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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GCSE  
SPANISH - UNIT 1  
HIGHER TIER  
3810UA0-1**

## **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 SPANISH (NEW)**  
**SUMMER 2019 MARK SCHEME**  
**UNIT 1 - SPEAKING**

**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**

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.

## MARK SCHEME

### 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 unseen question on the role play task:

### Higher Tier

#### ¿Qué prefieres comer en una fiesta?

Response	Comments	Mark
Me encantan comer las patatas fritas	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
Tengo patatas fritas	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
patatas	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
fiesta	Language solely from the prompt question inappropriate response.	0 marks

## ROLE PLAY

### HIGHER TIER SET 1

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### IDENTITY AND CULTURE

##### Customs and Traditions

**Setting: You are Skyping your Spanish friend and you start talking about food and drink. Your teacher will play the part of your friend. The teacher will speak first.**

- ¿Qué te parece la comida española?
- **Give your opinion on Spanish food.<sup>1</sup>**
- ¿Qué comida típica española has probado?
- **Say what Spanish food you have eaten in the past.<sup>2</sup>**
- Muy bien.
- **Ask your friend what he/she likes to eat.<sup>3</sup>**
- Las tapas. ¿Qué te gusta comer a ti?
- **Answer the question.<sup>4</sup>**
- Vale. ¿Qué región de España te gustaría visitar?
- **Say what Spanish region you would like to visit.<sup>5</sup>**
- Estupendo.

<sup>1</sup> Me gusta/No me gusta/Es buena/diferente/horrible, etc. Accept any suitable opinion.

<sup>2</sup> Comí/He comido + food item. Accept any suitable answer in the preterite or perfect tenses.

<sup>3</sup> ¿Qué te gusta comer/cuál es tu comida favorita? etc. Accept any suitable question.

<sup>4</sup> Me gusta + food item. Accept any suitable answer.

<sup>5</sup> Quiero/Me gustaría visitar + place in Spain. Accept any suitable answer in the conditional/future or immediate future.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER TIER SET 2

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

##### Enterprise, Employability and Future Plans

**Setting:** During a school exchange programme in Spain, you are being interviewed for the position of Prefect. Your teacher will play the part of the interviewer. The teacher will speak first.

- ¿Por qué quieres esta posición?
- **Say why you want this position.<sup>1</sup>**
- ¿Qué cualidades se deberían tener para esta posición?
- **Say what should be the qualities of a prefect.<sup>2</sup>**
- ¿Qué experiencia has tenido en posiciones de responsabilidad?
- **Say what experience you have had, if any, for this role.<sup>3</sup>**
- ¿Qué piensas de las reglas de la escuela?
- **Answer the question.<sup>4</sup>**
- Muy bien.
- **Ask how many pupils there are in the school.<sup>5</sup>**

<sup>1</sup> (porque) Soy responsable/Me gusta la responsabilidad/Es importante, etc. Accept any suitable answer.

<sup>2</sup> Debe ser /Debería ser trabajador/responsable/ Accept any acceptable response. If not using the conditional, then must have 'debe/tiene que + inf.

<sup>3</sup> No he tenido experiencia/Era/Fui el responsable en mi escuela, etc. Accept any suitable answer.

<sup>4</sup> Me gustan/No me gustan/Son estrictas/No hay reglas, etc. Accept any suitable answer.

<sup>5</sup> ¿Cuántos alumnos hay en la escuela/en el instituto? Accept any suitable question.

**Look for and reward any valid alternative**



## ROLE PLAY

### HIGHER TIER SET 3

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

#### WALES AND THE WORLD

##### Global Sustainability

**Setting:** As part of a twinning project with a school in Spain, you take part in a video conference to discuss a project to help the environment. You talk to your Spanish friend about it. Your teacher will play the part of the Spanish teacher. The teacher will speak first.

- ¿Qué problemas del medio ambiente te preocupan más?
- **Say what environmental problem(s) worry you the most.<sup>1</sup>**
- ¿Por qué?
- **Answer the question.<sup>2</sup>**
- ¿Qué hiciste la semana pasada para ayudar al medio ambiente?
- **Say what you did to help the environment last week.<sup>3</sup>**
- Muy bien.
- **Ask the teacher what environmental problems there are in his/her town.<sup>4</sup>**
- Hay demasiados coches. ¿Cómo vas a participar en el proyecto de la escuela?
- **Say what you are going to do to participate in the project.<sup>5</sup>**

<sup>1</sup> Me preocupa más la contaminación/el reciclaje/la basura, etc. Accept any suitable answer.

<sup>2</sup> Porque el planeta sufre/estamos destruyendo el ambiente, etc. Accept any suitable answer.

