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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**FRENCH - UNIT 1  
FOUNDATION TIER  
3800U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 2019 MARK SCHEME**

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

##### **FOUNDATION 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 Foundation 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 Foundation Tier is 7-9 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 Foundation 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 (Foundation 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:

**Foundation Tier**

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
1	Message is partially conveyed, but is ambiguous. Limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate 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 Foundation 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:

#### Foundation Tier

##### Quelle est la date de ton anniversaire ?

Response	Comments	Mark
C'est le cinq septembre	Clear pronunciation with complete information	3 marks
cinq septembre	Pronunciation inaccurate Cinq pronounced "sank" and the month pronounced "September"	2 marks
septembre	Message partially conveyed no date is given.	1 mark
anniversaire	Language solely from the prompt question inappropriate response.	0 marks

## ROLE PLAY

### FOUNDATION TIER SET 1

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

#### WALES AND THE WORLD

##### Holidays and tourism

Setting: You are in a tourist office in Switzerland and want to book a hotel. Your teacher will play the part of the tourist officer.

- Bonjour, je peux vous aider ?
- **Say that you want to book a room in a hotel.<sup>1</sup>**
- C'est pour combien de nuits ?
- **Answer the question.<sup>2</sup>**
- Et c'est pour quelle date ?
- **Say which date you want to book for.<sup>3</sup>**
- D'accord.
- **Ask how much it costs.<sup>4</sup>**
- Ça fait cinquante euros par nuit.
- **Say where you stayed yesterday.<sup>5</sup>**

<sup>1</sup> Je veux/voudrais réserver une chambre dans un hôtel : accept any suitable response in the present or conditional

<sup>2</sup> C'est pour cinq nuits : accept any suitable response in the present

<sup>3</sup> Je veux/voudrais réserver pour le neuf juin : accept any suitable response in the present or conditional

<sup>4</sup> C'est/Ça fait combien ? : accept any suitable question in the present

<sup>5</sup> Hier je suis resté(e) dans une caravane/à Paris : accept any suitable response in the past

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 2

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 are Skyping your French friend and you talk about the area where you live. Your teacher will play the part of the French friend.

- Salut ! Tu habites où exactement ?
- **Say where you live.<sup>1</sup>**
- J'aimerais visiter ta région.
- **Say one activity that you can do in your area.<sup>2</sup>**
- Super ! Ta région a beaucoup changé ?
- **Say what your region was like in the past.<sup>3</sup>**
- Quelle est ton opinion de ta région ?
- **Answer the question.<sup>4</sup>**
- Ah d'accord.
- **Ask your French friend if he/she lives in a town or a village.<sup>5</sup>**
- J'habite dans un village.

<sup>1</sup> J'habite au pays de Galles : accept any suitable response in the present

<sup>2</sup> On peut aller à la plage : accept any suitable response in the present

<sup>3</sup> Autrefois/avant, ma région/elle a été/c'était industrielle : accept any suitable response in the past

<sup>4</sup> (La région) elle/c'est pittoresque : accept any suitable response in the present

<sup>5</sup> Est-ce que tu habites dans une ville (ou un village) ? : accept any suitable question in the present

**Look for and reward any valid alternative**



## ROLE PLAY

### FOUNDATION TIER SET 3

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

#### WALES AND THE WORLD

##### Environment

Setting: You are staying with your French friend and you are talking about recycling. Your teacher will play the part of the French friend.

- Tu peux m'aider avec le recyclage ?
- **Say that you want to help with the recycling.<sup>1</sup>**
- Merci. On met le papier dans la boîte jaune.
- **Ask where the bins are.<sup>2</sup>**
- Dehors, près du garage. Qui fait le recyclage chez toi ?
- **Answer the question.<sup>3</sup>**
- Qu'est-ce que tu penses du recyclage ?
- **Give an opinion about recycling.<sup>4</sup>**
- D'accord !
- **Say what you recycled last week.<sup>5</sup>**

<sup>1</sup> Je veux/voudrais aider (avec le recyclage) : accept any suitable response in the present or conditional

<sup>2</sup> Où sont les poubelles ? : accept any suitable question in the present

<sup>3</sup> Je fais le recyclage (chez moi) : accept any suitable response in the present

<sup>4</sup> Le recyclage/il/c'est facile : accept any suitable opinion

<sup>5</sup> La semaine dernière j'ai recyclé des bouteilles : accept any suitable response in the past

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 4

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

#### IDENTITY AND CULTURE

##### Entertainment and leisure

Setting: You are talking to your Canadian friend about music. Your teacher will play the part of the Canadian friend.

