What this helps you practise:

Vocabulary for describing where you live, including places, adjectives, prepositions of location, and activities available.

How to use it well:

Write your town description in French, then ask the AI to correct it and suggest improvements. Pay attention to adjectival agreement and correct use of prepositions.

Prompt 10: Friendship and Social Life Phrases

Copy this prompt into your AI tool:

Test me on this French topic. Create a vocabulary exercise on friendships and social life (l'amitie et la vie sociale). Include key phrases for describing a friend (e.g. mon meilleur ami est, il/elle a le sens de l'humour, on peut compter sur lui/elle), talking about social activities (e.g. sortir en groupe, aller en boite, faire la fete), and addressing problems in friendships (e.g. se facher, se reconcilier, trahir la confiance). Give me 8 scenarios in English (e.g. Your friend has

let you down) and ask me to write a French sentence responding to each one.

What this helps you practise:

Vocabulary and phrases for discussing friendships, social activities, and resolving conflict, practised through scenario-based writing.

How to use it well:

Write your responses in French, aiming for variety in your vocabulary and sentence structures. Ask the AI to assess whether your responses sound natural and to suggest alternatives.

Prompt 11: Key Connectives and Discourse Markers

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Provide me with a list of 25 essential connectives and discourse markers for GCSE French, organised into categories: adding information (e.g. de plus, en outre, egalement), contrasting (e.g. cependant, néanmoins, en revanche, par contre, pourtant), explaining cause and consequence (e.g. car, parce que, donc, par conséquent, a cause de, grace a), giving opinions (e.g. a mon avis, selon moi, je crois que, il me semble que), and sequencing (e.g. d'abord, ensuite, puis, enfin). Then give me a paragraph in French with all the connectives removed and ask me to fill in the most appropriate one for each gap.

What this helps you practise:

Essential connectives and discourse markers that improve fluency and raise the quality of written and spoken French.

How to use it well:

Complete the gap-fill, then compare your answers. Ask the AI why certain connectives fit better than

others. Some gaps may have multiple correct options.

Prompt 12: Numbers, Dates, and Time Expressions

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Test me on numbers, dates, and time expressions in French. Include a rapid-fire section where you give me 10 numbers (including large numbers like 1 500 and years like 2015) to write in French words, 5 dates to express in French (e.g. 14th July 1789), and 5 time-related phrases (e.g. a quarter past three, last Monday, in two weeks). Then give me 5 short listening-style sentences (written in French) containing times, dates, or numbers and ask me to extract the key numerical information.

What this helps you practise:

Accurate use of French numbers, dates, and time expressions, which are essential for listening and reading exams.

How to use it well:

Work through each section quickly to simulate exam time pressure. Check your answers and pay particular attention to any numbers or date formats you find tricky, such as soixante-dix (70) and quatre-vingts (80).

Prompt 13: Opinion Phrases and Justification Bank

Copy this prompt into your AI tool:

Present me with a French language challenge. Create a comprehensive bank of opinion phrases and justifications for GCSE French, sorted by level. For Foundation level, include simple opinions (e.g. j'aime, je deteste, je pense que c'est, c'est super). For Higher level, include more complex opinion

phrases (e.g. ce qui me plait c'est, je suis convaincu(e) que, il est indéniable que, bien que ce soit). For each opinion phrase, give an example sentence on a GCSE topic. Then ask me to upgrade 5 simple opinion sentences into more complex ones using the Higher-level phrases.

What this helps you practise:

A wide range of opinion phrases from simple to complex, with practice in upgrading answers for higher marks.

How to use it well:

Study the opinion bank, then attempt the upgrade exercise. This skill is crucial for both the Writing and Speaking exams, where using a range of opinion phrases with justification earns higher marks.

Prompt 14: Cross-Theme Vocabulary Speed Test

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Give me a rapid vocabulary speed test covering all GCSE themes. Present 30 English words or phrases, drawn from across all topics (family, free time, technology, holidays, school, work, environment, healthy living, town, and social life), and ask me to write the French translation for each one as quickly as I can. Include a mix of nouns (with correct articles), verbs (in the infinitive), and adjectives. After I respond, mark my answers and tell me which topic areas I need to revise further based on my errors.

What this helps you practise:

Rapid recall of vocabulary across all GCSE themes, identifying strengths and weaknesses in topic coverage.

How to use it well:

Set a five-minute timer and translate all 30 items. Review results and focus your next session on any weak areas the AI identifies.

Section 2

Grammar Foundations

Grammar is the framework that holds your French together. Without accurate grammar, even extensive vocabulary knowledge cannot be used effectively. In the GCSE French exam, grammar is assessed in every skill area: you need to recognise tenses and structures in reading and listening, and you must use them accurately in writing and speaking. This section builds your grammatical foundations from the ground up, covering all the key tenses and structures required at GCSE level.

The prompts in this section cover the present tense (including irregular verbs and reflexive verbs), the perfect tense (*passé composé*) with both *avoir* and *être*, the imperfect tense, the near future and simple future tense, and the conditional tense. You will also practise negation (*ne...pas*, *ne...jamais*, *ne...rien*, *ne...plus*), adjectival agreement, pronouns (direct, indirect, and relative), *depuis* constructions, and the correct use of articles (definite, indefinite, and partitive).

Each prompt provides targeted practice on a specific grammar point, with clear explanations and exercises. We recommend working through these prompts in order, as later prompts build on earlier ones. If you already feel confident with a particular grammar point, use the prompt as a quick check, but do not skip it entirely, as the exam often tests these points in unexpected ways.

Prompt 15: Present Tense Regular Verbs

Copy this prompt into your AI tool:

Test me on this French topic. Teach me the present tense conjugation of regular -er, -ir, and -re verbs.

Give me the endings for each group, with one model verb fully conjugated for each (e.g. jouer, finir, vendre). Then give me 12 sentences in English to translate into French, using a mix of all three verb groups. Make sure some sentences use je, tu, il/elle, nous, vous, and ils/elles so I practise all persons.

What this helps you practise:

Conjugating regular -er, -ir, and -re verbs in the present tense across all persons.

How to use it well:

Conjugate each verb carefully, paying attention to the subject pronoun. After the AI marks your work, write out the conjugation tables for any verbs you got wrong from memory.

Prompt 16: Present Tense Irregular Verbs

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Test me on the most important irregular verbs in the present tense for GCSE French. Cover: etre, avoir, aller, faire, pouvoir, vouloir, devoir, savoir, prendre, mettre, boire, venir, and dire. For each verb, give me the full conjugation, then test me with 15 gap-fill sentences where I must write the correct form of the irregular verb in brackets. Include a variety of subjects and contexts drawn from GCSE topics.

What this helps you practise:

Conjugation of key irregular verbs in the present tense, which are among the most frequently tested at GCSE.

How to use it well:

Attempt the gap-fill sentences without looking at the conjugation tables. Then check your answers and make flashcards for any forms you got wrong. These verbs appear constantly in the exam.

Prompt 17: Reflexive Verbs in the Present Tense

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Explain how reflexive verbs work in French and why they need a reflexive pronoun (me, te, se, nous, vous, se). Give me the full present tense conjugation of se lever, se coucher, and s'amuser. Then give me 10 sentences to translate from English to French using reflexive verbs relevant to GCSE topics, such as daily routine (se reveiller, se laver, s'habiller), getting along with people (s'entendre avec), and being interested in things (s'interessar a). Remind me how reflexive verbs work in the negative (e.g. je ne me leve pas).

What this helps you practise:

Using reflexive verbs correctly in the present tense, including with negation, across daily routine and relationship topics.

How to use it well:

Translate each sentence, paying careful attention to the reflexive pronoun and its position. Ask the AI to explain any errors and to give you additional practice with reflexive verbs in the negative form.

Prompt 18: Perfect Tense with Avoir

Copy this prompt into your AI tool:

Set me a challenge: Teach me how to form the perfect tense (passe compose) with avoir. Explain the structure (subject + avoir conjugated + past participle) and how to form regular past participles for -er (e.g. mange), -ir (e.g. fini), and -re (e.g. vendu) verbs. List the most important irregular past participles (e.g. fait, pris, bu, vu, lu, dit, ecrit, mis, eu, etc). Then give me 12 English sentences in the past tense to translate into French using the passe compose with avoir.

What this helps you practise:

Forming the perfect tense with avoir, including regular and irregular past participles.

How to use it well:

Translate each sentence and check your past participles. Pay attention to irregular forms, as they are frequently tested. Ask for extra practice if needed.

Prompt 19: Perfect Tense with Etre

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Teach me the perfect tense (passe compose) with etre. List all the verbs that take etre in the perfect tense (the MRS VAN DER TRAMP or DR MRS VANDERTRAMP verbs: devenir, revenir, monter, rester, sortir, venir, aller, naitre, descendre, entrer, rentrer, tomber, retourner, arriver, mourir, partir). Explain that the past participle must agree with the subject in gender and number (e.g. elle est allee, ils sont partis). Also remind me that all reflexive verbs take etre in the perfect tense. Then give me 12 sentences to translate, making sure some subjects are feminine and some are plural so I practise the agreement.

What this helps you practise:

Forming the perfect tense with etre, including past participle agreement with the subject.

How to use it well:

Pay very careful attention to agreement in your translations. After checking your answers, write out 5 of your own sentences using etre verbs with feminine and plural subjects to reinforce the agreement rule.

Prompt 20: Imperfect Tense Formation and Usage

Copy this prompt into your AI tool:

Set me a challenge: Explain how to form the imperfect tense (l'imparfait) in French. Show me that the stem comes from the nous form of the

present tense (minus -ons) and the endings are -ais, -ais, -ait, -ions, -iez, -aient. Note the one exception: etre (stem: et-). Explain when to use the imperfect tense: descriptions in the past, habitual actions, ongoing actions, and setting the scene. Give me 10 sentences to translate into French using the imperfect tense, covering descriptions (e.g. the weather was nice), habits (e.g. I used to play football every Saturday), and ongoing states (e.g. I was happy).

What this helps you practise:

Forming and using the imperfect tense correctly, distinguishing it from the perfect tense.

How to use it well:

Translate each sentence using correct imperfect endings. Then ask the AI for five sentences where you must choose between perfect and imperfect tense.

Prompt 21: Future Tense: Near and Simple

Copy this prompt into your AI tool:

Present me with a French language challenge. Teach me both ways to express the future in GCSE French.

First, the near future (le futur proche): aller + infinitive (e.g. je vais manger). Second, the simple future tense (le futur simple): infinitive + endings (-ai, -as, -a, -ons, -ez, -ont), noting that -re verbs drop the final -e. List the key irregular future stems (etre: ser-, avoir: aur-, aller: ir-, faire: fer-, pouvoir: pourr-, vouloir: voudr-, venir: viendr-, voir: verr-, devoir: devr-, envoyer: enverr-). Give me 12 sentences to translate, 6 using the near future and 6 using the simple future.

