



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

Italian

3631

Speaking tests

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## SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

### PART ONE

#### 1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

#### 2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

**Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.**

##### Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
	Maximum Total	36

##### Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

### 3 Role-playing Situations

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

### 4 Presentation & Discussion and Conversation

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.

You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.

4.3

Communication	Range & Complexity
0	0
1	1 or 2
2	2 or 3
3	Max 4
4	Max 6

The mark for Spontaneity & Fluency is not limited by the Communication mark. This applies to both Foundation and Higher Tiers.

4.4

Communication	Pronunciation & Accuracy
0	0
1	1 or 2
2	Max 4
3	Max 5
4	Max 6

4.5 The following table is a summary in tabular form of paragraphs 4.3 and 4.4.

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2	1 or 2
2	Max 3 3 marks <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	Max 3 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  Max 4 4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	Max 6 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 6

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. “an attempt at an appropriate verb form” = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.6 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.7 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.
- 4.8 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

## 5 Exemplar Mark Sheet

See overleaf.



GCSE Modern Languages Speaking Tests

Examiner's Detailed Mark Sheet

Language \_\_\_\_\_

Full/Short Course

\* delete as appropriate

Centre No 

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Tape No \_\_\_\_\_

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	<b>Garden, Lilly</b>	<b>H</b>	14	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18

Name.....(Examiner) (Please Print)

\* Round up or down to the nearest whole number (ie. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

**CRITERIA FOR ASSESSMENT****Role-Playing Situations**

<b>Foundation Role-Play – Communication</b>	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

<b>Higher Role-Play – Communication and Quality of Language</b>	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

\*without significant error” = grammatically correct (but may contain **one** minor error.) If an answer contains more than one minor error a maximum of 3 marks may be awarded.

**PRESENTATION & DISCUSSION AND GENERAL CONVERSATION**

<b>Communication</b>	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

<b>Spontaneity and Fluency</b>	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

<b>Quality of Language</b>		
<b>Range &amp; Complexity</b>	<b>Marks</b>	<b>Pronunciation &amp; Accuracy</b>
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.



The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

<b>Presentation &amp; Discussion</b>	Marks
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion <b>only</b> )	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
<b>TOTAL</b>	<b>12</b>

<b>General Conversation</b>	Marks
Communication	4
Spontaneity and Fluency	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
<b>TOTAL</b>	<b>20</b>

**SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION**

**ROLE-PLAY GRID**

<b>RAW MARK</b>	<b>SCALED MARK</b>
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

**PRESENTATION & DISCUSSION GRID**

<b>RAW SCORE FOR QUALITY OF LANGUAGE</b>	<b>SCALED MARK</b>
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

## SPEAKING TESTS

### PART TWO

<b>Role-Play 1 – Foundation Tier</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>2 Required message conveyed even if not totally correct</b>
a	Marco (Their own name) Ecco Natalie	No questioning intonation	Marco per favore (or other name) Any request to speak to somebody / partner
b		Domani / dopodomani ecc A day of the week alone Il + number A month alone	19 luglio i.e. date Any date ie: number and month understandable
c		(Just number)	Alle 8.30 Any understandable time with alle / all' / a etc (Numbers obviously time without alle etc)
d	Not 'wearable' item e.g. valigia	Either colour or item only	Una t-shirt blu Anything wearable plus a colour

<b>Role-Play 2 – Foundation Tier</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>2 Required message conveyed even if not totally correct</b>
a		Just country e.g. Inghilterra	(Sono) inglese Any nationality
b	Wrong verb ending - abito	abitare	Dove abiti? abita / abitate / abitare also vivere
c	<i>Sei e dieci</i> or other wrong number Unreasonable age eg: 60 if student is clearly 16, or 5 for 15	Just number	(Ho) 16 anni Any reasonable age
d	Niente		(Ho) un fratello e 2 sorelle Any combination of brothers and sisters or none

<b>Role-Play 3 – Foundation Tier</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>2 Required message conveyed even if not totally correct</b>
a	Country for language (of 1)	1 subject	2 recognisable subjects without definite article
b	Any negative reason	Perché mi piace	Sono bravo/a Il professore è simpatico (È) facile Non(è) difficile Perché è buono
c	Inappropriate amount of time (not fit into evening)		A reasonable amount of time
d	Mi piace or other person Ti piace or scuola alone. Incorrect pronoun e.g. mi le etc.	No questioning intonation È buona la scuola?	Ti piace la scuola? (1 mark if 'ti' omitted) Ami ... ?

