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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**GCSE (NEW)  
FRENCH - UNIT 1  
HIGHER TIER  
3800UA0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## WJEC GCSE FRENCH (NEW)

### SUMMER 2018 MARK SCHEME

#### UNIT 1: SPEAKING (60 marks)

#### HIGHER TIER

#### General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes and bullet points.
- Make sure you are familiar with the assessment grids for the photo cards and conversation at Higher Tier and the descriptors for each section of the grid (pages 15-17). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Higher Tier is 10-12 minutes. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

#### Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

#### Stage 1 - Deciding on the band

When deciding on a band, the conversation task part 1 and part 2 should be assessed together. Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.

If a candidate's discussion/conversation covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their responses.

## Stage 2 - Deciding on the mark

Once the band has been decided, examiners can then assign a mark within the band. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

The following pages contain notes for examiners; mark schemes for the role play for Higher Tier; and assessment grids for the photo card discussion and the conversation. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for the photo card discussion, the skills of Communication and interaction, and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

## Role Play (Higher Tier)

(15 marks)

Each candidate will be required to complete a role play giving five responses. The role play will be assessed according to the following criteria:

### Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

#### Higher Tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed, but is ambiguous. Vocabulary and grammatical structures contain frequent errors or limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

## Guidance for examiners

### Role Play task - Unseen question

The 'notes for examiners' on the following pages contain possible responses to the role plays for Higher Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate.

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for the unseen question on the role play task:

#### Higher Tier

##### Qu'est-ce que tu préfères manger à une fête?

Response	Comments	Mark
J'adore le gâteau d'anniversaire	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
J'ai gâteau d'anniversaire	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
gâteau	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
fête	Language solely from the prompt question inappropriate response.	0 marks

## ROLE PLAYS HIGHER TIER SET 1

Notes for examiners – to be used in conjunction with the mark scheme for role plays

### CURRENT AND FUTURE STUDY AND EMPLOYMENT

#### School/college studies

Setting: You are talking to your French friend. You are discussing school. Your teacher will play the role of your French friend.

- Qu'est-ce que tu as fait au collège hier ?
- **Say one activity that you did in school yesterday.<sup>1</sup>**
- Que fais-tu comme matières au collège ?
- **Answer the question.<sup>2</sup>**
- D'accord.
- **Ask your French friend which subject he/she prefers.<sup>3</sup>**
- J'aime les sciences.
- **Give an opinion about a subject you don't like.<sup>4</sup>**
- Que feras-tu comme devoirs ce soir ?
- **Say what homework you will do tonight.<sup>5</sup>**

<sup>1</sup> Hier, j'ai travaillé à l'ordinateur : accept any suitable response in the past

<sup>2</sup> J'étudie les maths, l'anglais, le gallois, le français et les sciences : accept any suitable response

<sup>3</sup> Quelle matière préfères-tu ? : accept any suitable question

<sup>4</sup> Je n'aime pas le dessin. C'est difficile : accept any suitable response

<sup>5</sup> Ce soir, je ferai mes devoirs de maths : accept any suitable response in the future

**Look for and reward any valid alternative**

## ROLE PLAY HIGHER TIER SET 2

Notes for examiners – to be used in conjunction with the mark scheme for role plays

### CURRENT AND FUTURE STUDY AND EMPLOYMENT

#### Employment

Setting: You are having an interview for a summer job in France. Your teacher will play the part of the interviewer.

- Qu'avez-vous déjà fait comme travail ?
- **Say what job you have done.<sup>1</sup>**
- Quelles sont vos qualités les plus importantes ?
- **Answer the question.<sup>2</sup>**
- Pourquoi voulez-vous travailler pour nous ?
- **Say why you want to work for the company.<sup>3</sup>**
- Quelles langues parlez-vous ?
- **Say which languages you speak.<sup>4</sup>**
- C'est bien.
- **Ask when you will start work.<sup>5</sup>**
- Le premier juillet.