What this helps you practise:

Forming the near future and simple future tenses, including irregular future stems.

How to use it well:

Translate all 12 sentences, then compare with the AI's corrections. Note any irregular stems you forgot. Using the simple future tense boosts your marks.

Prompt 22: Conditional Tense

Copy this prompt into your AI tool:

You are a GCSE French examiner. Explain how to form the conditional tense (le conditionnel) in French: same stem as the future tense + imperfect endings (-ais, -ais, -ait, -ions, -iez, -aient). Explain that the conditional is used for wishes (je voudrais), polite requests (pourriez-vous), hypothetical situations (si j'avais le temps, je voyagerais), and what one would do. Give me the conditional forms of 5 common irregular verbs (etre, avoir, aller, faire, pouvoir). Then give me 10 sentences to translate into French using the conditional tense, covering wishes, hypothetical plans, and polite expressions.

What this helps you practise:

Forming and using the conditional tense for wishes, hypothetical situations, and polite requests.

How to use it well:

Translate each sentence carefully. The conditional is a Higher-tier expectation and using it well boosts marks. Practise creating conditional sentences on familiar topics.

Prompt 23: Negation: Beyond Ne...Pas

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Teach me all the negation structures I need for GCSE French: ne...pas (not), ne...jamais (never), ne...rien (nothing), ne...plus (no longer/no more), ne...personne (nobody), ne...que (only), and ne...ni...ni (neither...nor). Show me how negation works around

a single verb (e.g. je ne mange pas) and around a compound tense like the perfect tense (e.g. je n'ai jamais visité). Give me 12 sentences in English to translate into French, each requiring a different negation structure. Include at least 3 sentences in the perfect tense.

What this helps you practise:

Using a full range of negation structures in both simple and compound tenses.

How to use it well:

Translate each sentence, paying close attention to the position of the negative words around the verb.

Using negation beyond just ne...pas shows the examiner a wider range of language and improves your mark.

Prompt 24: Adjectival Agreement and Position

Copy this prompt into your AI tool:

Present me with a French language challenge. Explain the rules for adjectival agreement in French: adjectives must agree in gender (masculine/feminine) and number (singular/plural) with the noun they describe. Show me the regular patterns (adding -e for feminine, -s for plural, -es for feminine plural) and key irregular adjectives (e.g. beau/belle, vieux/vieille, nouveau/nouvelle, blanc/blanche, long/longue, sportif/sportive). Explain which adjectives go before the noun (BANGS: beauty, age, number, goodness, size). Then give me 10 sentences where I must insert the correct form of the adjective given in brackets, making sure it agrees with the noun.

What this helps you practise:

Correct adjectival agreement in gender and number, and correct positioning of adjectives relative to the noun.

How to use it well:

Complete each sentence and check your answers. Agreement errors are very common at GCSE and cost marks across written tasks. Practise irregular adjectives.

Prompt 25: Direct and Indirect Object Pronouns

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge.

Explain the direct object pronouns (me, te, le, la, nous, vous, les) and indirect object pronouns (me, te, lui, nous, vous, leur) in French. Show me where they go in a sentence: before the verb in the present tense (e.g. je le vois), before the auxiliary in the perfect tense (e.g. je l'ai vu), and after the verb in a positive imperative (e.g. regarde-le). Give me 10 sentences in French that contain a noun as the object and ask me to rewrite each sentence replacing the noun with the correct pronoun.

Include a mix of tenses.

What this helps you practise:

Identifying and correctly using direct and indirect object pronouns, including correct placement in different tenses.

How to use it well:

Rewrite each sentence with the correct pronoun, paying attention to placement. Pronoun use is a Higher-tier skill that can significantly improve the quality of your writing and speaking.

Prompt 26: Relative Pronouns: Qui and Que

Copy this prompt into your AI tool:

Present me with a French language challenge.

Explain the difference between the relative pronouns qui (who/which/that as the subject) and que (who/whom/which/that as the object). Give me clear examples: 'l'homme qui parle' (the man who is

speaking, where qui is the subject of parle) vs 'l'homme que je connais' (the man whom I know, where que is the object and je is the subject). Explain that que shortens to qu' before a vowel. Then give me 10 pairs of simple sentences and ask me to combine them into one sentence using qui or que. For example: 'J'ai un ami. Il habite a Paris' becomes 'J'ai un ami qui habite a Paris'.

What this helps you practise:

Using qui and que to create complex sentences, which is an important skill for achieving higher marks in writing and speaking.

How to use it well:

Combine each pair of sentences using qui or que. Decide whether the pronoun is the subject or object of the following verb. Ask for help if confused.

Prompt 27: Depuis + Present Tense

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Explain the construction depuis + present tense in French. In English we say 'I have been living here for five years' using a past tense, but in French we use the present tense: 'j'habite ici depuis cinq ans.' Explain that depuis can mean 'for' (a duration) or 'since' (a starting point). Give me 8 English sentences using 'have been doing something for/since' and ask me to translate them into French using depuis + present tense. Include examples with different verbs and both 'for' and 'since' meanings.

What this helps you practise:

Using the depuis + present tense construction correctly, which is a common Higher-tier grammar point that many students find counterintuitive.

How to use it well:

Translate each sentence, remembering to use the present tense in French. This construction impresses

examiners and demonstrates grammatical range in writing and speaking.

Prompt 28: Articles: Definite, Indefinite, and Partitive

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Explain the three types of articles in French. Definite articles (le, la, l', les) for specific things or general categories.

Indefinite articles (un, une, des) for 'a', 'an', or 'some'. Partitive articles (du, de la, de l', des) for 'some' or 'any' with uncountable nouns, especially food and drink (e.g. je mange du fromage, je bois de l'eau). Explain that after negation, du/de la/des all become de/d' (e.g. je ne mange pas de fromage).

Give me 15 sentences with gaps where I must choose the correct article.

What this helps you practise:

Choosing the correct article (definite, indefinite, or partitive) in context, including the rule for articles after negation.

How to use it well:

Fill each gap with the correct article. Pay attention to partitive articles, which many students confuse with definite or indefinite ones. Ask about errors.

Prompt 29: Comparative and Superlative Adjectives

Copy this prompt into your AI tool:

Test me on this French topic. Teach me how to form comparatives and superlatives in French.

Comparatives: plus...que (more...than), moins...que (less...than), aussi...que (as...as). Superlatives: le/la/les plus... (the most...), le/la/les moins... (the least...). Explain the irregular forms: bon becomes meilleur (better) and le meilleur (the best), mauvais can become pire (worse) and le pire (the worst).

Give me 10 sentences in English using comparatives and superlatives and ask me to translate them into French. Include at least 2 sentences using meilleur/le meilleur.

What this helps you practise:

Forming comparative and superlative structures correctly, including irregular forms.

How to use it well:

Translate each sentence, remembering adjective agreement in gender and number applies in comparative and superlative forms too. Ask for extra practice with irregular forms.

Prompt 30: Mixed Tense Recognition and Production

Copy this prompt into your AI tool:

Present me with a French language challenge. Give me a tense recognition and production exercise.

First, give me 10 French sentences using a mix of tenses (present, perfect, imperfect, future, conditional) and ask me to identify the tense used in each one and translate the sentence into English. Then give me 10 English sentences and ask me to translate them into French, choosing the correct tense for each one. The sentences should cover different GCSE topics and include clear time markers (e.g. yesterday, every day, next year, if I could).

What this helps you practise:

Recognising and producing a range of tenses, which is essential for all four skills at GCSE and a key discriminator for higher grades.

How to use it well:

Complete both parts of the exercise. Recognition helps with reading and listening; production helps writing and speaking. Ask the AI to highlight helpful time markers.

Section 3

Advanced Grammar and Complex Structures

To achieve the highest grades at GCSE French, you need to move beyond the core tenses and demonstrate your ability to handle more complex grammatical structures. This section introduces the grammar points that separate good answers from excellent ones: the subjunctive mood, *si* clauses, the pluperfect tense, the passive voice, and a range of sophisticated constructions using infinitives and past participles.

These structures are primarily aimed at Higher-tier candidates, but even Foundation-tier students can benefit from understanding them, as recognising these forms in reading and listening texts will improve comprehension. In the productive skills, even one or two well-used complex structures can significantly boost your mark, as they demonstrate a command of the language that goes beyond formulaic responses.

Do not be intimidated by this section. Each prompt breaks down the grammar point into manageable steps and provides plenty of practice. You do not need to master every construction here, but the more of these structures you can confidently use, the stronger your exam performance will be.

Prompt 31: Subjunctive Mood: Key Triggers and Formation

Copy this prompt into your AI tool:

Give me a GCSE-style question about French.

*Explain the subjunctive mood in French at a level appropriate for GCSE Higher tier. Tell me that the subjunctive is used after certain expressions: *il faut que* (it is necessary that), *je veux que* (I want that),*

bien que (although), pour que (so that), avant que (before), and a mon avis il est important que. Show me how to form the present subjunctive: take the ils/elles form of the present tense, remove -ent, and add -e, -es, -e, -ions, -iez, -ent. Give me the irregular subjunctive forms of etre (sois), avoir (aie), aller (aille), faire (fasse), pouvoir (puisse). Then give me 8 sentences to translate into French that require the subjunctive.

What this helps you practise:

Recognising subjunctive triggers and forming the present subjunctive of regular and key irregular verbs.

How to use it well:

Translate each sentence, identify the trigger phrase, and apply the correct subjunctive form. Ask the AI for three ready-made subjunctive phrases to memorise for the exam.

Prompt 32: Si Clauses: Conditional Sentences

Copy this prompt into your AI tool:

You are a GCSE French examiner. Teach me how to form conditional sentences using si (if) clauses in French. Cover the two main patterns needed for GCSE: (1) Si + present tense, followed by the future tense (e.g. si j'ai le temps, je jouerai au tennis = if I have time, I will play tennis); (2) Si + imperfect tense, followed by the conditional tense (e.g. si j'avais plus d'argent, j'acheterais une voiture = if I had more money, I would buy a car). Emphasise that the tenses must be paired correctly and that you never put the future or conditional after si. Give me 10 si clause sentences to translate from English to French, 5 using each pattern.

What this helps you practise:

Forming correct si clause constructions with the appropriate tense pairings.

How to use it well:

Translate each sentence, paying attention to tense pairing. Si clauses show grammatical range effectively. Ask the AI to help you create three relevant examples.

Prompt 33: Pluperfect Tense

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Teach me the pluperfect tense (le plus-que-parfait) in French. Explain that it describes what had happened before another past event. It is formed with the imperfect tense of avoir or etre + the past participle (e.g. j'avais mange = I had eaten, elle etait arrivee = she had arrived). The same rules apply as for the perfect tense regarding which verbs take etre and past participle agreement. Give me 8 sentences in English using 'had done' something and ask me to translate them into French using the pluperfect. Include some sentences with etre verbs and some requiring agreement.

What this helps you practise:

Forming the pluperfect tense with both avoir and etre, including past participle agreement.