<b>Role-Play 4 – Foundation Tier</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>2 Required message conveyed even if not totally correct</b>
a		No questioning intonation if no question word e.g. costare	Quanto costa? Or similar phrase Quanto? Quant'è? Il prezzo? Costare? also - plurals
b	A region or town	Nationality e.g. inglese	Inghilterra (La) Gran Bretagna Any country
c	Something you cannot reasonably buy in a newsagents e.g. scarpe		Un giornale Any item you can buy in a newsagents
d		Either element (Grazie or Buongiorno)	Grazie e buongiorno or similar Ciao

<b>Role-Play 5 – Foundation Tier</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>2 Required message conveyed even if not totally correct</b>
a		Aprire Chiuso No questioning intonation	(È) aperto?
b	Any non sporting activity		Il tennis Any sport or sports centre activity e.g. nuotare / ballare
c		(Just a single number)	Alle 4.30 Any understandable time with alle / all' / a etc  (Numbers obviously time without alle etc.)
d		No questioning intonation if no question word e.g. costare	Quanto costa? Or similar phrase Quanto? Quant'è? Il prezzo? costare

<b>Role-Play 6 – Foundation Tier</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>2 Required message conveyed even if not totally correct</b>
a	Inappropriate verb ‘travellare’	Viaggio Andare in vacanza	(Vorrei) viaggiare / viaggi
b	A region or a town Nationality (of each)	1 country	(L’) Australia e (l’) Italia Any countries
c		Non lo so	Solo/a [Con] amici Any travelling companion(s) Names
d	Wrong verb ending e.g. vado Dove va lo studente		Dove vai? (in vacanza) va, andate



<b>Role-Play 7 – Higher Tier</b>					
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Appropriate response / difficulty or ambiguity / some relevant information</b>	<b>2 Appropriate and unambiguous / minor errors or minor omissions</b>	<b>3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max</b>	<b>4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max</b>
a		Type of programme + no reason or inappropriate comment Type of film + negative comments.	(Name of programme without type plus reason) e.g. mi piace Neighbours / perché è interessante (no type)		<i>(Mi piacciono) i film perché sono molto divertenti</i> Any type of programme and reason
! b		Weekend not mentioned	Reason omitted		<i>Di solito guardo 2 ore di televisione al giorno ma al weekend di più, perché non vado a scuola</i> Any reasonable amount of time and a comparison with the weekend
c		No opinion Niente (for no tv watched)			Non ho guardato la tv + perché non abbiamo un tv <i>(Ho visto) Home and Away. Era molto interessante</i>
d	Answer and reason which don't match preferisco il cinema perché costa troppo	No reason			<i>Preferisco il cinema perché lo schermo è più grande</i> <i>Preferisco la televisione perché costa di meno</i> Any positive or negative reply plus justification

<b>Role-Play 8 – Higher Tier</b>					
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Appropriate response / difficulty or ambiguity / some relevant information</b>	<b>2 Appropriate and unambiguous / minor errors or minor omissions</b>	<b>3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max</b>	<b>4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max</b>
a	Unreasonable holiday jobs e.g. medico	Either element missing			<i>Vorrei lavorare come cameriere in un ristorante. Ho visto la pubblicità su Internet.</i> Any kind of holiday job plus any reasonable place to have heard about it
b	Irrelevant reasons e.g. sono ricco/a	1 reason			<i>Ho dell'esperienza e parlo italiano</i> Any 2 reasons why the candidate might be suitable.
! c		Either element missing			<i>(Sono libero/a) dal 2 agosto per 6 settimane</i> Any start time and length of time.
d		1 question only Not questioning intonation both (without question word)	Not questioning intonation 1 only (without question word)		<i>Quante ore alla settimana devo lavorare? Quant'è la paga?</i> Any 2 questions about the job

<b>Role-Play 9 – Higher Tier</b>					
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Appropriate response / difficulty or ambiguity / some relevant information</b>	<b>2 Appropriate and unambiguous / minor errors or minor omissions</b>	<b>3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max</b>	<b>4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max</b>
a		1 detail only	2 details only		<i>Si chiama..., è molto grande e abbastanza moderna</i> Any three things to describe the school
b	Unreasonable times  3 pre school only e.g. Faccio la doccia	1 school detail +  2 pre-school details	2 details only		<i>La scuola comincia alle 9 e finisce alle 4 e ci sono 6 lezioni al giorno.</i> Any 3 things about the school day (one could be before school) ** there may be some acceptable overlap between a and b. total details = 6
! c		No reason or inappropriate reason			<i>Mi piace la scuola perché posso incontrare i miei amici</i> Any opinion of the school with justification.
d	Negative attitudes	1 detail only	2 details only		<i>Deve essere bravo, intelligente e simpatico.</i> Any 3 attributes of the ideal teacher.