<sup>1</sup> J'ai travaillé à la caisse dans un magasin : accept any suitable response in the past

<sup>2</sup> Je suis honnête et travailleur(euse) : accept any suitable response

<sup>3</sup> Je voudrais me perfectionner en français : accept any suitable response

<sup>4</sup> Je parle anglais et le français : accept any suitable response with more than one detail

<sup>5</sup> Quand est-ce que je commencerai à travailler ? : accept any suitable question in the future

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 3**

Notes for examiners – to be used in conjunction with the mark scheme for role plays

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**Career plans**

Setting: You are talking to a French exchange student about your future career plans. Your teacher will play the part of the French exchange student.

- Est-ce que tu vas continuer tes études l'année prochaine ?
- **Say what your study plans are for next year.<sup>1</sup>**
- Que veux-tu faire comme travail plus tard dans la vie ?
- **Answer the question.<sup>2</sup>**
- Où as-tu déjà travaillé ?
- **Say where you have already worked.<sup>3</sup>**
- Ah bon !
- **Ask him/her where he/she would like to work.<sup>4</sup>**
- En Suisse.
- **Say one advantage of working abroad.<sup>5</sup>**

<sup>1</sup> Je veux continuer mes études au lycée : accept any suitable response in future, present or conditional tense

<sup>2</sup> Je voudrais être agent de police : accept any suitable response in future, present or conditional tense

<sup>3</sup> J'ai déjà travaillé dans un centre sportif : accept any suitable response in past tense

<sup>4</sup> Où aimerais-tu travailler ? : accept any suitable question in the conditional tense

<sup>5</sup> Le climat est mieux à l'étranger : accept any suitable answer

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 4**

Notes for examiners – to be used in conjunction with the mark scheme for role plays

**WALES AND THE WORLD**

**Local areas of interest**

Setting: You have a summer job as a tourist guide in Wales. You are taking some French visitors to a tourist attraction. Your teacher will play the part of a French visitor.

- **Say what tourist attraction you will visit today<sup>1</sup>.**
- C'est super !
- **Ask what he/she thinks of Wales.<sup>2</sup>**
- C'est magnifique ! Il fait très chaud ici.
- **Say what the weather was like yesterday.<sup>3</sup>**
- Où se trouve le magasin de souvenirs ?
- **Answer the question.<sup>4</sup>**
- Merci beaucoup.
- **Say what he/she can buy in the shop.<sup>5</sup>**
- Ah, très bien !

<sup>1</sup> Aujourd'hui nous visiterons/vous allez visiter le musée de St.Fagans : accept any suitable response in the present or future

<sup>2</sup> Que pensez-vous du Pays de Galles ? : accept any suitable question

<sup>3</sup> Hier il a plu : accept any suitable response in the past

<sup>4</sup> Le magasin est à gauche devant le café : accept any suitable response in the present

<sup>5</sup> On peut y acheter les gâteaux gallois : accept any suitable response in the present, conditional or future

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 5**

Notes for examiners – to be used in conjunction with the mark scheme for role plays

**WALES AND THE WORLD**

**Local and regional features and characteristics of France and French-speaking countries**

Setting: You are visiting a French castle. Your teacher will play the part of a French tour guide.

- Bienvenu(e) au château. Est-ce que vous avez déjà visité la région ?
- **Say it is your first visit to the region.<sup>1</sup>**
- Le château date du onzième siècle.
- **Say what you like about the castle.<sup>2</sup>**
- Je suis d'accord. Quelles autres attractions touristiques avez-vous visitées ?
- **Say which other tourist attraction you have visited.<sup>3</sup>**
- Que ferez-vous demain ?
- **Answer the question.<sup>4</sup>**
- Fantastique ! Maintenant nous allons visiter les jardins.
- **Ask at what time the garden closes.<sup>5</sup>**
- À dix-huit heures.

<sup>1</sup> C'est ma première visite dans cette région : accept any suitable response in the present

<sup>2</sup> J'adore l'entrée du château : accept any suitable response

<sup>3</sup> J'ai visité le musée : accept any suitable response in the past

<sup>4</sup> J'irai en ville pour acheter des souvenirs : accept any suitable response in the future

<sup>5</sup> À quelle heure (se) ferme le jardin ? : accept any suitable question

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 6**

**Notes for examiners – to be used in conjunction with the mark scheme for role plays**

**WALES AND THE WORLD**

**Environment**

Setting: You are skyping a pupil at a French school. You are discussing the environment. Your teacher will play the part of the French pupil.