<sup>3</sup> Reciclé la basura/Limpié la playa/Apagué las luces, etc. Accept any suitable activity in the preterite.

<sup>4</sup> ¿Qué problemas del medio ambiente/entorno hay en tu/su pueblo? Accept any suitable question.

<sup>5</sup> Voy a reciclar la basura/Voy a conservar la energía, etc. Accept any suitable response in the future or immediate future.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER TIER SET 4

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### IDENTITY AND CULTURE

##### Youth Culture

**Setting: You are chatting to your Spanish friend about using new technology. Your teacher will play the part of your friend. The teacher will speak first.**

- ¿Qué tipo de tecnología prefieres usar en tu casa?
- **Say what type of technology you like to use at home.<sup>1</sup>**
- ¿Por qué?
- **Answer the question.<sup>2</sup>**
- Acabo de comprar un ordenador nuevo
- **Ask your friend if he/she likes playing video games.<sup>3</sup>**
- Me encantan. ¿Qué tecnología te gustaría tener en el futuro?
- **Say what kind of technology you would like to have.<sup>4</sup>**
- ¿Cómo te conectaste con tus amigos ayer?
- **Say how you got in touch with your friends yesterday.<sup>5</sup>**

<sup>1</sup> Prefiero usar el móvil/una tableta/mi ordenador, etc. Accept any suitable answer.

<sup>2</sup> Porque es fácil/rápido/útil, etc. Accept any suitable reason.

<sup>3</sup> ¿Te gusta jugar con video juegos? Accept any suitable question.

<sup>4</sup> Me gustaría tener/comprar /Quisiera+ type of technology, etc. Accept any suitable answer in the conditional or imperfect subjunctive.

<sup>5</sup> Usé mi móvil/Me conecté por el ordenador, etc. Accept any suitable answer in the preterite.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER TIER SET 5

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### **CURRENT AND FUTURE STUDY AND EMPLOYMENT**

##### **Current Study**

**Setting: Your Spanish friend has come to visit you and you talk about your school. Your teacher will play the part of your friend. The teacher will speak first.**

- ¿Qué es lo mejor de tu instituto?
- **Say what is the best thing about your school.<sup>1</sup>**
- ¿Por qué?
- **Answer the question.<sup>2</sup>**
- ¿Qué deportes practicaste la semana pasada en el instituto?
- **Say what sports you played in school last week.<sup>3</sup>**
- ¿Cómo sería tu instituto ideal?
- **Describe your ideal school.<sup>4</sup>**
- Muy bien.
- **Ask your friend what he/she likes the most about his/her school.<sup>5</sup>**
- Reply appropriately.

<sup>1</sup> (Lo mejor) son los profesores/las instalaciones/mis amigos/los deportes, etc. Accept any suitable answer.

<sup>2</sup> Porque son divertidos/estrictos/excelentes/, etc. Accept any suitable answer.

<sup>3</sup> Practiqué + sport/ Hice el/la + sport/Jugué a + sport, etc. Accept any suitable answer in the preterite.

<sup>4</sup> Sería + adjective/ Tendría + noun, etc. Accept any suitable answer in the conditional.

<sup>5</sup> ¿Qué te gusta más de tu instituto? 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 mark scheme for role plays**

#### WALES AND THE WORLD

##### The Wider World

**Setting: You are visiting your Spanish friend in Mallorca and you are talking about what to do. Your teacher will play the part of your friend. The teacher will speak first.**

- ¿Qué te apetece hacer hoy?
- **Ask what there is to do in the region.<sup>1</sup>**
- Podemos ir a la playa o dar un paseo por el campo. ¿Qué prefieres?
- **Answer the question.<sup>2</sup>**
- Muy bien. Y mañana, ¿qué te gustaría visitar?
- **Say what you would like to visit tomorrow.<sup>3</sup>**
- ¿Qué otra región de España has visitado antes?
- **Say what other places you have been to in Spain.<sup>4</sup>**
- ¿Te gusta España?
- **Give your opinion on Spain.<sup>5</sup>**

<sup>1</sup> ¿Qué se puede hacer/Qué hay que hacer en tu región? Accept any suitable question.

<sup>2</sup> Ir a la playa/el campo, etc. Accept any suitable answer.

<sup>3</sup> Me gustaría ir a/visitar/quisiera ir a + place. Accept any suitable answer in the conditional or imperfect subjunctive.

<sup>4</sup> Fui a + place/country/He ido a/visitado + place. Accept any suitable answer in the preterite or perfect tenses.