How to use it well:

Translate each sentence. The pluperfect is Higher-tier and shows sophisticated tense understanding.

Ask the AI for a short narrative using pluperfect alongside other past tenses.

Prompt 34: Passive Voice

Copy this prompt into your AI tool:

You are a GCSE French examiner. Explain how the passive voice works in French. It is formed with etre + past participle, and the past participle agrees with the subject (e.g. le livre est lu par les etudiants = the book is read by the students; les maisons ont ete

*construites = the houses were built). Explain that the passive can appear in any tense by changing the tense of *etre*. Show me examples in the present, perfect, and future tenses. Then give me 6 active sentences and ask me to rewrite them in the passive voice, and 4 passive sentences to translate from English into French.*

What this helps you practise:

Forming the passive voice in French and understanding how it works in reading texts, where it often appears in more formal or factual passages.

How to use it well:

Complete the exercises, paying attention to the agreement of the past participle with the subject.

Recognising the passive voice in reading and listening is important, and using it in writing demonstrates sophisticated grammatical knowledge.

Prompt 35: Avant de + Infinitive and Apres avoir/etre + Past Participle

Copy this prompt into your AI tool:

*Ask me to demonstrate my French knowledge. Teach me two useful complex structures: (1) *avant de + infinitive*, meaning 'before doing something' (e.g. *avant de partir, j'ai mange = before leaving, I ate*); (2) *apres avoir + past participle* for *avoir* verbs (e.g. *apres avoir fini mes devoirs, j'ai regarde la tele = after finishing my homework, I watched TV*) and *apres etre + past participle* for *etre* verbs, with agreement (e.g. *apres etre arrivee, elle a telephone = after arriving, she phoned*). Give me 8 sentences in English to translate into French using these constructions, 4 with *avant de* and 4 with *apres avoir/etre*.*

What this helps you practise:

Using *avant de + infinitive* and *apres avoir/etre +*

past participle to create complex, impressive sentences.

How to use it well:

Translate each sentence carefully. These constructions create longer, more sophisticated sentences for the writing exam. Memorise examples you can adapt for different topics.

Prompt 36: Relative Pronouns: Dont, Ce qui, Ce que

Copy this prompt into your AI tool:

Set me a challenge: Extend my knowledge of relative pronouns beyond qui and que. Teach me: dont (whose, of which, about which, e.g. le film dont je parle = the film I am talking about), ce qui (what/which as subject, e.g. ce qui m'enerve, c'est... = what annoys me is...), and ce que (what/which as object, e.g. ce que je prefere, c'est... = what I prefer is...). Give me clear examples for each, then provide 8 sentences to translate from English to French using dont, ce qui, or ce que. Include some sentences that could be used in GCSE writing tasks.

What this helps you practise:

Using dont, ce qui, and ce que to create complex sentences that demonstrate advanced grammatical ability.

How to use it well:

Translate each sentence. Phrases like 'ce qui me plait' are extremely useful in speaking and writing exams. Learn two or three as adaptable set phrases.

Prompt 37: Complex Connectives for Higher Writing

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Give me a masterclass on using complex connectives to improve my writing and speaking for Higher tier.

Cover: bien que + subjunctive (although), malgre + noun (despite), afin de + infinitive (in order to), etant donne que (given that), a condition que + subjunctive (on condition that), tandis que (whereas), non seulement...mais aussi (not only...but also), d'une part...d'autre part (on one hand...on the other hand). For each connective, give me one model sentence on a GCSE topic. Then give me a short essay question and ask me to write a paragraph using at least 4 of these connectives.

What this helps you practise:

Using sophisticated connectives that elevate writing beyond basic linking words and demonstrate Higher-tier language ability.

How to use it well:

Write the paragraph, then ask the AI to assess your use of connectives and suggest improvements. Aim to memorise 4-5 complex connectives that you could use in any writing task.

Prompt 38: Demonstrative and Possessive Adjectives

Copy this prompt into your AI tool:

Quiz me on GCSE French. Review the demonstrative adjectives (ce, cet, cette, ces = this/that/these/those) and possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs) in French. Explain the rules for agreement with the noun, including the special rule that ma, ta, sa become mon, ton, son before a feminine noun starting with a vowel or silent h (e.g. mon amie). Give me 12 sentences with gaps where I must fill in the correct demonstrative or possessive adjective based on context.

What this helps you practise:

Correct use of demonstrative and possessive

adjectives with proper gender and number agreement.

How to use it well:

Complete the gap-fill exercise, then check your answers. These are easy marks to pick up in the writing exam if you know the rules, but easy marks to lose if you don't.

Prompt 39: Impersonal Verbs and Expressions

Copy this prompt into your AI tool:

Test me on this French topic. Teach me the key impersonal expressions I need for GCSE French.

Cover: il faut (it is necessary, one must), il est interdit de (it is forbidden to), il est important de (it is important to), il est possible que + subjunctive (it is possible that), il vaut mieux (it is better to), il s'agit de (it is about), il reste (there remains), il paraît que (it seems that). Give me example sentences for each, then provide 8 English sentences to translate into French using these impersonal expressions. Include contexts from school rules, environmental advice, and healthy living.

What this helps you practise:

Using impersonal expressions correctly across different GCSE topics, adding variety and sophistication to your language.

How to use it well:

Translate each sentence and ask the AI to check your work. Impersonal expressions are particularly useful in the writing exam for topics about rules, obligations, and giving advice.

Prompt 40: Combining Tenses in Extended Writing

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Give me an exercise in combining multiple tenses in a single piece of

extended writing. First, remind me which tenses I should aim to include for Higher tier: present, perfect (passe compose), imperfect, future (near or simple), conditional, and ideally pluperfect or subjunctive. Then give me a GCSE-style writing prompt (e.g. Write about a holiday you went on, what you did, what it was like, and what you would like to do in the future) and ask me to write 150 words in French. Tell me to underline or label each tense I use. After I write my answer, assess how many tenses I have used and suggest ways to incorporate any missing tenses.

What this helps you practise:

Weaving multiple tenses into a single piece of writing, which is essential for achieving the highest marks in the GCSE writing exam.

How to use it well:

Write the 150-word response using as many tenses as possible. Ask the AI to assess your tense range and suggest sentences to add any missing tenses.

Section 4

Reading Comprehension Strategies

The reading exam in GCSE French tests your ability to understand written French across a range of text types, from short notices and messages to longer articles and literary extracts. You will face questions that test understanding of gist, specific details, inference, and translation. This section provides targeted prompts to develop your reading strategies and build your confidence with unseen texts.

One of the biggest challenges in the reading exam is encountering unfamiliar vocabulary. The prompts in this section teach you strategies for dealing with unknown words, such as looking for cognates and near-cognates, using context clues, breaking words down into roots and affixes, and identifying word class. You will also practise the specific question types that appear across AQA, Edexcel, and OCR papers, including true/false/not mentioned, matching exercises, and questions in French that require answers in French.

Regular practice with a variety of texts is the best way to improve your reading skills. Use these prompts to generate fresh practice texts as often as you need. The more you read in French, the faster and more accurately you will be able to process written French in the exam.

Prompt 41: Inference from Unseen Texts

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Write a short French text (approximately 120 words) about a young person's life, including details about their school, hobbies, and family. The text should be at GCSE level and include some vocabulary that I

might not know. After the text, give me 6 comprehension questions in English that require me to infer information rather than just find it stated directly. For example, ask me what I can conclude about the person's attitude to school, or what evidence suggests they have a close family. After I answer, explain which parts of the text support each inference.

What this helps you practise:

Making inferences from French texts, which is a skill tested at Higher tier where answers are not always explicitly stated.

How to use it well:

Read the text carefully and answer each question in English. Focus on reading between the lines and using evidence from the text to support your answers. This mirrors the style of Higher-tier reading questions.

Prompt 42: True, False, or Not Mentioned

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Write a GCSE-level French text (about 150 words) on the topic of holidays and travel. Then give me 8 statements in English and ask me to decide whether each one is true, false, or not mentioned in the text. Make the 'not mentioned' options genuinely tricky by including statements that seem plausible but are not actually addressed in the text. After I answer, explain the correct answer for each statement and show me exactly which part of the text confirms or contradicts it.

What this helps you practise:

The true/false/not mentioned question type, which requires careful reading to distinguish between what is stated, what is contradicted, and what is simply absent.

How to use it well:

Read the text thoroughly before checking statements. Find the specific phrase confirming or contradicting each one. If no reference exists, it is likely not mentioned.

Prompt 43: Understanding Gist vs Specific Detail

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Write two short French texts (about 80 words each) on different GCSE topics. For the first text, ask me 3 gist questions (e.g. What is the main topic? What is the writer's overall opinion? What is the purpose of the text?). For the second text, ask me 4 detail questions that require me to find specific information (e.g. What time does it open? How much does it cost? What did the person do first?). Explain the difference between reading for gist and reading for detail, and when each strategy is useful in the exam.

What this helps you practise:

Switching between reading for gist and reading for detail, two key strategies needed across all reading paper questions.

How to use it well:

Practise the gist questions first, reading the text quickly without worrying about every word. Then practise the detail questions, scanning for specific information. Both strategies are essential for managing your time in the exam.

Prompt 44: Literary Text Comprehension

Copy this prompt into your AI tool:

You are a GCSE French examiner. Write a short literary extract in French (approximately 100 words), such as a passage from a fictional story or

diary entry, suitable for Higher-tier GCSE. Include some descriptive language, emotions, and at least one example of a past tense. Then ask me 5 questions: 2 about factual content, 2 about the character's feelings or motivations, and 1 asking me to identify a specific grammatical feature in the text (e.g. find an example of an adjective that agrees with a feminine noun, or identify a verb in the imperfect tense). Explain how literary texts differ from informational texts in the exam.

What this helps you practise:

Understanding literary and narrative texts, which appear at Higher tier and require both comprehension and some grammatical awareness.

How to use it well:

Answer all five questions, then discuss with the AI. Literary texts use more descriptive language, but the comprehension skills are the same. Build exam confidence.

Prompt 45: Dealing with Unknown Vocabulary

Copy this prompt into your AI tool:

Test me on this French topic. Write a French text (about 100 words) on the topic of technology that deliberately includes 5 words I am unlikely to know. After the text, do not give me the meanings of these words. Instead, teach me strategies for working out the meaning of unknown vocabulary: (1) Is it a cognate or near-cognate of an English word? (2) Can I break it into a root and prefix/suffix? (3) What word class is it (noun, verb, adjective)? (4) What does the surrounding context suggest? Ask me to apply these strategies to each of the 5 unknown words. Then reveal the actual meanings and see how close I got.

What this helps you practise:

Strategies for decoding unfamiliar vocabulary in

reading texts without relying on a dictionary, which is not allowed in the exam.

How to use it well:

Apply each strategy systematically to the five unknown words. Narrowing down to a general idea is often enough for comprehension questions.

Practise regularly.