- **Say you would like to talk about the environment.**<sup>1</sup>
- Bonne idée. Nous étudions les problèmes de l'environnement en classe.
- **Ask the French pupil what he/she recycles.**<sup>2</sup>
- Bon moi, je recycle du papier. Que fais-tu pour réduire la pollution ?
- **Say what you do to help reduce pollution.**<sup>3</sup>
- C'est une bonne idée.
- **Say what you did yesterday to help your local environment.**<sup>4</sup>
- À ton avis, quel est le problème le plus grave en ce qui concerne l'environnement ?
- **Answer the question.**<sup>5</sup>
- Je suis d'accord.

<sup>1</sup> Je voudrais parler de l'environnement : accept any suitable response in the conditional

<sup>2</sup> Que recycles-tu ? : accept any suitable question

<sup>3</sup> Je vais au collège à pied : accept any suitable response

<sup>4</sup> Hier j'ai trié les déchets domestiques : accept any suitable response in the past

<sup>5</sup> La pollution de l'air me concerne le plus : accept any suitable response

**Look for and reward any valid alternative**

## ROLE PLAY HIGHER TIER SET 7

Notes for examiners – to be used in conjunction with the mark scheme for role plays

### IDENTITY AND CULTURE

#### Food and drink

Setting: You have just arrived in France and you are having your first meal with your French host family. Your teacher will play the part of your French friend.

- Qu'est-ce que tu as mangé ou bu pendant le voyage ?
- **Say what you ate or drank on the journey.<sup>1</sup>**
- Quel est ton plat préféré en France ?
- **Say which French meal you prefer.<sup>2</sup>**
- Qui fait la cuisine chez toi ?
- **Answer the question.<sup>3</sup>**
- Chez moi, c'est mon père qui prépare les repas.
- **Ask your friend what are the specialities of the region.<sup>4</sup>**
- Les gâteaux et le vin.
- **Say what you would like to eat tomorrow.<sup>5</sup>**
- Très bien.

<sup>1</sup> J'ai mangé un sandwich : accept any suitable response in the past

<sup>2</sup> J'adore les crêpes : accept any suitable response

<sup>3</sup> Ma mère fait la cuisine chez moi ! : accept any suitable response in the present

<sup>4</sup> Quelles sont les spécialités de la région ? : accept any suitable question

<sup>5</sup> Demain je voudrais manger une salade : accept any suitable response in the conditional

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 8**

Notes for examiners – to be used in conjunction with the mark scheme for role plays

**IDENTITY AND CULTURE**

**Technology and social media**

Setting: You are skyping your French friend and you are talking about mobile phones. Your teacher will play the part of your French friend.

- Qui t'a donné ton portable ?
- **Say who bought your mobile phone for you.<sup>1</sup>**
- Ma tante m'a acheté mon portable pour mon anniversaire.
- **Ask your friend what he/she does with his/her phone.<sup>2</sup>**
- Je prends des selfies.
- **Say what you like best about your phone.<sup>3</sup>**
- Tu as ton portable depuis combien de temps ?
- **Answer the question.<sup>4</sup>**
- Il faut que je te quitte maintenant.
- **Say you will text him/her tomorrow.<sup>5</sup>**

<sup>1</sup> Ma mère m'a donné mon portable : accept any suitable response in past

<sup>2</sup> Que fais-tu avec ton portable ? : accept any suitable question

<sup>3</sup> J'aime surfer l'Internet le plus : accept any suitable response

<sup>4</sup> J'ai mon portable depuis un an : accept any suitable response

<sup>5</sup> Je t'enverrai un texte/sms demain : accept any suitable response in the future

**Look for and reward any valid alternative**

**ROLE PLAY**  
**HIGHER TIER SET 9**

Notes for examiners – to be used in conjunction with the mark scheme for role plays

**IDENTITY AND CULTURE**

**Health and fitness**

Setting: You have won a competition to meet a French footballer. Your teacher will play the part of the French footballer.