- Quelle sorte de musique préfères-tu ?
- **Say what type of music you prefer.<sup>1</sup>**
- Es-tu allé(e) à un concert récemment ?
- **Say when you went to a concert.<sup>2</sup>**
- Normalement, avec qui vas-tu aux concerts ?
- **Answer the question.<sup>3</sup>**
- Que penses-tu de la musique rap ?
- **Give an opinion about rap music.<sup>4</sup>**
- Je suis d'accord !
- **Ask your Canadian friend which group he/she likes.<sup>5</sup>**
- J'adore tous les groupes rock.

<sup>1</sup> Je préfère la musique pop : accept any suitable response in the present

<sup>2</sup> Je suis allé(e) (à un concert) en janvier : accept any suitable response in the past

<sup>3</sup> Je vais avec mes amis : accept any suitable response in the present

<sup>4</sup> La musique rap/elle/c'est formidable : accept any suitable opinion in the present

<sup>5</sup> Quel groupe préfères-tu ? : accept any suitable question in the present

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 5

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

#### IDENTITY AND CULTURE

##### Food and drink

Setting: You are talking to your French friend about food and drink. Your teacher will play the part of the French friend.

- Qu'est-ce que tu aimes manger ?
- **Say what you like to eat.<sup>1</sup>**
- Qu'est-ce que tu penses de la cuisine française ?
- **Give an opinion about French food.<sup>2</sup>**
- Je suis d'accord.
- **Say that you ate in a restaurant yesterday.<sup>3</sup>**
- Avec qui vas-tu au restaurant normalement ?
- **Answer the question.<sup>4</sup>**
- Moi, je vais avec mes amis.
- **Ask your French friend what his/her favourite drink is.<sup>5</sup>**
- Je préfère la limonade.

<sup>1</sup> J'aime manger de la viande : accept any suitable answer in the present

<sup>2</sup> C'est délicieuse : accept any suitable response in the present

<sup>3</sup> Hier j'ai mangé dans un restaurant : accept any suitable response in the past

<sup>4</sup> Je vais (au restaurant) avec ma famille : accept any suitable answer in the present

<sup>5</sup> Qu'est-ce que tu aimes boire ?/Quelle est ta boisson préférée ? : accept any suitable question

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 6

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

#### IDENTITY AND CULTURE

##### Self and relationships

Setting: You are discussing fashion with your friend from Martinique. Your teacher will play the part of the friend from Martinique.

- Est-ce que tu t'intéresses à la mode ?
- **Give an opinion about fashion.<sup>1</sup>**
- Quelle sorte de vêtements portes-tu le weekend ?
- **Say what type of clothes you wear on the weekend.<sup>2</sup>**
- Tu achètes souvent des vêtements ?
- **Say what item of clothing you bought yesterday.<sup>3</sup>**
- Ah super ! Avec qui vas-tu au magasin ?
- **Answer the question.<sup>4</sup>**
- Ah bon !
- **Ask your friend if he/she likes shopping.<sup>5</sup>**
- Oui, j'aime bien.

<sup>1</sup> La mode/elle/c'est chic : accept any suitable response in the present

<sup>2</sup> (Ce weekend) je vais porter/je porterai/je porte des vêtements de sport : accept any suitable response in the present or future

<sup>3</sup> Hier j'ai acheté un jean : accept any suitable response in the past

<sup>4</sup> Je vais avec ma mère : accept any suitable response in the present

<sup>5</sup> Est-ce que tu aimes faire du shopping ? : accept any suitable question in the present

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 7

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

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

##### Skills and personal qualities

Setting: You are Skyping a French student about applying for a part-time job. Your teacher will play the part of the French student.

- Quel petit job est-ce que tu veux faire ?
- **Say what part-time job you want to do.<sup>1</sup>**
- Quelle qualité personnelle as-tu pour ce petit job ?
- **Answer the question.<sup>2</sup>**
- Ah bon !
- **Ask him/her if he/she has a part-time job.<sup>3</sup>**
- Oui, je travaille dans une boulangerie. Quelles sont tes compétences ?
- **Say what skills you have. Say one detail. <sup>4</sup>**
- Quelle langue as-tu déjà apprise ?
- **Say which language you have studied.<sup>5</sup>**

<sup>1</sup> Je veux/voudrais travailler dans un supermarché : accept any suitable response in the present or conditional

<sup>2</sup> Je suis travailleur/euse : accept any suitable response in the present

<sup>3</sup> Est-ce que tu as un petit boulot ? : accept any suitable question in the present

<sup>4</sup> Je parle trois langues étrangères : accept any suitable response in the present

<sup>5</sup> J'ai étudié l'espagnol : accept any suitable response in the past

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION TIER SET 8

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

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

##### School/college life

Setting: You are talking to your Corsican friend about your school day. Your teacher will play the part of the Corsican friend.