<b>Role-Play 10 – Higher Tier</b>					
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Appropriate response / difficulty or ambiguity / some relevant information</b>	<b>2 Appropriate and unambiguous / minor errors or minor omissions</b>	<b>3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max</b>	<b>4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max</b>
a	cassa	1 question only Both without questioning intonation	1 without questioning intonation		<i>La casa è moderna? Quanti piani ha?</i> Any 2 questions about a house
b		No or appropriate reason			<i>Preferisco la città perché c'è molto da fare</i> <i>Preferisco la campagna perché è tranquilla</i> Either answer with justification
c		1 detail only	2 details only		<i>La mia camera è grande. Ci sono un letto e un armadio</i> Any 3 details of description
d		1 detail only			<i>La mia casa ideale sarebbe moderna con una piscina</i> Any 2 details of an ideal house. Present tense acceptable.

<b>Role-Play 11 – Higher Tier</b>					
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Appropriate response / difficulty or ambiguity / some relevant information</b>	<b>2 Appropriate and unambiguous / minor errors or minor omissions</b>	<b>3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max</b>	<b>4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max</b>
a	Office or workplace other than shop detail does not score	Either detail only			<i>Lavoro in una panetteria, vicino a casa mia</i> Any shop and any location
b	Unreasonable hours	1 detail only	2 details		Beware ‘da’ type sentences - no score <i>Lavoro 8 ore alla settimana. Compro i CD e vestiti</i> Any reasonable amount of time and 2 items bought
c		1 detail only	2 details		<i>La signora Adams è brava ma un po’ severa</i> Any 2 details of a colleague
d					<i>Secondo me è una buona cosa</i> <i>Non è una buona cosa</i>  Either opinion

<b>Role-Play 12 – Higher Tier</b>					
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Appropriate response / difficulty or ambiguity / some relevant information</b>	<b>2 Appropriate and unambiguous / minor errors or minor omissions</b>	<b>3 Appropriate and full response / minor errors cause no ambiguity / TWO minor errors max</b>	<b>4 Appropriate and correct response / task fully accomplished / NO SIGNIFICANT ERROR / ONE minor error max</b>
a	Family	Detail missing e.g. vuoi venire in vacanza con me?	No questioning intonation (2 if rest of it acceptable)		<i>Vuoi andare in vacanza con me e degli amici?</i> Invitation to go on holiday and who with
b	Somewhere outside GB Unreasonable amount of time	1 element	2 elements		(ignore <i>che tipo di posto è</i> ) <i>Andiamo in Galles il 15 luglio per 15 giorni</i> Any place in GB a date and an amount of time
c		1 activity but no reason (1 element)	2 or 3 elements e.g. 2 activities + 1 reason		<i>Possiamo visitare un museo è interessante, andare in spiaggia, è divertente.</i> Any 2 possible holiday activities and 2 reasons.
d		Either element only			<i>Il prezzo è 150 euro e devi pagare prima di partire</i> Any price and any time to pay Accept, euro, sterline or lire.

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**ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME****MINOR ERRORS**

This information applies to Italian GCSE Speaking Tests only.

The following are examples of **minor** errors.

**1. Nouns and articles**

- incorrect article e.g. *uno ragazzo*
- incorrect noun plural e.g. *i fiore*

**2. Gender**

- incorrect gender e.g. *la mare*  
(unless confusion arises from change of meaning)

**3. Adjectives**

- incorrect position of adjective e.g. *un rosso fiore*  
(unless confusion arises from change of meaning)
- incorrect adjective agreement e.g. *un fiore rossa*

**4. Pronouns**

- incorrect inclusion/omission of article with possessives e.g. *il mio padre, mio libro.*
- incorrect position of direct/indirect object pronoun e.g. *io ho lo visto, ho visto lo.*

**5. Prepositions**

- incorrect or lack of combination of preposition and definite article e.g. *a la chiesa*

**6. Verbs**

- incorrect use of piacere e.g. *mi piace le fragole*
- slightly incorrect verb forms e.g. *parlarò*

The above are errors which usually do not affect communication. They should be treated as minor **unless the Part Two Mark Scheme states otherwise.**

Using the incorrect person or tense of a verb is considered a **major** error **unless the Part Two Mark Scheme states otherwise.**

However, if a candidate uses a construction that requires the subjunctive mood but instead uses the indicative in the **correct tense and person**, this is classed as a **minor** error.

This list is not exhaustive and is to be used as a guide to the marking of the 2003 tests only. There may be additional clarifications for the marking of the 2004 tests.