Prompt 46: Questions in French, Answers in French

Copy this prompt into your AI tool:

*Quiz me on GCSE French. Write a French text (about 120 words) on the topic of school or education. Then ask me 6 questions about the text entirely in French, requiring me to answer in French. Start with simpler questions (e.g. *Ou est-ce que le personnage va a l'ecole?*) and progress to more complex ones (e.g. *Pourquoi est-ce qu'il/elle n'aime pas les maths?*). After I answer, check whether my French is grammatically correct and whether I have answered the question fully. Remind me that I do not need to write full sentences if the exam rubric says I can use short answers.*

What this helps you practise:

Answering comprehension questions in French, as required in some parts of the AQA and OCR reading papers.

How to use it well:

Answer each question in French, lifting relevant language from the text. Ensure grammatical correctness and ask the AI to check completeness and highlight errors.

Prompt 47: Translation: French to English

Copy this prompt into your AI tool:

Set me a challenge: Give me a translation exercise from French to English. Write a French passage of

approximately 50 words on a GCSE topic (such as healthy living or the environment) and ask me to translate it into English. The passage should include: at least two different tenses, one example of negation, one opinion phrase, and some topic-specific vocabulary. After I translate, mark my work by comparing it to a model translation and highlight any sections where I missed nuances, mistranslated a tense, or missed the negation.

What this helps you practise:

Translating from French to English accurately, capturing tense, negation, and meaning, as required in the reading paper.

How to use it well:

Translate the passage carefully, paying attention to tenses and small words like ne...pas that change meaning. Compare your translation with the model and note any patterns in your errors.

Prompt 48: Matching Exercises and Multiple Choice

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Create a matching exercise and a multiple choice exercise based on GCSE French topics. For the matching exercise, give me 6 short French descriptions of places and 8 place names, and ask me to match each description to the correct place (with 2 distractors). For the multiple choice, write a short French text about someone's daily routine and give me 5 questions with 3 options each (A, B, C). After I answer, explain why each correct answer is right and why the distractors are wrong.

What this helps you practise:

Matching and multiple choice question types, which appear in the Foundation and Higher reading papers across all exam boards.

How to use it well:

Read carefully and watch out for distractors designed to catch students who skim too quickly. Understanding why wrong answers are wrong is just as valuable as getting the right answer.

Prompt 49: Scanning for Key Information

Copy this prompt into your AI tool:

Set me a challenge: Write a French advertisement or information leaflet (about 100 words) for a leisure centre, festival, or tourist attraction. Include practical details such as opening times, prices, facilities, age restrictions, and contact information. Then give me 6 specific questions (in English) that require me to scan the text quickly for facts, such as 'What time does it close on Sundays?' or 'How much does a child's ticket cost?' Time me: I should aim to answer all 6 in under 3 minutes.

What this helps you practise:

Scanning French texts quickly for specific factual information, a skill needed for the Foundation reading paper and early questions on the Higher paper.

How to use it well:

Set a timer and answer all questions within three minutes. Focus on numbers, times, days, and prices, which are often the key details tested.

Prompt 50: Understanding Opinions and Attitudes in Texts

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Write a French text (about 130 words) in which a young person gives their opinions on several topics: their school, their town, social media, and the environment. Include a range of positive, negative, and mixed opinions, using phrases like j'adore, ca

m'enerve, d'un cote...de l'autre, je suis pour, je suis contre, and a mon avis. Then ask me 6 questions about the writer's attitudes: some asking for a straightforward opinion (e.g. Does the writer like their school?) and some requiring me to interpret more nuanced or mixed views. After I answer, explain how specific phrases in the text reveal the writer's attitude.

What this helps you practise:

Identifying and interpreting opinions, attitudes, and points of view in French texts, which is a key reading skill at both Foundation and Higher tier.

How to use it well:

Read the text looking for opinion language. Answer each question and explain which phrases support your answer. This skill is directly tested in exams.

Section 5

Listening Skills Development

The listening exam can feel like the most unpredictable part of GCSE French, because you cannot control the speed or content of what you hear. However, there are concrete strategies that can significantly improve your performance. This section focuses on building the skills you need to extract information from spoken French confidently, including predicting content, identifying key details, recognising tenses by ear, and dealing with distractors.

While you cannot play audio through an AI assistant, you can use these prompts to develop the underlying skills that make listening easier. Many listening difficulties are actually vocabulary or grammar problems in disguise: if you do not know a word when you see it written down, you certainly will not recognise it when you hear it spoken at speed. The prompts in this section also help you practise interpreting spoken language by working with transcripts, dictation exercises, and prediction tasks.

We recommend combining these prompts with regular listening practice using past paper audio files, French podcasts, or the listening exercises on your exam board's website. The prompts here will complement that practice by sharpening the specific sub-skills that the listening exam tests.

Prompt 51: Predicting Content Before Listening **Copy this prompt into your AI tool:**

You are a GCSE French examiner. Give me 6 GCSE-style listening questions in English (the type you would read before hearing the audio), covering different topics such as holidays, school, daily

routine, and shopping. For each question, do not give me the audio. Instead, ask me to predict: (1) What topic area does this question relate to? (2) What key French words or phrases might I expect to hear? (3) What type of information am I listening for (a time, a place, an opinion, a reason)? After I make my predictions, give me a sample transcript for each question and check whether my predictions helped me focus on the right information.

What this helps you practise:

The crucial pre-listening skill of predicting content from the question, which helps you focus your attention during the audio.

How to use it well:

Write predictions before looking at transcripts. This trains effective use of reading time. Compare predictions with transcripts to evaluate this strategy.

Prompt 52: Picking Out Key Details from Transcripts

Copy this prompt into your AI tool:

Test me on this French topic. Write 4 short French listening transcripts (each about 40-50 words) on different GCSE topics. Each transcript should be a monologue or short dialogue that a GCSE student might hear in the listening exam. For each transcript, give me 3 specific detail questions (in English) such as 'What day is the event?' or 'Why does Marie prefer the cinema?' Ask me to read each transcript once and answer the questions, simulating the experience of hearing the audio just once. Then let me check my answers and reread more carefully.

What this helps you practise:

Extracting specific details from spoken French, simulated through transcript reading to build the skill of focused listening.

How to use it well:

Read each transcript only once before answering the questions, to simulate exam conditions. Then reread more carefully to check. This helps you practise the discipline of focused first-time listening.

Prompt 53: Distinguishing Tenses Aurally

Copy this prompt into your AI tool:

Present me with a French language challenge. Help me practise recognising different tenses in spoken French. Give me 12 French sentences, each using a different tense (present, perfect, imperfect, near future, simple future, conditional). For each sentence, ask me to identify the tense and explain how I recognised it. Focus on the sound clues that distinguish tenses: for example, the auxiliary avoir or etre signals the perfect tense, -ais/-ait endings signal the imperfect or conditional, and aller + infinitive signals the near future. Then give me 6 tricky pairs of sentences where the same verb appears in two different tenses and ask me to identify each one.

What this helps you practise:

Recognising tenses by their sound patterns, which is essential for the listening exam where tense identification determines the correct answer.

How to use it well:

Work through each sentence, identifying the tense and sound clue. The tricky pairs help distinguish easily confused tenses like imperfect and conditional.

Prompt 54: Numbers, Dates, and Times in Listening

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Create a focused practice exercise on numbers,

dates, and times as they would appear in the listening exam. Give me 15 short French sentences or phrases, each containing a number, date, or time that I need to identify and write down. Include tricky numbers like soixante-douze, quatre-vingt-treize, and cent cinquante. Include times in both 12-hour and 24-hour format. Include dates with months and years. For each one, I will write the numerical answer. Then check my answers and explain any I got wrong, focusing on the patterns that are most commonly confused.

What this helps you practise:

Accurately extracting numerical information from French, which is tested in the listening exam and frequently causes errors.

How to use it well:

Write each number, date, or time as you read the French. Pay special attention to the French numbering system for 70-99, which trips up many students. Practise until you can do this quickly and accurately.

Prompt 55: Dealing with Distractors in Listening

Copy this prompt into your AI tool:

You are a GCSE French examiner. Explain what distractors are in a listening exam: pieces of information designed to mislead students who do not listen carefully to the whole response. For example, a speaker might say 'Je voulais aller au cinema mais finalement on est allés à la piscine' and a student who only hears 'cinema' might choose the wrong answer. Write 5 listening-style transcripts, each containing a distractor where the speaker changes their mind, corrects themselves, or contrasts two options. For each transcript, give me a question and

two possible answers. Ask me to choose the correct answer and explain why the distractor is wrong.

What this helps you practise:

Identifying and avoiding distractors in listening texts, a key exam skill that separates careful listeners from those who grab the first answer they hear.

How to use it well:

Read each transcript, choose your answer, then explain why the other option is a distractor. Watch for signal words like *mais*, *en fait*, and *finalement*.

Prompt 56: Understanding Different Speakers and Registers

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Write 4 short transcripts in French, each spoken by a different type of person: (1) a teenager talking informally to a friend about their weekend, (2) a parent giving instructions about chores, (3) a radio presenter announcing an event, and (4) a shop assistant helping a customer. For each transcript, ask me 2 comprehension questions and 1 question about the register or tone (e.g. Is this formal or informal? How can you tell? What is the relationship between the speakers?). Explain how recognising the speaker and context helps with comprehension.

What this helps you practise:

Understanding different speakers, registers, and contexts in spoken French, as the listening exam features a variety of voices and situations.

How to use it well:

Answer the comprehension and register questions for each transcript. Recognising whether language is formal or informal helps you understand the context and predict what kind of information might follow.

Prompt 57: Gap-Fill Dictation Practice

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Create a gap-fill dictation exercise. Write a French passage (about 80 words) on a GCSE topic, then present it again with 10 words or short phrases removed. For each gap, give me the first letter as a hint. Ask me to fill in each gap with the correct French word or phrase. After I complete the exercise, check my spelling and accents carefully, as the listening exam sometimes requires students to write French words they hear. Explain any spelling patterns or accent rules I got wrong.

What this helps you practise:

Spelling French words accurately from auditory input, which is needed for gap-fill and dictation tasks in the listening exam.

How to use it well:

Fill in each gap, focusing on correct spelling and accents. Even if you know the word, spelling it wrong can cost marks. Ask the AI to give you extra practice with commonly misspelled words.

Prompt 58: Listening for Opinions and Justifications

Copy this prompt into your AI tool:

Test me on this French topic. Write 4 short French transcripts (each about 40 words) where different speakers express opinions about GCSE topics (school, free time, technology, environment). Each speaker should give an opinion and a reason. Include a range of opinion language from simple (j'aime, je deteste) to complex (ce qui me derange, c'est que...; je suis persuade(e) que...). For each transcript, ask me: (1) Is the speaker positive, negative, or mixed? (2) What reason do they give? (3) Which specific French phrase tells you their

opinion? After I answer, explain how different opinion phrases signal attitude.