- Quand arrives-tu au collège ?
- **Say what time you arrive in school.<sup>1</sup>**
- Comment vas-tu au collège ?
- **Answer the question.<sup>2</sup>**
- Qu'est-ce que tu as mangé hier à midi ?
- **Say what you ate yesterday for lunch.<sup>3</sup>**
- Quelle est ton opinion de la cantine ?
- **Give an opinion about the school canteen.<sup>4</sup>**
- Ah bon !
- **Ask your friend what time his/her school finishes.<sup>5</sup>**
- Je quitte le collège à dix-sept heures.

<sup>1</sup> J'arrive (au collège) à neuf heures : accept any suitable time in the present

<sup>2</sup> Je vais (au collège) en bus : accept any suitable response in the present

<sup>3</sup> (Hier) j'ai mangé du poulet : accept any suitable response in the past

<sup>4</sup> La cantine/elle/c'est petite : accept any suitable opinion

<sup>5</sup> À quelle heure finit ton collège ? : accept any suitable question in the present

Look for and reward any valid alternative

## ROLE PLAY

### FOUNDATION TIER SET 9

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 discussing part-time jobs with your French friend. Your teacher will play the part of the French friend.

- Je suis très heureux/heureuse parce que je viens d'avoir un petit job.
- **Give one opinion about having a part-time job.<sup>1</sup>**
- Je suis d'accord.
- **Ask where he/she works.<sup>2</sup>**
- Je travaille en ville. As-tu un petit job ?
- **Say what part-time work you do.<sup>3</sup>**
- Ah bon ! Quand as-tu commencé ce travail ?
- **Say when you started the job.<sup>4</sup>**
- Tu travailles beaucoup chaque semaine ?
- **Answer the question.<sup>5</sup>**

<sup>1</sup> Il est intéressant d'avoir un petit boulot : accept any suitable opinion

<sup>2</sup> Où est-ce que tu travailles ? : accept any suitable question in the present

<sup>3</sup> Je travaille dans un garage : accept any suitable response in the present

<sup>4</sup> J'ai commencé (le boulot) le weekend dernier : accept any suitable response in the past

<sup>5</sup> Je travaille dix heures (chaque semaine) : accept any suitable response in the 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 FOUNDATION 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 relevant information with occasional extended responses to the photo and all questions.</li> <li>Frequently gives points of view and opinions with justification.</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some 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>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Conveys relevant information in response to the photo and all or nearly all questions.</li> <li>Able to express points of view and opinions with some attempts at justification.</li> </ul>	<b>4</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>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Gives simple responses to the photo and most questions.</li> <li>Conveys some opinions with simple justification.</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Gives short simple responses to the photo and some of the questions.</li> <li>Occasional attempts to convey simple opinions.</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or 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 questions with very short responses.</li> <li>Few or no opinions given.</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit.</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 FOUNDATION 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>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>	5	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some 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>
4	10-12	<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>	4	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	7-8	<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>
3	7-9	<ul style="list-style-type: none"> <li>May need support to initiate and structure the discussion and gives short responses to most questions. Some responses may be difficult to understand or may be unclear.</li> <li>Attempts made at longer responses or at narrating events but with very limited success.</li> <li>Conveys simple thoughts and exchanges simple opinions with very simple justification.</li> <li>Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow.</li> </ul>	3	<ul style="list-style-type: none"> <li>Pronunciation is mostly understandable with some correct intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Gives very short responses. Many responses are unclear.</li> <li>Some attempts made at slightly longer responses or at narrating events but without success.</li> <li>Conveys simple thoughts and opinions</li> <li>Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow.</li> </ul>	2	<ul style="list-style-type: none"> <li>Attempts to pronounce words accurately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Very little information conveyed. Most responses are very unclear.</li> <li>Unable to attempt slightly longer responses or narrate events.</li> <li>Unable to give an opinion.</li> <li>Poor interaction. Long hesitations before answering most questions. Very disjointed conversation.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation is occasionally understandable.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>

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