- **Say you saw the match yesterday.**<sup>1</sup>
- Ah, oui. C'était un bon match.
- **Ask the footballer what he/she does to keep fit.**<sup>2</sup>
- Je mange sain. Est-ce que tu fais du sport régulièrement ?
- **Say how often you play sport.**<sup>3</sup>
- Quelle est ton équipe de football préférée ?
- **Answer the question.**<sup>4</sup>
- Oui, ils jouent bien.
- **Say on what day you will go to see the next match.**<sup>5</sup>
- Super !

<sup>1</sup> Je vous ai vu(e) au match hier : accept any suitable response in the past

<sup>2</sup> Que faites-vous pour garder la forme ? : accept any suitable question

<sup>3</sup> Je joue au hockey deux fois par semaine : accept any suitable response in the present

<sup>4</sup> Mon équipe de football préférée est le Pays de Galles : accept any suitable response

<sup>5</sup> Je vais voir le prochain match dimanche : accept any suitable response in the future or present

**Look for and reward any valid alternative**

## Photo Card Discussion

### Guidance for examiners

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).

**Assessment Grid for Unit 1: Speaking Photo Card Discussion HIGHER TIER**
**(15 marks)**

<b>Band</b>	<b>Marks</b>	<b>Communication and interaction *</b>	<b>Marks</b>	<b>Linguistic knowledge and accuracy</b>
<b>5</b>	<b>9-10</b>	<ul style="list-style-type: none"> <li>Conveys detailed information and extended responses to the photo and all questions.</li> <li>Consistently able to express and justify thoughts, points of view and exchange opinions in detail.</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures.</li> <li>High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.</li> </ul>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Conveys relevant information with some extended responses to the photo and all or nearly all questions.</li> <li>Able to express thoughts, points of view and exchange opinions with justification</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>Very good language with some variety of vocabulary and grammatical structures.</li> <li>Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Conveys mainly relevant information with occasional extended responses in response to the photo and most questions.</li> <li>Able to express points of view and opinions with some attempts at justification</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>Good language with some variety of vocabulary and grammatical structures, including some complex structures.</li> <li>A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Conveys some information in response to the photo and questions.</li> <li>Able to express some opinions with some attempts at simple justification.</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Some attempts to respond to the photo and some questions with simple responses.</li> <li>Able to express some basic opinions.</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

**NB \* Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.**

## Conversation Task

### Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start part 1 of the conversation as indicated on the candidate and teacher instructions then the teacher/examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In part 2 the teacher/examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions.

Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

**Assessment Grid for Unit 1: Speaking Conversation**

**HIGHER TIER**

**(30 marks in total)**

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> <li>Confidently initiates and leads the conversation. Conveys detailed and relevant information</li> <li>Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so.</li> <li>Consistently able to express and justify thoughts, points of view and exchange opinions in detail.</li> <li>Excellent interaction with natural responses and some fluency.</li> </ul>	5	<ul style="list-style-type: none"> <li>Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures.</li> <li>High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly.</li> <li>Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so.</li> <li>Able to express and justify thoughts, points of view and exchange opinions in some detail.</li> <li>Very good interaction to questions. Usually prompt responses</li> </ul>	4	<ul style="list-style-type: none"> <li>Very good pronunciation and intonation with occasional inaccuracies.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Very good language with some variety of vocabulary and grammatical structures.</li> <li>Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly.</li> <li>Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so.</li> <li>Able to justify thoughts, points of view and exchange opinions.</li> <li>Good interaction. There may be some hesitations but the conversation has a reasonable pace.</li> </ul>	3	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Good language with some variety of vocabulary and grammatical structures, including some complex structures.</li> <li>A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information.</li> <li>Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so.</li> <li>Able to express thoughts, points of view and exchange opinions with some justification.</li> <li>Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions</li> </ul>	2	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear.</li> <li>Occasionally attempts longer responses to questions. Has limited success in narrating events.</li> <li>Able to express thoughts, some points of view and exchange some opinions with simple justification.</li> <li>Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