What this helps you practise:

Identifying opinions and their justifications in spoken French, which is a common question type across all listening papers.

How to use it well:

Answer all three questions for each transcript. Identifying whether a speaker is positive or negative with supporting reasons is tested across both tiers.

Section 6

Speaking Preparation and Fluency

The speaking exam is the part of GCSE French that many students find most daunting. Whether you are preparing for AQA's role play, photo card, and general conversation, Edexcel's read-aloud, role play, and conversation tasks, or OCR's role play and conversation, the key to success is the same: preparation and practice. This section provides prompts that simulate all the main speaking task types and help you build the fluency and confidence you need.

The prompts here cover role play scenarios, photo card descriptions, general conversation questions, spontaneous response practice, and techniques for developing your answers beyond the minimum. You will also find prompts focused on pronunciation, extending your responses with opinions and justifications, and using a range of tenses in speech. All of these are areas where examiners award higher marks, and all of them improve with practice.

The best way to use these prompts is to respond aloud. Even though you are typing your answers to an AI, try speaking your answer first before writing it down. This builds the muscle memory and fluency you need for the real exam. If possible, record yourself speaking and listen back to identify areas for improvement.

Prompt 59: Role Play: At a Restaurant

Copy this prompt into your AI tool:

Quiz me on GCSE French. Act as a GCSE French examiner conducting a role play. Set the scene: I am at a restaurant in France. You will play the waiter. Give me 5 tasks in English that I must complete in

French during the role play, such as: greet the waiter and ask for a table, order food and drink, ask about a dish on the menu, say there is a problem with the order, and ask for the bill. After each of my responses, tell me whether I completed the task successfully, correct any errors in my French, and suggest improvements. Include at least one task with an unexpected element that I must respond to spontaneously.

What this helps you practise:

Role play skills including transactional language, asking questions, dealing with unexpected elements, and using polite register.

How to use it well:

Respond to each task in French with natural, polite language. Speak aloud before typing. The unexpected element tests your ability to think on your feet.

Prompt 60: Role Play: At the Tourist Office

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Act as a GCSE French examiner conducting a role play. Set the scene: I am visiting a tourist office in France to find out about activities in the area. You will play the employee. Give me 5 tasks in English that I must complete in French, such as: ask what there is to do in the area, ask about opening times and prices, book tickets for an activity, ask for directions to a particular place, and respond to an unexpected question from the employee. Assess each response for accuracy, range of language, and pronunciation advice.

What this helps you practise:

Transactional role play in a tourism context, practising question forms, numbers, and responding to the unexpected.

How to use it well:

Complete all 5 tasks, speaking your answers aloud where possible. Pay attention to question formation, which is a key skill tested in role plays. Ask the AI for alternative ways to phrase each response.

Prompt 61: Photo Card Description Practice

Copy this prompt into your AI tool:

Quiz me on GCSE French. Act as a GCSE French examiner (AQA format). Describe a photo to me: a group of young people in a park, some playing football, one sitting on a bench looking at a phone, sunny weather. Then ask me the standard photo card questions: (1) What is in the photo? (2) What are the people doing? (3) Give your opinion on outdoor activities. (4) What did you do outdoors last weekend? (5) What would you like to do outdoors in the future? For my first two answers, I should describe what I see. For the remaining three, I should give developed answers using different tenses. Assess my responses for content, language range, and tense use.

What this helps you practise:

Photo card description and follow-up questions, as used in the AQA speaking exam, requiring description, opinion, and multiple tenses.

How to use it well:

Answer each question in French, speaking for 20-30 seconds. For questions 3-5, include an opinion with justification plus past and future or conditional tenses.

Prompt 62: General Conversation: Identity and Culture

Copy this prompt into your AI tool:

You are a GCSE French examiner. Act as a GCSE French examiner conducting the general

*conversation part of the speaking exam. Ask me 8 questions on the theme of Identity and culture, starting with simpler questions (e.g. *Decris ta famille, Quels sont tes passe-temps?*) and progressing to more demanding ones (e.g. *Est-ce que les reseaux sociaux ont un impact positif ou negatif sur les jeunes? Comment celebre-t-on les fetes dans ta famille?*). After each of my responses, assess my answer for: content and relevance, grammatical accuracy, range of vocabulary and structures, and use of different tenses. Give me a mark out of 5 and suggest one specific improvement.*

What this helps you practise:

Sustained conversation on Identity and culture topics with progressive difficulty, mirroring the real speaking exam format.

How to use it well:

Answer each question in French with as much detail as possible. Include opinions, reasons, examples, and different tenses. Ask the AI to improve your weakest answer.

Prompt 63: General Conversation: Local and Global

Copy this prompt into your AI tool:

*Quiz me on GCSE French. Act as a GCSE French examiner conducting the general conversation. Ask me 8 questions on the theme of Local, national, international and global areas of interest. Include questions about my town or region (e.g. *Qu'est-ce qu'il y a a faire dans ta ville?*), holidays (e.g. *Parle-moi de tes vacances ideales*), the environment (e.g. *Que fais-tu pour proteger l'environnement?*), and social issues. Progress from straightforward to more challenging questions. Assess each answer for range of language, accuracy, and development of ideas.*

What this helps you practise:

Sustained conversation on local and global interest topics, building confidence across the full range of themes in this area.

How to use it well:

Answer fully in French, trying to include connectives, opinions with justification, and a range of tenses. Record yourself if possible and listen back for fluency and pronunciation.

Prompt 64: General Conversation: Study and Employment

Copy this prompt into your AI tool:

You are a GCSE French examiner. Act as a GCSE French examiner conducting the general conversation. Ask me 8 questions on the theme of Current and future study and employment. Cover school subjects and opinions (e.g. Quelle est ta matiere preferee et pourquoi?), school rules and uniform (e.g. Que penses-tu de l'uniforme scolaire?), future plans (e.g. Qu'est-ce que tu voudrais faire apres les examens?), and the world of work (e.g. Tu as deja fait un stage? Comment etait-ce?). Assess my responses and tell me how to develop them further with additional detail, examples, or more advanced language.

What this helps you practise:

Speaking confidently about school, future plans, and work, with a focus on developing detailed, well-structured responses.

How to use it well:

Answer each question in French, aiming for 3-4 sentences. Use conditional for wishes, perfect for past experiences, and present for current opinions. Request model answers.

Prompt 65: Spontaneous Response Practice

Copy this prompt into your AI tool:

Quiz me on GCSE French. Act as a GCSE French examiner who wants to test my ability to respond spontaneously. Ask me 10 unexpected follow-up questions in French, one at a time, on a variety of GCSE topics. Do not tell me the topic in advance. The questions should require me to think on my feet and formulate a response without preparation, just as in the real exam. After each response, give me brief feedback on my fluency and accuracy, and move on to the next question. At the end, give me overall feedback on my ability to handle unexpected questions.

What this helps you practise:

Responding to unpredictable questions without preparation, building the spontaneous fluency needed for the speaking exam.

How to use it well:

Answer each question immediately in French without long pauses. Short accurate answers beat silence. Paraphrase using known language if you lack a specific word.

Prompt 66: Developing Answers Beyond the Minimum

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Give me 5 simple GCSE speaking questions in French (e.g. Tu aimes le sport? Qu'est-ce que tu fais le week-end?). For each question, first show me a basic one-sentence answer (the minimum). Then show me how to develop it into a full, high-scoring answer by adding: an opinion with justification (using a phrase like parce que, car, vu que), an additional detail or example, a reference to a different time frame (e.g. past or future), and a connective (e.g. de plus, cependant, par contre). Then ask me to answer 5

new questions with fully developed responses and assess my answers.

What this helps you practise:

The essential skill of expanding answers beyond the minimum, which is the single most effective way to improve your speaking mark.

How to use it well:

Study the model answers noting the opinion-justification-detail-tense-connective technique. Apply this to the five new questions and ask the AI for improvement suggestions.

Prompt 67: Pronunciation Practice: Key Sounds

Copy this prompt into your AI tool:

Quiz me on GCSE French. specialising in pronunciation. Identify the 10 most important French sounds that English-speaking GCSE students often pronounce incorrectly, such as: the French 'r' sound, the nasal vowels (an/en, on, in/un), the difference between ou and u, the silent final consonants, the liaison, the sounds eu and oeu, and the difference between e, e with accent aigu, e with accent grave, and e with accent circonflexe. For each sound, give me 5 French words containing that sound that I should practise. Then give me 5 sentences containing multiple tricky sounds and ask me to identify which words I would need to pay special attention to when speaking aloud.

What this helps you practise:

Key French pronunciation features that affect how natural and comprehensible your spoken French sounds in the speaking exam.

How to use it well:

Read each word and sentence aloud, focusing on accurate sound production. Practising regularly improves pronunciation. Consider using an online pronunciation tool alongside this prompt.

Prompt 68: Using a Range of Tenses in Speech

Copy this prompt into your AI tool:

*Act as my GCSE French tutor. Give me a speaking prompt: 'Talk about your hobbies and free time.' Ask me to give a response of about 1 minute (approximately 8-10 sentences) that includes at least 4 different tenses: present (what I do now), perfect (what I did recently), imperfect (what I used to do), and future or conditional (what I will or would like to do). After I respond, identify which tenses I used, check they are correct, and suggest how to include any tenses I missed. Give me useful time phrases to signal each tense (e.g. *en ce moment, le week-end dernier, quand j'étais plus jeune, l'année prochaine, si je pouvais*).*

What this helps you practise:

Deliberately incorporating a range of tenses into a single spoken response, which is one of the main criteria for achieving high marks in the speaking exam.

How to use it well:

Plan your response, thinking about which tense each sentence uses. Write your full answer and ask the AI to assess each tense. Repeat with different topics.

Prompt 69: Asking Questions in French

Copy this prompt into your AI tool:

*Test me on this French topic. Teach me the different ways to ask questions in French for the speaking exam, particularly the role play. Cover: (1) intonation (*Tu aimes le sport?*), (2) *est-ce que* (*Est-ce que tu aimes le sport?*), (3) inversion (*Aimes-tu le sport?*), and (4) question words (*qui, que, quand, ou, comment, pourquoi, combien, quel/quelle*). Give me 10 situations in English where I need to ask a question (e.g. 'Ask what time the shop closes', 'Ask*

how much a ticket costs') and ask me to write the question in French. Assess my questions for accuracy and natural phrasing.

What this helps you practise:

Forming questions correctly in French, which is essential for the role play task and useful throughout the speaking exam.

How to use it well:

Write each question in French using the most appropriate structure. Accurate question-forming is essential for the role play. Ask the AI for natural-sounding alternatives.

