

GCSE French - Writing Performance Profile

Grade	Descriptors
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"> write coherent, extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with little ambiguity. regularly use a range of less common vocabulary and complex linguistic structures as indicated in the specification. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures.
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"> write longer coherent texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with some ambiguity. occasionally use a range of less common vocabulary and complex linguistic structures as indicated in the specification. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures.
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> write longer texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions with minimal ambiguity. use a range of common vocabulary and linguistic structures with the occasional more complex linguistic structure as indicated in the specification. translate sentences containing a range of common linguistic structures with few lapses in clarity. produce writing which is mostly accurate when using familiar language but with frequent lapses when using more complex linguistic structures.
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions with some ambiguity. use a range of common vocabulary. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language.
3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> candidates will use a range of common, familiar language with more frequent ambiguity. In the translation there will be more frequent lapses of clarity and omissions. Writing will sometimes be accurate.
2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. use a limited range of common vocabulary. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language.

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).