<sup>5</sup> Es diferente/bonita/interesante, etc. Accept any suitable opinion.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER TIER SET 7

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### IDENTITY AND CULTURE

##### Lifestyle

**Setting: Your Spanish exchange friend asks you about leisure time. Your teacher will play the part of your friend. The teacher will speak first.**

- ¿Qué hay que hacer para los jóvenes en tu región?
- **Say what there is for young people to do in your region.<sup>1</sup>**
- ¿Qué te gusta hacer cuando tienes tiempo libre?
- **Answer the question.<sup>2</sup>**
- A mí me gusta hacer ejercicio.
- **Ask your friend what he/she prefers to do on Saturdays.<sup>3</sup>**
- Me gusta dormir. ¿Qué hiciste el fin de semana pasado?
- **Say what you did last week-end.<sup>4</sup>**
- ¿Cómo sería un fin de semana ideal para ti?
- **Say what your ideal week-end would be like.<sup>5</sup>**
- Muy bien.

<sup>1</sup> Hay discotecas, clubes, parques/No hay nada/mucho. Accept any suitable answer.

<sup>2</sup> Me gusta ir a + place/hacer + activity, etc. Accept any suitable answer.

<sup>3</sup> ¿Qué prefieres hacer los sábados? Accept any suitable question.

<sup>4</sup> Fui/Fuimos a + place/Hicimos/Hice + activity, etc. Accept any suitable answer in the past.

<sup>5</sup> Sería tranquilo/activo/divertido. Saldría con mis amigos, etc. Accept any suitable answer in the conditional or immediate future.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER TIER SET 8

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

##### Enterprise, Employability and Future Plans

**Setting:** You are talking to your Spanish friend about future career plans. Your teacher will play the part of your friend. The teacher will speak first.

- ¿Te gustaría trabajar en el extranjero?
- **Say if you would like to work abroad or not.<sup>1</sup>**
- ¿Cuáles son las ventajas de trabajar en el extranjero?
- **Give an advantage of working abroad.<sup>2</sup>**
- ¿Qué carrera te interesa?
- **Answer the question.<sup>3</sup>**
- ¿Has tenido un trabajo a tiempo parcial?
- **Say where you worked part time.<sup>4</sup>**
- Muy bien.
- **Ask your friend what is his/her ideal job.<sup>5</sup>**
- Reply appropriately.

<sup>1</sup> Sí/No me gustaría trabajar en el extranjero. Accept any suitable answer.

<sup>2</sup> Se puede hacer amigos/ aprender otros idiomas/es algo nuevo. Accept any suitable answer.

<sup>3</sup> Me gusta/interesa la arquitectura/el derecho/Quiero ser + profession, etc. Accept any suitable answer.

<sup>4</sup> Trabajé en + place/Tenía un trabajo en una cafetería, etc. Accept any suitable answer in the preterite or the imperfect.

<sup>5</sup> ¿Cuál es/sería tu trabajo ideal? Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER TIER SET 9

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### WALES AND THE WORLD

##### Home and Locality

**Setting: You are talking to your Spanish friend about transport in general. Your teacher will play the part of your friend. The teacher will speak first**

- ¿Te parece bueno el sistema de transporte en tu pueblo?
- **Give your opinion about the transport system in your town.<sup>1</sup>**
- ¿Cuáles son las ventajas de viajar en autobús?
- **Answer the question.<sup>2</sup>**
- ¿Cuál sería tu modo de transporte ideal?
- **Say what your ideal form of transport would be.<sup>3</sup>**
- Muy bien.
- **Ask your friend how he/she goes to school normally.<sup>4</sup>**
- Voy a pie. Y tú, ¿cómo fuiste al instituto ayer?
- **Say how you travelled to school yesterday.<sup>5</sup>**

<sup>1</sup> Es excelente/No sirve/ Es muy malo/No me gusta, etc. Accept any suitable opinion.

<sup>2</sup> Es barato/Contaminamos menos, etc. Accept any suitable answer.

<sup>3</sup> Mi transporte ideal sería el coche/el avión, etc. Accept any suitable answer in the conditional.

<sup>4</sup> ¿Cómo vas al instituto? Accept any suitable question.

<sup>5</sup> Fui en coche, en autobús, etc. Accept any suitable answer in the past.

**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)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<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>	5	<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>
4	7-8	<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>	4	<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	5-6	<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>	3	<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	3-4	<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>	2	<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	1-2	<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>	1	<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.</li> </ul>	0	<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 either part 1 or part 2 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 in response to the questions clearly at all times.</li> <li>Conveys detailed and relevant information in response to the questions. 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 reactions 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 with usually natural reactions 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 with some natural reactions to questions. 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 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. Some success in references 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.</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>