Prompt 70: Fillers and Hesitation Strategies

Copy this prompt into your AI tool:

*Set me a challenge: Teach me useful fillers and hesitation strategies for the speaking exam so I can buy thinking time without awkward silences. Include natural French fillers such as: *alors* (so/well), *euh* (um), *bon* (well/right), *en fait* (actually/in fact), *c'est-à-dire* (that is to say), *voyons* (let's see), *comment dire* (how can I put it), *je dirais que* (I would say that), and *a vrai dire* (to be honest). Give me 5 tricky speaking questions and show me how to begin my answer using a filler phrase while I think about my full response. Then ask me to practise answering 5 different questions, starting each with an appropriate filler.*

What this helps you practise:

Using natural French fillers and hesitation devices to maintain fluency during the speaking exam, avoiding awkward pauses.

How to use it well:

Practise starting answers with filler phrases. A short filler followed by a developed answer sounds natural. Have three or four ready to build confidence.

Prompt 71: Describing Photos for Any Topic

Copy this prompt into your AI tool:

Quiz me on GCSE French. Give me a set of useful phrases for describing any photo in the speaking exam. Include: phrases for describing what you see (sur la photo, je peux voir, il y a, au premier plan, a l'arriere-plan), describing people (une personne qui, ils/elles ont l'air de), describing actions (ils sont en train de), describing the setting (on dirait que c'est, il fait beau/mauvais), and giving your reaction (cette photo me fait penser a, a mon avis). Then describe 3 different photos to me (one showing a family scene, one showing a workplace, one showing an environmental issue) and ask me to describe each one using the phrases provided.

What this helps you practise:

Building a toolkit of photo description phrases that can be applied to any photo card topic in the speaking exam.

How to use it well:

Use as many provided phrases as possible in your descriptions. Describing visual scenes is useful for any exam board. Aim for at least 30 seconds per photo.

Prompt 72: Mock Speaking Exam: Full Practice

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Act as a GCSE French examiner and conduct a full mock speaking exam. Follow this structure: (1) Role play: set a scenario with 5 tasks, including one unprepared element. (2) Photo card: describe a photo to me and ask 5 follow-up questions. (3) General conversation: ask me 8 questions across two GCSE themes, progressing from simple to complex. After each section, give me detailed feedback on my performance including: task completion, grammatical accuracy, range of

vocabulary and structures, fluency and spontaneity, and pronunciation. At the end, give me an overall assessment and my top 3 priorities for improvement.

What this helps you practise:

A full mock speaking exam covering all three components, providing comprehensive feedback on overall speaking performance.

How to use it well:

Treat this as a real exam with 15-20 minutes of uninterrupted time. Respond in French to every task.

Review the AI's feedback and prioritise improvements.

Section 7

Writing Skills and Exam Technique

The writing exam is where your vocabulary, grammar, and exam technique come together. In GCSE French, you will typically complete two main writing tasks: a shorter task (around 90 words at Higher tier or 40 words at Foundation) and a longer task (around 150 words at Higher tier or 90 words at Foundation), plus a translation from English into French. This section provides prompts that help you practise each of these task types and develop the skills that examiners are looking for.

Examiners mark writing on several criteria: communication and content (have you addressed all the bullet points?), range of language (do you use a variety of vocabulary, structures, and tenses?), accuracy (is your grammar, spelling, and punctuation correct?), and in some cases, the ability to express and justify opinions. The prompts here are designed to help you improve in all these areas, with particular focus on using a range of tenses, structuring your responses to address all required points, and checking your work for common errors.

Translation from English into French is a task that many students find challenging. This section includes specific translation practice, focusing on the tricky structures and vocabulary that often appear in the exam. Regular practice with translation builds both your accuracy and your grammatical awareness, making you a stronger writer overall.

Prompt 73: 90-Word Writing Task: School Life

Copy this prompt into your AI tool:

Quiz me on GCSE French. Give me a 90-word writing task in the style of the GCSE Higher-tier

writing exam on the topic of school life. Provide 4 bullet points in French that I must address in my response (e.g. what you study, your opinion of your school, a recent school event, your plans after school). Remind me that I should aim to use a range of tenses, include opinions with justification, and demonstrate varied vocabulary and structures. After I write my answer, mark it against the GCSE criteria: content (did I address all bullet points?), range of language, accuracy, and tense use. Give me a score out of 16 and specific suggestions for improvement.

What this helps you practise:

A structured 90-word Higher-tier writing task on school life, marked against GCSE criteria with detailed feedback.

How to use it well:

Write your answer addressing every bullet point. Count words to check you are near 90. Ask the AI to mark your work and identify your weakest area.

Prompt 74: 150-Word Writing Task: Holidays

Copy this prompt into your AI tool:

*Ask me to demonstrate my French knowledge. Give me a 150-word writing task in the style of the GCSE Higher-tier writing exam on the topic of holidays. Provide 4 bullet points in French that I must address (e.g. a holiday you went on recently, what you did and saw, your opinion of the holiday, your ideal holiday in the future). Remind me to include at least 3 different tenses, complex structures such as *si* clauses or subjunctive, connectives, and developed opinions. After I write my answer, provide detailed feedback on: how well I addressed each bullet point, my range of tenses and structures, grammatical accuracy (highlighting specific errors), and*

suggestions for making my language more sophisticated.

What this helps you practise:

A full 150-word Higher-tier writing task on holidays, with comprehensive feedback and specific suggestions for improvement.

How to use it well:

Plan your answer before writing, deciding which tense for each bullet point. Ask the AI to mark it, paying close attention to accuracy feedback.

Prompt 75: Translation: English to French Practice

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Give me a GCSE-style English-to-French translation exercise. Write a short English paragraph (about 50 words) on a GCSE topic such as free time or healthy living. The paragraph should include: present tense, a past tense (perfect or imperfect), a future tense, an opinion phrase, negation, and at least one adjective that needs to agree. Ask me to translate the whole paragraph into French. After I translate, mark my work sentence by sentence, highlighting: correct translations, errors with corrections and explanations, and any alternative acceptable translations. Give me a score out of 12 (2 marks per sentence).

What this helps you practise:

English-to-French translation, testing accuracy across tenses, grammar, and vocabulary in a format matching the exam.

How to use it well:

Translate each sentence carefully, attending to verb tenses, agreement, and word order. Practise regularly as this is one of the most challenging writing tasks.

Prompt 76: Using Varied Vocabulary to Avoid Repetition

Copy this prompt into your AI tool:

Set me a challenge: Give me a writing exercise focused on vocabulary range. Write a basic 80-word paragraph in French about free time that deliberately uses repetitive, simple language (e.g. using j'aime five times, using c'est bien repeatedly).

Ask me to rewrite the paragraph, replacing repetitive words and phrases with more varied and sophisticated alternatives. For example, replacing j'aime with je suis passionne(e) de, ça me plait, j'adore, je m'intéresse à. Replacing c'est bien with c'est formidable, c'est enrichissant, j'en suis ravi(e).

Assess my rewritten version for range and sophistication of vocabulary.

What this helps you practise:

Expanding vocabulary range in writing by replacing basic, repetitive language with varied and sophisticated alternatives.

How to use it well:

Rewrite the paragraph using a different opinion phrase or adjective each time. This targets the range-of-language criterion. Keep a list of favourite upgraded phrases.

Prompt 77: Structuring a Response to Hit All Bullet Points

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Teach me how to structure a GCSE writing response to make sure I address all the bullet points and include all the language features examiners are looking for.

Give me a sample 150-word writing task with 4 bullet points. Then show me a planning template: for each bullet point, plan which tense to use, which key

vocabulary to include, which opinion phrase and justification to add, and which connective to link to the next point. Then ask me to complete a plan for a different 150-word task and write the full response. Assess whether my plan helped me produce a well-structured, high-scoring answer.

What this helps you practise:

Planning and structuring written responses to ensure all bullet points are addressed and language criteria are met.

How to use it well:

Always plan before writing. Spending three to five minutes on a plan saves time and reduces the chance of missing bullet points. Use this template consistently.

Prompt 78: Complex Sentence Building Workshop

Copy this prompt into your AI tool:

Set me a challenge: Run a sentence-building workshop for GCSE writing. Start with 5 simple French sentences on different topics (e.g. J'aime le sport. Je mange des legumes. J'habite en ville.). For each one, guide me through building it into a complex sentence by: (1) adding an opinion and justification (e.g. car c'est bon pour la sante), (2) adding a time reference (e.g. depuis trois ans), (3) adding a subordinate clause using a relative pronoun (e.g. ce qui me plait, c'est que...), (4) adding a connective to extend further (e.g. de plus, cependant). Show me the final complex version, then give me 5 new simple sentences and ask me to build them up myself.

What this helps you practise:

Transforming simple sentences into complex, high-scoring sentences using a systematic approach applicable to any writing task.

How to use it well:

Follow the model closely, then apply the same step-by-step process to the new sentences. This technique is the single most effective way to improve your writing score, as it targets range and complexity directly.

Prompt 79: Accuracy Checking Routine

Copy this prompt into your AI tool:

Present me with a French language challenge. Teach me a systematic accuracy-checking routine for the GCSE writing exam. Give me a checklist of the most common errors to look for: (1) verb endings matching the subject, (2) adjectival agreement in gender and number, (3) correct auxiliary in the perfect tense (avoir or etre), (4) past participle agreement with etre verbs, (5) correct article (le/la/les, un/une/des, du/de la), (6) negation correctly placed, (7) accents on key words. Then give me a 100-word paragraph in French that contains exactly 8 deliberate errors of these types. Ask me to find and correct all 8 errors. After I try, reveal the answers and explain each one.

What this helps you practise:

A systematic approach to proofreading written French, targeting the most common accuracy errors that cost marks in the exam.

How to use it well:

Read the paragraph checking for one error type at a time using the checklist. This methodical approach is more effective than a single read-through. Use it consistently.

Prompt 80: Writing About Pros and Cons

Copy this prompt into your AI tool:

You are a GCSE French examiner. Teach me how to write a balanced argument in French for the GCSE

writing exam. Give me a topic (e.g. Les reseaux sociaux: bonne ou mauvaise chose?). Provide useful structures for presenting advantages (les avantages sont que, d'un cote, il est vrai que), disadvantages (par contre, d'un autre cote, neanmoins, cependant), and a conclusion (en conclusion, tout bien considere, a mon avis). Write a model paragraph of about 80 words showing a balanced argument on one topic, then ask me to write my own balanced argument of about 100 words on a different topic. Assess my work for balance, use of connectives, and range of language.

What this helps you practise:

Writing balanced arguments presenting pros and cons, a common task type in the GCSE writing exam, especially at Higher tier.

How to use it well:

Study the model paragraph noting how it moves between advantages and disadvantages. Then write your own balanced argument incorporating opinion phrases and complex structures.

Prompt 81: 40-Word Foundation Writing Task

Copy this prompt into your AI tool:

Set me a challenge: Give me a Foundation-tier style writing task requiring approximately 40 words. The task should have 4 short bullet points in French on a straightforward topic such as free time or daily routine. Remind me that even at Foundation level, I should aim for accuracy and try to include at least 2 tenses and an opinion. After I write my response, mark it for: addressing all bullet points, communication (is my meaning clear?), accuracy of basic grammar, and any tenses used. Suggest how I could add just one or two extra elements to push my mark higher.

