

GCSE French - Reading Performance Profile

| Grade | Descriptors |
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| 9 | To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements. |
| 8 | To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> respond to/understand written language including more complex and extended texts. extract information, identify opinions, draw conclusions, and infer meaning. respond to a range of texts including authentic material, suitably adapted and abridged. respond to texts which include more complex language and less familiar vocabulary as indicated in the specification. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies. |
| 7 | To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements. |
| 6 | To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> respond to/understand written language including some more extended texts. identify overall messages, key points, details, and opinions with reasons. respond to a range of texts in familiar contexts and some less-familiar contexts. respond to texts which include some complex language and some less familiar vocabulary as indicated in the specification. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. |
| 5 | To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> respond to/understand written language including some more extended texts. identify overall messages, key points and some details and opinions. respond to a range of texts in familiar contexts. respond to texts which include common language structures and familiar vocabulary as indicated in the specification. translate into English a passage containing a range of common language structures with very few omissions or inaccuracies. |
| 4 | To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> respond to/understand longer texts of continuous written language. identify key points, some details, and opinions. respond to a range of texts in familiar contexts. respond to texts which include common language structures and familiar vocabulary as indicated in the specification. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies. |
| 3 | Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> candidates will show understanding of shorter texts of continuous written language. These texts will contain straightforward language structures and familiar vocabulary. Candidates will be able to identify key points, some details, and simple opinions. Translations into English will have frequent omissions and inaccuracies. |
| 2 | To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> identify key points and simple opinions in short written phrases/sentences. pick out some details. respond to texts in very familiar contexts. respond to texts of straightforward, basic language structures and familiar vocabulary as indicated in the specification. translate into English a passage containing a range of common language structures, but with limited success. |

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).