What this helps you practise:

The shorter Foundation-tier writing task, focusing on clear communication and addressing all bullet points within a limited word count.

How to use it well:

Write your response, counting your words carefully.

At Foundation level, clarity and accuracy matter more than complexity. Even adding one opinion phrase and one past tense can significantly improve your mark.

Prompt 82: Translation Trap-Spotter

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Give me 10 short English sentences to translate into French, each one containing a common translation trap. Include traps such as: false friends (e.g. actually does not mean actuellement), structures that differ between English and French (e.g. I am 16 years old = j'ai seize ans, not je suis), English phrases that cannot be translated word-for-word (e.g. I miss my friend = mon ami me manque), and differences in preposition use (e.g. to listen to = écouter without a). After I translate each sentence, explain the trap and show me the correct translation with an explanation of why the English structure does not transfer directly.

What this helps you practise:

Identifying and avoiding common translation traps where English structures do not transfer directly into French.

How to use it well:

Translate each sentence, then compare your answer with the correct version. Understanding these traps prevents you from losing marks in the translation task and improves your overall accuracy in free writing too.

Prompt 83: Writing with Time Markers and Tense Signals

Copy this prompt into your AI tool:

Set me a challenge: Give me a list of 20 time markers and tense signals in French, organised by tense: present (e.g. normalement, d'habitude, en ce moment, tous les jours), past (e.g. hier, la semaine dernière, il y a deux ans, quand j'étais jeune), future (e.g. demain, l'année prochaine, à l'avenir, quand je serai plus âgé), and conditional (e.g. si je pouvais, à ma place, dans un monde idéal). Then give me a writing prompt and ask me to write 120 words, deliberately using at least one time marker from each category to signal each tense change clearly. Assess whether my time markers and tenses match correctly.

What this helps you practise:

Using time markers to clearly signal tense changes in writing, which helps examiners see your tense range and improves coherence.

How to use it well:

Study the time markers, then use them deliberately. They signal your intended tense to the examiner and help you remember to switch tenses. A simple but effective technique.

Prompt 84: Peer Assessment Simulation

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Give me a 120-word sample student response to a GCSE writing task (Higher tier, on the topic of the environment). The response should be good but imperfect, containing: 2 grammatical errors, 1 missed bullet point, some good use of tenses and connectives, but room for improvement in vocabulary range. Ask me to assess the response as if I were a teacher, using these criteria: content and bullet points (out of 5), range of

language (out of 5), accuracy (out of 5), and overall impression. After I give my assessment, compare my evaluation with yours and explain where we agree or disagree.

What this helps you practise:

Assessing writing against GCSE criteria, which deepens your understanding of what examiners are looking for and improves your own writing.

How to use it well:

Assess the sample response carefully before reading the AI's assessment. This exercise helps you internalise the mark scheme so that you can self-assess your own writing more effectively during revision.

Section 8

Fixing Common Mistakes and Misconceptions

Every GCSE French student makes mistakes, but the students who improve fastest are those who identify their specific errors and work systematically to fix them. This section targets the most common mistakes and misconceptions that French GCSE students make, from gender and agreement errors to tense confusion and anglicisms. By working through these prompts, you can turn your weaknesses into strengths.

Many of the errors covered here are deeply ingrained habits that require repeated practice to overcome. For example, English speakers often forget adjectival agreement because English adjectives do not change form. Similarly, students frequently confuse *être* and *avoir* in the perfect tense, or fall for false friends (*faux amis*) such as *assister* (to attend, not to assist) and *librairie* (bookshop, not library). These prompts are designed to make you aware of these pitfalls and give you focused practice to avoid them.

We recommend returning to this section regularly throughout your revision. Each time you complete a practice writing task or mock exam, note down any errors you made and find the relevant prompt here to work on that specific issue. Over time, you will see these mistakes becoming less frequent as the correct forms become automatic.

Prompt 85: Gender and Adjectival Agreement Errors

Copy this prompt into your AI tool:

Present me with a French language challenge. Give me a focused exercise on gender and adjectival

agreement, which is one of the most common sources of error at GCSE. First, give me 10 nouns and ask me whether each is masculine or feminine (include tricky ones where English speakers often guess wrong, e.g. une voiture, un probleme, une page). Then give me 10 sentences where an adjective is given in its masculine singular form in brackets and I must write it in the correct agreed form. Include adjectives that follow irregular patterns (e.g. beau/belle, heureux/heureuse, blanc/blanche, sportif/sportive, long/longue). Explain any errors I make and give me rules or patterns to remember.

What this helps you practise:

Correctly assigning gender to nouns and making adjectives agree, targeting the most common agreement errors at GCSE.

How to use it well:

Complete both exercises and review errors. Learn nouns with their article as a habit. For adjective agreement, learn common irregular patterns by heart.

Prompt 86: Etre vs Avoir in the Perfect Tense

Copy this prompt into your AI tool:

Test me on this French topic. Give me a focused exercise on choosing between etre and avoir as the auxiliary verb in the perfect tense (passe compose). Remind me of the rules: most verbs take avoir, but the DR MRS VANDERTRAMP verbs and all reflexive verbs take etre. Give me 20 verbs and ask me to write a sentence in the perfect tense for each one, using the correct auxiliary. Include: 10 avoir verbs, 7 etre verbs (from the DR MRS VANDERTRAMP list), and 3 reflexive verbs. For the etre verbs, make sure I demonstrate correct past participle agreement.

After I complete the exercise, highlight any errors in auxiliary choice or agreement.

What this helps you practise:

Consistently choosing the correct auxiliary verb in the perfect tense and applying past participle agreement with *etre* verbs.

How to use it well:

Write a sentence for each verb, focusing on auxiliary choice and agreement. This is frequently tested and a common error source. Keep the DR MRS VANDERTRAMP list visible.

Prompt 87: False Friends (Faux Amis)

Copy this prompt into your AI tool:

Present me with a French language challenge. Test me on the most common false friends (faux amis) that trip up GCSE French students. Give me 15 French words that look like English words but have different meanings, such as: assister a (to attend, not assist), actuellement (currently, not actually), librairie (bookshop, not library), rester (to stay, not rest), attendre (to wait, not attend), blesser (to injure, not bless), journee (day, not journey), regarder (to watch, not regard), sensible (sensitive, not sensible), sympathique (nice/friendly, not sympathetic), monnaie (change/currency, not money), place (square/seat, not place), figure (face, not figure), coin (corner, not coin), and chance (luck, not chance). For each one, give me the correct French meaning and the actual French word for the English meaning I might confuse it with. Then test me with 10 sentences where I must choose the correct word.

What this helps you practise:

Recognising and avoiding false friends, which cause errors in reading comprehension and translation tasks.

How to use it well:

Study the list, then attempt the test sentences. False friends are dangerous in translation tasks. Make flashcards for any that catch you out.

Prompt 88: Word Order Errors

Copy this prompt into your AI tool:

Set me a challenge: Give me a focused exercise on French word order, targeting the areas where English speakers most commonly make mistakes. Cover: (1) adjective position (most adjectives come after the noun in French, unlike English), (2) adverb position (usually after the verb, e.g. je mange souvent, not je souvent mange), (3) pronoun position (before the verb, e.g. je le vois, not je vois le), (4) negation position (ne before verb, pas/jamais/rien after, e.g. je ne mange pas), and (5) question word order. Give me 12 jumbled sentences and ask me to put the words in the correct French order. After I answer, explain any word order rules I got wrong.

What this helps you practise:

Correct French word order, targeting the most common areas where English word order habits cause errors.

How to use it well:

Reorder each sentence, thinking about French word order rules rather than translating from English. This exercise is particularly useful for improving accuracy in the writing exam and the English-to-French translation.

Prompt 89: Tense Confusion: When to Use Which Tense

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Help me overcome tense confusion by giving me 15 English sentences and asking me to translate them into French,

choosing the correct tense for each one. Include sentences where the choice of tense is not obvious, such as: 'I have been learning French for three years' (depuis + present, not perfect), 'I was eating when he arrived' (imperfect + perfect), 'If I were rich, I would travel' (si + imperfect, conditional), 'I had already finished' (pluperfect), and 'I am going to go out' (near future). For each sentence, explain why that particular tense is correct and why other tenses would be wrong.

What this helps you practise:

Choosing the correct tense in context, particularly in situations where English and French use different tenses.

How to use it well:

Translate each sentence, then check your tense choice. Note cases where French and English use different tenses, such as depuis with present tense.

Prompt 90: Accent Errors and Their Impact on Meaning

Copy this prompt into your AI tool:

Test me on this French topic. Explain the importance of accents in French and how missing or wrong accents can change meaning. Give me examples of words where the accent changes the meaning: ou (or) vs ou with accent grave (where), a (has) vs a with accent grave (to/at), du (of the) vs du with accent circonflexe (past participle of devoir), sur (on) vs sur with accent circonflexe (sure), cote (side) vs cote with accent aigu (coast/rated). Also cover the cedilla (c with cedilla changes the c sound, e.g. francais, garçon). Give me 15 sentences with missing accents and ask me to add the correct accents to each word that needs one. Explain any I get wrong.

What this helps you practise:

Correct use of French accents, which can affect meaning and are assessed in the writing exam for accuracy.

How to use it well:

Add accents carefully. In writing exams, accents affect your accuracy mark. Missing accents that change meaning will cost marks. Build the accent habit consistently.

Prompt 91: Anglicisms and Direct Translation Errors

Copy this prompt into your AI tool:

You are a GCSE French examiner. Give me 12 sentences that a GCSE student has written in French by translating directly from English, resulting in anglicisms and unnatural French. For example: 'Je suis excite pour les vacances' (should be 'J'ai hate de partir en vacances' or 'Les vacances me font plaisir'), 'Je joue le piano' (should be 'je joue du piano'), 'J'ai decide de reste' (should be 'j'ai decide de rester'). For each incorrect sentence, ask me to identify the error and write the correct French version. After I try, explain the correct form and the rule behind it.

What this helps you practise:

Identifying and correcting anglicisms and direct translation errors that make French sound unnatural or incorrect.

How to use it well:

Read each incorrect sentence, identify the anglicism, and write the correct version. Learning to spot these in others' work helps you avoid them yourself.

Prompt 92: Common Spelling Mistakes in French

Copy this prompt into your AI tool:

Act as my GCSE French tutor. Give me a spelling test targeting the French words that GCSE students most commonly misspell. Include 20 words that are frequently misspelled, such as: beaucoup (not baucoup), malheureusement (not malhereusement), interessant (not interresant), environnement (not environment), quelquefois (not quelque fois), aujourd'hui (not aujoud'hui), maintenant, vraiment, toujours, peut-etre, parce que, d'habitude, and others. Read each word to me in an English definition and ask me to spell it correctly in French. After I attempt all 20, mark my answers and give me a memory tip for any I got wrong.

What this helps you practise:

Correct spelling of commonly misspelled French words, which contributes to the accuracy mark in the writing exam.

How to use it well:

Spell each word from memory without reference. Spelling counts in writing and listening exams. Write misspelled words correctly five times and create visual associations.

Prompt 93: Preposition Errors After Verbs

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Teach me which prepositions follow common French verbs, because these often differ from English. Cover three categories: (1) verbs followed by a (e.g. commencer a, reussir a, apprendre a, aider a, s'interessar a), (2) verbs followed by de (e.g. essayer de, decider de, avoir besoin de, avoir envie de, finir de, arreter de), and (3) verbs followed directly by an infinitive with no preposition (e.g. vouloir, pouvoir, devoir, aimer, preferer, savoir, aller). Give me 15 sentences with gaps where I must fill in the correct preposition (a, de, or nothing). Explain any errors I make and give

me a strategy for remembering which verbs take which preposition.

What this helps you practise:

Using the correct preposition (a, de, or no preposition) after verbs before an infinitive, a frequent source of errors at GCSE.

How to use it well:

Complete the gap-fill, then group verbs into three preposition categories. Using the wrong preposition is a common but easily fixable error with practice.

Prompt 94: Correcting a Sample Student Essay

Copy this prompt into your AI tool:

Present me with a French language challenge. Write a 120-word sample GCSE essay in French on the topic of healthy living that contains exactly 10 deliberate errors. Include a mix of error types: gender/agreement errors, wrong auxiliary in the perfect tense, a false friend, a word order error, a tense error, a spelling mistake, a missing accent, an incorrect preposition, a negation error, and an anglicism. Ask me to find and correct all 10 errors. After I attempt the corrections, reveal all the errors with explanations and tell me how many I found. This tests my ability to proofread and catch the full range of common mistakes.

What this helps you practise:

Proofreading and error correction across all common mistake types, simulating the accuracy-checking process you should use in the exam.

How to use it well:

Read the essay checking for one error type at a time using the accuracy checklist. Use this as a benchmark to see which error types still need work.

Section 9

Final Revision and Exam-Week Prompts

The final days before your GCSE French exam are not the time for learning new material. Instead, you should be consolidating what you know, boosting your confidence, and fine-tuning your exam technique. The prompts in this section are designed for the last week or two of revision: they are rapid, focused, and cover a wide range of content in a short time.

These prompts include a rapid vocabulary sweep to check your coverage across all topics, a grammar confidence drill that tests the key structures you need, a mini mock that simulates exam conditions, and a final readiness check. They are designed to be completed quickly, giving you a clear sense of what you know well and what might need one last look before the exam.

Remember that rest and confidence are just as important as revision in the final days. Use these prompts to reassure yourself that you have covered the content thoroughly, and trust the work you have put in throughout the year. Walk into the exam knowing that you have practised actively and systematically.

Prompt 95: Rapid Vocabulary Sweep: All Themes

Copy this prompt into your AI tool:

Quiz me on GCSE French. doing a final vocabulary sweep. Give me 50 English words or phrases, 5 from each of the 10 main GCSE topic areas (family, friendships, free time, technology, holidays, school, work, environment, healthy living, town/region). Ask me to translate each one into French as quickly as I

can. After I finish, mark my answers and identify which topic areas I scored well in and which need a final review. For any words I got wrong, give me the correct French and a short memory tip. This should take no more than 10 minutes.

What this helps you practise:

A rapid final check of vocabulary coverage across all GCSE themes, identifying any last-minute gaps before the exam.

How to use it well:

Set a ten-minute timer and translate as many as you can. Use results to target final revision on weak topics. Even filling a few gaps makes a difference.

Prompt 96: Grammar Confidence Drill

Copy this prompt into your AI tool:

Present me with a French language challenge. Give me a rapid-fire grammar drill covering all the key structures I need for GCSE French. Include 20 short tasks, one for each of: (1) conjugate a regular -er verb in the present, (2) conjugate an irregular verb in the present, (3) form a reflexive verb sentence, (4) write a sentence in the perfect tense with avoir, (5) write a sentence in the perfect tense with etre (with agreement), (6) write a sentence in the imperfect, (7) use the near future, (8) use the simple future, (9) use the conditional, (10) use ne...jamais, (11) use ne...rien, (12) make an adjective agree with a feminine plural noun, (13) use a direct object pronoun, (14) use qui in a complex sentence, (15) use depuis + present tense, (16) use a partitive article, (17) form a comparative, (18) use si + imperfect + conditional, (19) use bien que + subjunctive, (20) use apres avoir + past participle. Mark my answers and give me a confidence rating out of 20.

What this helps you practise:

A comprehensive grammar check covering every key structure in a single rapid exercise, perfect for final revision.

How to use it well:

Complete all 20 tasks quickly and accurately. Your score indicates grammar confidence. For any errors, review that grammar point one more time before the exam.

Prompt 97: Mini Mock: Writing Under Timed Conditions

Copy this prompt into your AI tool:

Ask me to demonstrate my French knowledge. Act as a GCSE French examiner. Give me a mini mock writing exam consisting of: (1) a 90-word writing task with 4 bullet points on a GCSE topic, and (2) a translation of 5 English sentences into French. I should complete the writing task in 20 minutes and the translation in 10 minutes. After I submit both, mark them using GCSE criteria. For the writing task, assess: content and communication, range of language and tenses, and accuracy. For the translation, mark each sentence out of 2 (12 marks total). Give me an overall percentage and tell me my strengths and one area to focus on in my final revision session.

What this helps you practise:

A timed mini mock covering writing and translation tasks, providing a realistic exam simulation with full marking and feedback.

How to use it well:

Set timers strictly: 20 minutes for writing, 10 for translation. Write under exam conditions with no notes. The AI's feedback shows exactly where you stand.

Prompt 98: Key Phrases Emergency Sheet

Copy this prompt into your AI tool:

Quiz me on GCSE French. Create a last-minute emergency revision sheet of the 30 most useful French phrases for the exam, organised into categories: (1) Opinion phrases (5 phrases, e.g. a mon avis, je suis convaincu(e) que), (2) Justification phrases (5 phrases, e.g. car, vu que, etant donne que), (3) Connectives (5 phrases, e.g. cependant, de plus, en revanche), (4) Past tense time markers (5 phrases, e.g. il y a deux ans, quand j'etais jeune), (5) Future/conditional phrases (5 phrases, e.g. a l'avenir, si je pouvais), (6) Impressive structures (5 phrases, e.g. ce qui me plait c'est, bien que ce soit, non seulement...mais aussi). For each phrase, give the English meaning and one example sentence on a GCSE topic.

What this helps you practise:

A concentrated list of the 30 most impactful phrases to have ready for the writing and speaking exams.

How to use it well:

Read this sheet the night before and morning of your exam. These 30 phrases cover opinions, connectives, time markers, and complex structures for any task.

Prompt 99: Common Exam Mistakes to Avoid Checklist

Copy this prompt into your AI tool:

Give me a GCSE-style question about French. Give me a final checklist of the 15 most common mistakes students make in the GCSE French exam, with a brief tip for avoiding each one. Cover mistakes across all four skills: (1) Reading: not reading the question carefully, confusing true/false/not mentioned. (2) Listening: writing an answer after hearing only part of the response, not using the second listening to check. (3) Speaking: giving one-

word answers, not using a range of tenses, panicking and switching to English. (4) Writing: not addressing all bullet points, forgetting to check adjectival agreement, using only the present tense, not leaving time to proofread, misspelling common words. Present this as a quick-reference checklist I can review just before each exam paper.

What this helps you practise:

A concise reminder of the most common exam pitfalls and how to avoid them, designed for review immediately before the exam.

How to use it well:

Read this checklist the evening before each paper. Knowing common pitfalls helps you actively avoid them under time pressure and nerves.

Prompt 100: Final Readiness Self-Assessment

Copy this prompt into your AI tool:

You are a GCSE French examiner. Help me do a final self-assessment of my exam readiness. Ask me to rate my confidence (1-5) in each of the following areas: (1) vocabulary across all GCSE themes, (2) present tense accuracy, (3) perfect tense with avoir and etre, (4) imperfect tense, (5) future and conditional tenses, (6) complex structures (subjunctive, si clauses), (7) reading comprehension strategies, (8) listening comprehension strategies, (9) speaking fluency and tense range, (10) writing structure and accuracy, (11) translation skills, (12) avoiding common mistakes. After I give my ratings, identify my top 3 strongest areas (to boost my confidence) and my top 3 areas for final attention. For each area needing attention, give me one specific 10-minute activity I can do right now to improve.

What this helps you practise:

An honest self-assessment of overall exam readiness,

with targeted recommendations for making the most of remaining revision time.

How to use it well:

Rate each area honestly. The AI will highlight your strengths and give focused activities for weaker areas. Even 30 minutes of targeted work helps.

Final Closing Note

You have now worked through 100 prompts designed to help you think more clearly, revise more effectively, and prepare more confidently for your GCSE.

Remember: the goal was never to rely on AI for answers. The goal was to use it as a tool to test, challenge, and strengthen your own understanding.

The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each mistake you identified, each explanation you improved, and each gap you filled has strengthened your thinking.

As you continue your studies, aim to depend less on prompts and more on your own judgement. AI can support you — but your reasoning, clarity, and persistence are what earn marks.

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

Using AI Beyond This Book

The prompts in this book are starting points, not final forms.

As you grow more confident, begin modifying them:

- Add constraints (for example, “limit to three key points”).
- Increase difficulty gradually.
- Ask the AI to challenge your reasoning.
- Request alternative explanations.
- Ask it to critique your thinking rather than provide answers.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking.

In the future, those who understand how to use tools intelligently will have an advantage. Treat AI as a tutor, not a shortcut. The skill of asking better questions will continue to matter long after your exams are over.

About the Author

James R. Martin holds an MSci in Physics from the University of Bristol and a PGCE with a Physics focus from the University of Oxford. He has over a decade of experience teaching and tutoring students aged 11–18 across a range of subjects, including Physics, Biology, Chemistry, Mathematics, Economics, and Electronics.

He has worked with multiple syllabi, including GCSE, A-Level, KS3, and the International Baccalaureate Diploma Programme (IBDP), supporting students of varying abilities to develop clarity, confidence, and exam success.

His work focuses on effective revision strategies, independent thinking, and the responsible use of artificial intelligence as a tool to strengthen — not replace — understanding.

Other Titles in This Series

The *100 AI Prompts for Smarter Revision* series supports students across GCSE, A-Level, and IB DP subjects.

GCSE

- English Language
- English Literature
- Mathematics
- Physics
- Biology
- Chemistry
- Geography
- History
- Computer Science
- Economics
- Business Studies
- Religious Studies
- Psychology
- French
- Spanish
- German

A-Level

- Mathematics
- Further Mathematics
- Physics
- Chemistry
- Biology
- Economics
- History
- Geography
- English Literature
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- Computer Science

- Politics
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- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
- Physics
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